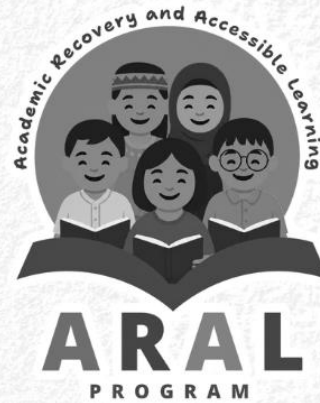




TUTOR'S GUIDE

MATH

GRADE

6



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NOT FOR SALE



ARAL-Mathematics Tutor's Guide

Key Stage 2 – Grade 6

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Table of Contents

Guidelines	2	Worksheet 20:	25
Worksheet 1:	10	Worksheet 21:	26
Worksheet 2:	11	Worksheet 22:	27
Worksheet 3:	12	Worksheet 23:	28
Worksheet 4:	13	Worksheet 24:	29
Worksheet 5:	14	Worksheet 25:	30
Worksheet 6:	15	Worksheet 26:	30
Worksheet 7:	16	Worksheet 27:	31
Worksheet 8:	17	Worksheet 28:	32
Worksheet 9:	18	Worksheet 29:	32
Worksheet 10:	18	Worksheet 30:	33
Worksheet 11:	19	Worksheet 31:	34
Worksheet 12:	19	Worksheet 32:	35
Worksheet 13:	20	Worksheet 33:	36
Worksheet 14:	21	Worksheet 34:	36
Worksheet 15:	21	Worksheet 35:	37
Worksheet 16:	22		
Worksheet 17:	23		
Worksheet 18:	24		
Worksheet 19:	25		



Guidelines for Conducting ARAL Math Sessions

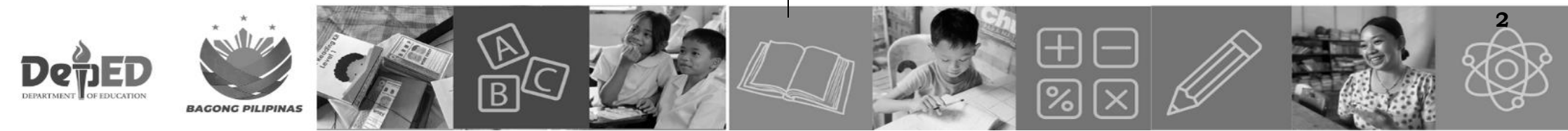
The ARAL Math remediation sessions will follow a practice-based, self-learning approach designed to build a strong foundation in mathematics from the earliest stages. The approach emphasizes independent learning, where students progress through carefully structured worksheets that gradually increase in difficulty. Each new concept is introduced in small, manageable increments, allowing learners to connect new ideas to previously mastered skills.

A central goal of this approach is to identify the point when learners began to have misconceptions or understand concepts poorly so that the gaps can be addressed. Thus, while the worksheets are guided by the Revised K-10 Curriculum, these are not grade-level specific. The gaps in the learners' understanding of mathematics concepts may have occurred in earlier grade levels and it is crucial to address these. Intervention is focused; misconceptions are corrected through guided personal discovery on the part of learners rather than direct explanation from the tutor.

Tutors act as **facilitators** rather than direct instructors. They do not give lectures on various topics or discuss lessons as a class; instead, they guide learners with hints and questions when difficulties arise, encouraging problem-solving and resilience. This approach cultivates both **academic competence** and **self-learning skills**, helping students develop confidence, discipline, and independence.

By combining repetition for mastery, self-paced progression, guided intervention, and targeted correction of misconceptions, this approach for ARAL Math is envisioned to help learners not only excel in mathematics but also acquire lifelong learning habits that extend beyond the learning area.

Important: This is not remediation by reteaching specific lessons. Thus, the tutor will NOT reteach specific lessons. The tutor will simply supervise the learners while working on the worksheets, and intervene only when the learners get stuck in a particular worksheet.





Important Principles:

A. Start with the Basics

The worksheets begin with the most fundamental skills as it is important to ensure that learners master these before moving forward. The worksheets begin with the following fundamental skills:

1. counting and number recognition – learners should confidently recognize numbers, count objects, and understand the concept of quantity
2. basic addition and subtraction – simple operations beginning with small numbers help learners grasp the idea of combining and separating quantities
3. place value awareness – understanding place value lays the groundwork for handling operations on larger numbers
4. patterns and sequencing – recognizing simple patterns builds logical thinking and prepares learners for multiplication, fractions and rations, algebra, geometry, and other topics.

