



## ACTIVITY GUIDE IN ARITHMETIC GRADE SIX

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### I. Drill

- A. Group remedial drill on addition of like fractions.

Note: Grouping of the children is based on the results of the diagnostic test on addition of like fractions, p. 29, The New Curriculum Workbook.

- B. Abilities Involved:

1. Group I.

Addition of like fractions with answers not reducible to lowest terms.

Type:  $\frac{1}{3} -| - \frac{1}{3} = \frac{2}{3}$

2. Group II.

Addition of like fractions with answers reducible to lowest terms.

Type:  $\frac{1}{4} -| - \frac{1}{4} = \frac{2}{4} \frac{1}{4} = \frac{1}{2}$

3. Group III.

Addition of like fractions with answers reducible to whole or mixed numbers.

Type:  $\frac{3}{4} -| - \frac{1}{4} = \frac{4}{4} = 1$

4. Group IV.

Addition of whole numbers and fractions or mixed numbers.

Type:  $7 -| - \frac{7}{12} = 7\frac{7}{12}$

5. Group V.

Addition of mixed numbers, the fractional sums of which are proper fractions.

Type:  $6\frac{1}{8} -| - 1\frac{5}{8} = 7\frac{6}{8} = 7\frac{3}{4}$

6. Group VI.

Addition of mixed numbers, the fractional sums of which are improper fractions.

Type:  $7\frac{3}{4} -| - 4\frac{1}{4} = 11\frac{4}{4} = 12$

### C. Procedure

1. Provision is made for those pupils who scored perfect in the diagnostic test. They solve problems given on the board.
2. Corrective drill exercises based on the different abilities are placed on the board.
3. The teacher takes up corrective teaching with one group at a time, starting with the simplest type of exercise missed.
4. While one group recites with the teacher, the rest of the class study the exercises corresponding to their respective groups.

### II. Problem Solving

- A. To develop the ability to solve mental problems involving everyday arithmetic.

1. Specific abilities involved in:

- a. Making changes.
- b. Buying and selling.
- c. Finding averages.
- d. Finding increases or decreases in weight.

2. Mental problems (samples)

- a. Yesterday, Jose bought 2 notebooks at ₱0.20 each. If he gave the seller a 50-centavo piece, how much change did he receive?
- b. At recess, Mrs. Dungo ordered 2 cups of soup at ₱0.15 a cup and 2 special sandwiches at ₱.15 each. If she gave the seller a peso, how much change did the seller give her?

- c. Mother went marketing this morning and bought 2 kilos of sugar at ₱0.60 a kilo and a dozen eggs at ₱1.40 a dozen. How much did she spend in all?
- d. A dress material, 3 yards long costs ₱4.20. What is the cost per yard?
- e. Last month Pedro's weight was 28 kilos. Yesterday, while waiting for the dentist, he weighed himself. His present weight is 32 kilos. What was his increase in weight?

### 3. Procedure

- a. The teacher reads aloud the mental problems.
- b. Pupils solve these problems mentally and write down the answers.
- c. The pupils check their answers.
- (1) The teacher reads the answers aloud while pupils check their own papers.
- (2) The teacher finds the frequency of errors and takes up with the class those problems missed by the majority.

## III. Development Lesson

- A. To know how to find the area

of a triangle when the base and the altitude are given.

### B. Procedure

- Drill on arithmetical terms. Filling the blanks.
  - Area means \_\_\_\_\_.
  - Area should always be expressed in \_\_\_\_\_.
  - Perimeter means \_\_\_\_\_.
  - The dimensions of a parallelogram are its \_\_\_\_\_ and \_\_\_\_\_.
  - A parallelogram with a base of 9 dm. and an altitude of 5 dm. has an area of \_\_\_\_\_.
- The teacher presents a triangle to the class and asks the pupils to show its dimensions; the surface; and the perimeter.
- By comparison, the teacher makes the pupils realize that a triangle is one-half the area of a parallelogram of the same dimensions.
- The pupils are then led to discover and formulate the general principles for finding the area of a triangle.
- The teacher takes several examples by illustrations to generalize the idea.
- The teacher takes up exercises and problems calling for the application of the principle just formulated.

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