5. shapes and measurement – identifying basic shapes and comparing lengths or sizes develops spatial and comparative reasoning.

B. Incremental Progression

1. Structured worksheets are the main learning tool. These worksheets have been made available to the Department of Education through the One Small Step Forward Foundation.
2. The structured worksheets gradually increase in difficulty in very small steps. Each worksheet introduces only a slight increase in difficulty.
3. New concepts are always linked to what learners have already mastered, preventing gaps in understanding.
4. Structured worksheets provide consistent practice and a clear path of progression.
5. Learners must demonstrate speed and accuracy before progressing, ensuring a solid foundation.





6. Misconceptions are identified early, and tutors guide learners back to simple problems to rebuild understanding.

7. Success at each level motivates learners to persist, reinforcing the belief that effort leads to progress.

Sample worksheets:

Division by 3

Dividing by 3 is grouping the objects in sets of 3.

Consider this:
Paul has 12 apples. He wants to put 3 apples in a plastic bag. How many plastic bags will he need?
To answer this, we group the apples in sets of 3.

There are 4 groups of 3 in 12.
So, Paul will need 4 plastic bags.
The division equation is $12 \div 3 = n$.
So, $12 \div 3 = 4$

Complete the sentences for each picture.

1)
There are ____ groups of 3 in 9.
____ $\div$ 3 = ____.

2)
There are ____ groups of 3 in 15.
____ $\div$ 3 = ____.

3)
There are ____ groups of 3 in 21.
____ $\div$ 3 = ____.

4)
There are ____ groups of 3 in 18.
____ $\div$ 3 = ____.

Addition of Two-digit by One-digit numbers with Regrouping

In adding two-digit and one-digit numbers, line up the ones digits in the rightmost column. Then find the sum following these steps:

1. Add the ones digits. ($5 + 8 = 13$)

2. Write 3 under the ones column and carry 1 to the tens column.

3. Add the tens digits. ($1 + 2 = 3$)

Tens	Ones
1	5
2	8
3	

Tens	Ones
1	5
2	8
3	

Find the sum.

1) $\begin{array}{r} 17 \\ + 3 \\ \hline \end{array}$	3) $\begin{array}{r} 18 \\ + 5 \\ \hline \end{array}$	5) $\begin{array}{r} 25 \\ + 5 \\ \hline \end{array}$	10) $\begin{array}{r} 36 \\ + 5 \\ \hline \end{array}$
2) $\begin{array}{r} 16 \\ + 4 \\ \hline \end{array}$	4) $\begin{array}{r} 19 \\ + 2 \\ \hline \end{array}$	6) $\begin{array}{r} 24 \\ + 6 \\ \hline \end{array}$	11) $\begin{array}{r} 35 \\ + 6 \\ \hline \end{array}$
		7) $\begin{array}{r} 25 \\ + 5 \\ \hline \end{array}$	12) $\begin{array}{r} 34 \\ + 7 \\ \hline \end{array}$
		8) $\begin{array}{r} 23 \\ + 7 \\ \hline \end{array}$	13) $\begin{array}{r} 37 \\ + 4 \\ \hline \end{array}$
		9) $\begin{array}{r} 22 \\ + 8 \\ \hline \end{array}$	14) $\begin{array}{r} 35 \\ + 5 \\ \hline \end{array}$

Equation of a Line

The equation of the line with slope m & y-intercept b is given by:

$y = mx + b$ (slope-intercept form)

So, to graph the equation, we just need to identify the slope & the y-intercept and graph the equation.

Example: Graph the equation $y = -\frac{2}{3}x + 5$

So, $m = -\frac{2}{3}$ & $b = 5$

Identify the slope & the y-intercept of each equation then use them to graph each.

1) $y = \frac{2}{3}x + 2$

$m =$ _____

$b =$ _____

2) $y = \frac{3}{2}x - 3$

$m =$ _____

$b =$ _____



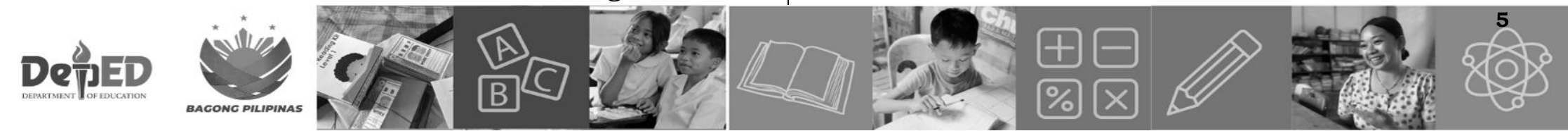
C. Self-paced and Independent Work

1. Learners work on the worksheets individually, discovering solutions and strategies independently.
2. Working on tasks without immediate tutor input builds resilience and belief in the learners' own ability. Learners learn to spot mistakes themselves, which deepens understanding and prevents misconceptions.
3. Self-paced independent work without immediate tutor input develops self-learning habits and confidence in the learners.
4. Learners do not become dependent on tutors for solutions or confirmation of correct answers, which strengthens their confidence in tackling challenges.
5. By working through problems without immediate explanations, learners connect new ideas to prior knowledge more meaningfully.
6. As this approach is self-paced, the tutor should allow a learner to complete as many worksheets as he or she can during a session.

Note that a learner can only advance to the next worksheet if all items on the worksheet he or she is currently working on are completed correctly.

D. Repetition for Mastery

1. Repeated practice until learners achieve speed and accuracy is important. Mastery of each level is required before moving to the next. Mastery through repetition guarantees readiness for the next incremental step.
2. Repetition matters because regular practice helps learners store concepts in long-term memory. Consistent practice ensures learners do not fall back into incorrect methods.
3. Repetition builds fluency which allows learners to instantly recall basic facts without counting or hesitation. This develops speed and accuracy, which are essential for tackling more complex problems later.
4. Success through repeated attempts boosts self-belief and reduces math anxiety.





E. Tutor as Facilitator

1. The approach that is being adopted for ARAL Math is not remediation by reteaching, where tutors reteach certain lessons in the ARAL Math sessions.
2. Tutors do not lecture or provide answers. Instead, they allow learners to discover solutions through practice and reasoning.
3. Struggles and errors highlight where learners have weak understanding or misconceptions, giving tutors a clear point for guided intervention. When learners get stuck, tutors intervene only by asking guiding questions, giving hints or prompts, or pointing learners back to previously mastered concepts, never direct answers.
4. Keen observation by tutors is important. Tutors need to watch for signs of struggle such as repeated errors, hesitation, or frustration.
5. Tutors need to reinforce persistence and effort among learners, motivating them to keep trying until they succeed.

Illustration of Guided Intervention

A. Example 1: $47 - 29 = ?$

A learner is working on a worksheet involving 2-digit subtraction. The learner is unable to do “47-29” and becomes stuck because he or she has not yet fully grasped the concept of borrowing or regrouping.

When does the tutor intervene? When the tutor notices a learner repeatedly hesitating or making the same error (e.g. $7 - 9 = 2$), this signals that the learner is struggling to connect the new concept with previously mastered skills.

How can the tutor intervene effectively? Instead of explaining the full borrowing or regrouping process, the tutor can ask guiding questions:

- *Can you subtract 9 from 7 directly?*
- *What happens when the top number is smaller than the bigger number?*
- *Do you remember what we did when subtracting $13 - 8$?* [The tutor may point the learner back to the worksheet where “13 –





8” was covered, to help him or her recall the idea of regrouping.

Expected outcome: Through these prompts, the learner connects the present challenge to prior knowledge covered by previous worksheets. Through this intervention, the learner recalls the need to borrow and solves the problem independently. **It is important to note that the tutor’s role is not to supply the solution but to nudge the learner toward recall or rediscovery and self-correction.**

This kind of intervention preserves the independence of the learner while ensuring that they do not get stuck in frustration. It is important to strike the balance between providing support and self-learning, which is central to the ARAL Math approach.

B. Example 2: Adding similar fractions

A learner is working on a worksheet with the following problem: “*Maria ate $\frac{3}{8}$ of a cake. Juan ate $\frac{2}{8}$ of the same cake. How much of the cake did they eat together?*”

When does the tutor intervene? When the tutor notices that a learner writes the answer as $\frac{5}{16}$, this signals that the learner has a misconception – that the denominators should be added.

How can the tutor intervene effectively? The tutor should not explain the rule directly. Instead, the tutor can ask guiding questions:

- In a fraction, what does the denominator represent?
- Can you think of a simpler example, like $\frac{1}{4} + \frac{2}{4}$? [The tutor may point the learner back to the worksheet where $\frac{1}{4} + \frac{2}{4}$ was tackled].
- If Maria ate 3 pieces and Juan ate 2 pieces, how many pieces did they eat altogether?
- Does the denominator change when we add fractions of the same whole?
- Why do we keep the denominator the same?

Expected outcome: Through these prompts, the learner realizes that the denominator stays the





same when adding fractions with the same denominators, and corrects the answer to $\frac{5}{8}$.

C. Example 3: Ratios

A learner is working on a worksheet with the following problem: “A recipe needs 2 cups of sugar for every 3 cups of flour. If you have 6 cups of flour, how much sugar do you need?”

When does the tutor intervene? When the tutor notices that a learner incorrectly multiplies $6 \times 2 = 12$, this signals that the learner has not fully grasped ratios.

How can the tutor intervene effectively? The tutor should not explain the rule directly. Instead, the tutor can ask guiding questions:

- What does the ratio 2:3 mean?
- If 3 cups of flour need 2 cups of sugar, what happens if we double the flour to 6 cups?
- Can you write the proportion as a fraction: sugar/flour = $\frac{2}{3}$?

Expected outcome: The learner connects the ratio to proportional reasoning, calculates

correctly, and finds that 6 cups of flour need 4 cups of sugar.

How to Check the Worksheets

1. In this Tutor’s Guide, the answer key to each worksheet is provided.
2. The tutor is directed to use three (3) shapes when going over and marking:

a.  (star)

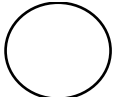
- draw a star at the TOP of a worksheet if ALL items in the worksheet have been answered correctly. A star means the learner got a perfect score; there is no need to place a check mark on every item.

b.  (triangle)

- draw a triangle on a SPECIFIC ITEM if the item has been partially answered correctly (e.g. incomplete answer, wrong spelling, no





c.  (circle)

answer, or not following instructions). At the top of the worksheet, the tutor needs to indicate the number of $\triangle$ s.

- draw a circle on a SPECIFIC ITEM if the answer is WRONG. At the top of the worksheet, the tutor needs to indicate the number of $\bigcirc$ s.

3. The Answer Key is to be used for marking the answers of the learners as CORRECT, PARTIALLY CORRECT, or WRONG. Please note the following:

- a. Always take a look at the numbering of items in the worksheets and the Answer Key to make sure that these correspond.
- b. Not all answers indicated in the Answer Key must be taken literally. Tutors need to do

some analysis based on the questions on the worksheet. For example, if the answer on the Answer Key is 5 centimeters and the learner answered 5 cm, the learner's answer can be considered correct.

Such analysis is important especially in higher level worksheets. You may seek advice from the school's Master Teachers or get in touch with the ARAL Secretariat for any questions in this regard.

4. The learners must be asked to redo the items that have been marked with $\triangle$ s and $\bigcirc$ s.
5. When re-checking the learner's work, CROSS-OUT the circle or triangle that was initially placed on specific items if the learner has already corrected the answer. Cross out the score as well once the learner has answered all the items on the worksheet correctly.

Please note that all items marked with circles and triangles must be done again by the learner until these are answered correctly.

When needed, the tutor should intervene without giving the answer or delivering a lecture.



ARAL Math Grade 6 Worksheet 1

Divisibility Rules

Item	Number	2	3	5	9	10
1	245			✓		
2	240	✓	✓	✓		✓
3	256	✓				
4	432	✓	✓		✓	
5	454	✓				
6	455			✓		
7	480	✓	✓	✓		✓
8	543		✓			
9	610	✓		✓		✓
10	612	✓	✓		✓	
11	630	✓	✓	✓	✓	✓
12	662	✓				
13	729		✓		✓	
14	750	✓	✓	✓		✓
15	768	✓	✓			
16	780	✓	✓	✓		✓
17	850	✓		✓		✓
18	998	✓				
19	1,065		✓	✓		
20	2,150	✓		✓		✓

Item	Problem	Answer	Reasoning
21	2_4 ÷ 9	3	2 + 3 + 4 = 9
22	41_ ÷ 2	0	ends in 0 (even)
23	6_7 ÷ 3	2	6 + 2 + 7 = 15
24	74_ ÷ 10	0	ends in 0
25	_77 ÷ 9	4	4 + 7 + 7 = 18
26	16_ ÷ 5	0	ends in 0
27	_85 ÷ 3	2	2 + 8 + 5 = 15
28	72_ ÷ 9	0	7 + 2 + 0 = 9
29	5,23_ ÷ 10	0	ends in 0
30	7,67_ ÷ 5	0	ends in 0
31	4,6_7 ÷ 9	1	4 + 6 + 1 + 7 = 18
32	95_ ÷ 5	0	ends in 0
33	_,615 ÷ 3	0	0 + 6 + 1 + 5 = 12
34	35_ ÷ 9	1	3 + 5 + 1 = 9
35	3,34_ ÷ 10	0	ends in 0



ARAL Math Grade 6 Worksheet 2

Divisibility Rules

#	Number	4	6	8
1	648	✓	✓	✓
2	924	✓	✓	
3	216	✓	✓	✓
4	460	✓		
5	618		✓	
6	248	✓		✓
7	6,816	✓	✓	✓
8	6,424	✓		✓
9	9,428	✓		
10	6,864	✓	✓	✓

#	Number	4	6	8
11	9,232	✓		✓
12	4,656	✓	✓	✓
13	7,344	✓	✓	✓
14	9,462		✓	
15	1,284	✓	✓	

#	Number	2	3	4	5	6	8	9	10
16	5,312	✓		✓			✓		
17	1,492	✓		✓					
18	4,272	✓	✓	✓		✓	✓		
19	2,725				✓				
20	9,963		✓					✓	

#	Number	2		3	4	5	6	8	9	10
21	1,586	✓								
22	4,686	✓		✓			✓			
23	8,714	✓								
24	7,089			✓						
25	5,930	✓				✓				✓
26	2,967			✓						
27	5,680	✓			✓	✓		✓		✓
28	6,657			✓						
29	7,260	✓		✓	✓	✓	✓			✓
30	9,688	✓			✓			✓		



ARAL Math Grade 6 Worksheet 3

Divisibility Rules

YES/NO	JUSTIFICATION/SOLUTION
1) Yes	8) 160 is even (ends in 0), so it is divisible by 2
2) Yes	9) $2+9+7=18$, divisible by 3
3) Yes	10) 590 ends in 0, so it is divisible by 5
4) Yes	11) 876 is even and $8+7+6=21$ is divisible by 3
5) No	12) $5+9+5=19$ is not divisible by 3
6) No	13) Last two digits '15' are not divisible by 4
7) No	14) 5,634 ends in 4, not 0, so it is not divisible by 10

YES/NO	JUSTIFICATION/SOLUTION
15) Yes	24) $9+0+0=9$, divisible by 3
16) Yes	25) Last three digits '016'=16, and $16 \div 8 = 2$
17) Yes	26) Alternating digit sum: $9-7+0-2=0$, divisible by 11 ($2,079 \div 11 = 189$)

18) No	27) 5,935 is odd (ends in 5), so it fails the divisible-by-2 part of the rule for 6
19) Yes	28) 4,850 ends in 0
20) Yes	29) 5,634 is even AND $5+6+3+4=18$ is divisible by 3
21) Yes	30) 2,105 ends in 5
22) Yes	31) $5+1+3+6=15$ divisible by 3, AND last two digits '36' $\div 4 = 9$
23) Yes	32) 2,104 is even (ends in 4)





ARAL Math Grade 6 Worksheet 4

Divisibility Rules

1. no
2. yes
3. no
4. yes
5. no
6. yes
7. no
8. no
9. yes
10. no
11. 2,4,5,8,10
12. 2
13. 2,4,5,8,10
14. 3
15. 5
16. 3,9,11
17. 2,4,8,11
18. 2,3,6,9,11
19. 2,4,5,8,10
20. 3,5

#	Number	2	3	4	5	6	8	9	10	11	12
21	216	✓	✓	✓			✓	✓			✓
22	970	✓			✓				✓		
23	752	✓		✓			✓				
24	459		✓					✓			
25	760	✓		✓	✓		✓		✓		
26	9,645		✓		✓						
27	7,653		✓								
28	5,580	✓	✓	✓	✓	✓		✓	✓		✓
29	5,900	✓		✓	✓				✓		
30	9,040	✓		✓	✓		✓		✓		



ARAL Math Grade 6 Worksheet 5

Order of Operations

1. 390
2. 146
3. 340
4. 132
5. 42
6. 68
7. 35
8. 124
9. 1120
10. 160
11. 1080
12. 1040
13. 570
14. 26
15. 61
16. 2
17. 33
18. 14
19. 21
20. 4
21. 21
22. 32
23. 12
24. 20

25. 61
26. 2
27. 31
28. 9
29. 22
30. 3
31. 22
32. 21
33. 14
34. 70
35. 71
36. 15
37. 180
38. 23
39. 32
40. 66



ARAL Math Grade 6 Worksheet 6

Order of Operations

1. 71
2. 25
3. 54
4. 22
5. 32
6. 6
7. 1
8. 11
9. 2
10. 3
11. 7
12. 6
13. 1
14. 1
15. 1
16. 2
17. 1
18. 20
19. 1
20. 35
21. 18
22. 2
23. 14
24. 9

25. 36
26. 70
27. 32
28. 30
29. 83
30. 22
31. 23
32. 1
33. 30
34. 18
35. 2
36. 16
37. 9
38. 32
39. 73
40. 28



ARAL Math Grade 6 Worksheet 7

Order of Operations

1. 30
2. 73
3. 23
4. 65
5. 6
6. 6
7. 45
8. 35
9. 15
10. 26
11. 65
12. 5
13. 2
14. 45
15. 22
16. 13
17. 26
18. 18
19. 42
20. 28
21. 360
22. 12
23. 2
24. 10

25. 36
26. 34
27. 26
28. 6
29. 10
30. 12
31. 32
32. 11
33. 25
34. 0
35. 25
36. 25
37. 45
38. 12
39. 6
40. 90





ARAL Math Grade 6 Worksheet 8

Order of Operations

1. 3
2. 11
3. 6
4. 15
5. 10
6. 24
7. 17
8. 21
9. 23
10. 46
11. 11
12. 5
13. 80
14. 3
15. 13
16. 18
17. 15
18. 10
19. 24
20. 18
21. 22
22. 216
23. 13
24. 21

25. 18
26. 2
27. 31
28. 22
29. 21
30. 71
31. 14
32. 46
33. 73
34. 36
35. 13
36. 20
37. 27
38. 1
39. 34
40. 22





ARAL Math Grade 6 Worksheet 9 Greatest Common Factor (GCF)

1. $2 \times 5 = 10$
2. $2 \times 2 \times 2 = 8$
3. $2 \times 2 = 4$
4. $2 \times 2 = 4$
5. $2 \times 5 = 10$
6. 5
7. $3 \times 3 = 9$
8. 2
9. $2 \times 5 = 10$
10. $2 \times 2 = 4$
11. $2 \times 2 \times 3 = 12$
12. $2 \times 2 \times 2 \times 3 = 24$
13. $2 \times 2 = 4$
14. $2 \times 5 = 10$
15. 3
16. $2 \times 2 = 4$
17. 7
18. $2 \times 3 \times 5 = 30$
19. $3 \times 3 \times 5 = 45$
20. $2 \times 5 \times 5 = 50$

ARAL Math Grade 6 Worksheet 10 Least Common Multiple (LCM)

1. 30
2. 480
3. 240
4. 108
5. 240
6. 36
7. 336
8. 630
9. 54
10. 240
11. 280
12. 150
13. 120
14. 630
15. 180
16. 3360
17. 300
18. 748





ARAL Math Grade 6 Worksheet 11

GCF and LCM

1. $12 \times 30 / 6 = 60$
2. $50 \times 10 / 10 = 50$
3. $9 \times 12 / 3 = 36$
4. $14 \times 24 / 2 = 168$
5. $12 \times 40 / 4 = 120$
6. $15 \times 35 / 5 = 105$
7. $25 \times 40 / 5 = 200$
8. $28 \times 42 / 14 = 84$
9. $40 \times 60 / 20 = 120$
10. $15 \times 85 / 5 = 255$
11. $504 \div 3 = 168$
12. $375 \div 5 = 75$
13. $1344 \div 8 = 168$
14. $1080 \div 6 = 180$
15. $1701 \div 9 = 189$
16. $432 \div 6 = 72$
17. $1120 \div 4 = 280$
18. $567 \div 3 = 189$
19. $1100 \div 5 = 220$
20. $490 \div 7 = 70$

ARAL Math Grade 6 Worksheet 12

GCF and LCM

1. GCF - 10; LCM - 30
2. GCF - 27; LCM - 54
3. GCF - 27; LCM - 54
4. GCF - 22; LCM - 44
5. GCF - 15; LCM - 30
6. GCF - 50; LCM - 100
7. GCF - 26; LCM - 52
8. GCF - 13; LCM - 39
9. GCF - 24; LCM - 72
10. GCF - 4; LCM - 28
11. GCF - 15; LCM - 30
12. GCF - 48; LCM - 144
13. GCF - 49; LCM - 196
14. GCF - 13; LCM - 169
15. GCF - 80; LCM - 320
16. GCF - 55; LCM - 165
17. GCF - 15; LCM - 120
18. GCF - 66; LCM - 198
19. GCF - 35; LCM - 105
20. GCF - 25; LCM - 175
21. GCF - 19; LCM - 114
22. GCF - 32; LCM - 224



ARAL Math Grade 6 Worksheet 13

GCF and LCM

1. GCF – 4
2. LCM – 528
3. GCF – 5
4. LCM -150
5. GCF - 3
6. LCM -168
7. GCF – 3
8. LCM – 546
9. GCF – 3
10. LCM – 24
11. GCF – 2
12. LCM – 90
13. GCF – 3
14. LCM – 1080
15. GCF – 1
16. LCM -180
17. GCF – 5
18. LCM – 900
19. GCF – 1
20. LCM – 351
21. GCF -1
22. LCM – 3150

23. GCF – 1
24. LCM – 1050
25. GCF – 1
26. LCM – 3570
27. GCF – 18
28. LCM – 90
29. GCF -10
30. LCM – 50
31. GCF – 23
32. LCM – 92
33. 2 bouquets
34. 6 red, 7 yellow, 8 orange
35. 1650 seconds
36. 180 toys
37. 4 bags
38. 3 clothes, 7 packs of goods, 9 kilos of rice
39. 4 sheets of stickers
40. 3 packs of glitter





ARAL Math Grade 6 Worksheet 14

Multiplication of Fractions

1. $\frac{1}{9}$
2. $\frac{12}{32}$ or $\frac{3}{8}$
3. $\frac{9}{20}$
4. $\frac{12}{21}$ or $\frac{4}{7}$
5. $\frac{2}{6}$ or $\frac{1}{3}$
6. $\frac{9}{30}$ or $\frac{3}{10}$
7. $\frac{24}{35}$
8. $\frac{16}{27}$

ARAL Math Grade 6 Worksheet 15

Multiplication of Fractions

1. $\frac{5}{28}$
2. $\frac{3}{16}$
3. $\frac{24}{35}$
4. $\frac{1}{4}$
5. $\frac{1}{4}$
6. $\frac{1}{45}$
7. $\frac{2}{9}$
8. $\frac{6}{49}$
9. $\frac{1}{78}$
10. $\frac{3}{56}$
11. $\frac{2}{99}$
12. $\frac{21}{80}$
13. $\frac{10}{77}$
14. $\frac{8}{27}$
15. $\frac{1}{14}$
16. $\frac{1}{6}$
17. $\frac{2}{15}$
18. $\frac{1}{6}$
19. $\frac{1}{5}$
20. $\frac{1}{5}$
21. $\frac{1}{3}$
22. $\frac{2}{5}$
23. $\frac{1}{4}$
24. $\frac{1}{3}$



25. $\frac{3}{5}$
26. $\frac{3}{10}$
27. $\frac{2}{5}$
28. $\frac{1}{40}$
29. $\frac{1}{12}$
30. $\frac{1}{3}$

ARAL Math Grade 6 Worksheet 16

Multiplication of Whole Numbers, Fractions, and Mixed Numbers

1. $3 \frac{3}{5}$
2. $1 \frac{1}{4}$
3. 1
4. 14
5. 2
6. 5
7. $\frac{8}{9}$
8. $5 \frac{1}{3}$
9. $16 \frac{1}{2}$
10. $13 \frac{5}{7}$
11. $7 \frac{1}{5}$
12. $3 \frac{3}{7}$
13. 2
14. $1 \frac{1}{2}$
15. 6
16. 11
17. $9 \frac{1}{2}$
18. $7 \frac{3}{20}$
19. $17 \frac{1}{10}$
20. $9 \frac{2}{3}$
21. $12 \frac{24}{25}$
22. $11 \frac{1}{5}$
23. 6





24. 15 $\frac{1}{6}$
25. 8 $\frac{11}{36}$
26. 16 $\frac{5}{16}$
27. 15 $\frac{7}{15}$
28. 24 $\frac{3}{4}$
29. 10
30. 22 $\frac{1}{10}$

ARAL Math Grade 6 Worksheet 17

Multiplication of Fractions

1. $\frac{1}{18}$
2. $\frac{15}{143}$
3. $\frac{15}{91}$
4. $\frac{45}{77}$
5. $\frac{2}{15}$
6. $\frac{3}{7}$
7. $\frac{1}{4}$
8. $\frac{1}{4}$
9. $\frac{1}{3}$
10. $\frac{1}{30}$
11. 1 $\frac{5}{7}$
12. 4
13. 16
14. 12 $\frac{1}{2}$
15. 10 $\frac{1}{2}$
16. 10 $\frac{1}{12}$
17. 10 $\frac{2}{5}$
18. 25 $\frac{11}{24}$
19. 12 $\frac{15}{28}$
20. 24 $\frac{11}{12}$
21. $\frac{5}{8}$
22. 2
23. 8 $\frac{2}{5}$
24. 32 fries





25. 1 $11/25$ city blocks
26. 17 $1/2$ cookies
27. 7 $1/3$ feet tall
28. 119 $17/32$
29. 175 $7/8$ kg
30. 8 $1/4$ inches

ARAL Math Grade 6 Worksheet 18

Multiplication of Fractions

1. $1/21$
2. $1/6$
3. $1/7$
4. $1/12$
5. $4/105$
6. $1/18$
7. $1/4$
8. $1/105$
9. $1/15$
10. $1/28$
11. $7/75$
12. $9/10$
13. 2 $1/2$
14. 2 $1/4$
15. $4/5$
16. 1 $1/5$
17. $3/20$
18. 50 $2/11$
19. 3 $1/3$
20. 11 $3/8$
21. 1 $5/6$
22. 24
23. 36 $2/5$
24. 19 $1/5$
25. $3/4$





ARAL Math Grade 6 Worksheet 19

Division of Fractions

1. 2
2. $1 \frac{2}{3}$
3. $\frac{15}{16}$
4. $\frac{15}{16}$
5. $\frac{3}{4}$
6. $2 \frac{2}{5}$
7. 4
8. $1 \frac{1}{8}$

ARAL Math Grade 6 Worksheet 20

Division of Fractions

1. $\frac{5}{4}$
2. $\frac{6}{7}$
3. $\frac{3}{4}$
4. $\frac{12}{10}$
5. $\frac{1}{2}$
6. $\frac{5}{3}$
7. $\frac{8}{18}$
8. $\frac{3}{5}$
9. $\frac{11}{73}$
10. $\frac{3}{10}$
11. $\frac{9}{11}$
12. $\frac{6}{21}$
13. $\frac{4}{7}$
14. $\frac{5}{32}$
15. $\frac{10}{19}$
16. $1 \frac{3}{5}$
17. $\frac{6}{7}$
18. $1 \frac{1}{2}$
19. $4 \frac{2}{7}$
20. $\frac{24}{25}$
21. $\frac{7}{9}$
22. $\frac{4}{5}$
23. $1 \frac{4}{5}$
24. $1 \frac{1}{3}$



25. $4 \frac{5}{18}$
26. $2 \frac{4}{25}$
27. $1 \frac{5}{8}$
28. $\frac{8}{9}$
29. $\frac{5}{6}$
30. $\frac{9}{14}$

ARAL Math Grade 6 Worksheet 21

Division of Fractions

1. $\frac{2}{5}$
2. $\frac{2}{21}$
3. $\frac{3}{32}$
4. $\frac{6}{35}$
5. $\frac{2}{15}$
6. $\frac{2}{63}$
7. $\frac{1}{16}$
8. $\frac{1}{45}$
9. $\frac{1}{25}$
10. $\frac{7}{99}$
11. $\frac{3}{4}$
12. $\frac{1}{52}$
13. $\frac{1}{21}$
14. $\frac{2}{135}$
15. 9
16. 14
17. $12 \frac{1}{4}$
18. $4 \frac{1}{2}$
19. 8
20. $10 \frac{4}{5}$
21. 10
22. 6
23. 12
24. 30





25. 6
26. $31 \frac{1}{3}$
27. $1 \frac{3}{5}$
28. 45
29. $6 \frac{2}{3}$
30. $38 \frac{1}{2}$

ARAL Math Grade 6 Worksheet 22

Division of Fractions

1. 16
2. 5
3. 3
4. 6
5. $9 \frac{1}{3}$
6. $6 \frac{2}{5}$
7. $\frac{1}{40}$
8. $\frac{1}{24}$
9. $\frac{4}{15}$
10. $\frac{1}{28}$
11. $\frac{7}{27}$
12. $\frac{7}{40}$
13. 8
14. $10 \frac{1}{2}$
15. $16 \frac{2}{3}$
16. $13 \frac{1}{2}$
17. $6 \frac{1}{4}$
18. 9
19. 10
20. $14 \frac{2}{5}$
21. $6 \frac{6}{7}$
22. $\frac{1}{16}$
23. $\frac{1}{24}$
24. $\frac{5}{56}$





25. $\frac{2}{21}$
26. $\frac{5}{54}$
27. $\frac{1}{16}$
28. $\frac{3}{40}$
29. $\frac{3}{40}$
30. $\frac{5}{72}$

ARAL Math Grade 6 Worksheet 23

Division of Fractions

1. $\frac{4}{7}$
2. $1 \frac{2}{3}$
3. $\frac{15}{16}$
4. $\frac{1}{20}$
5. $\frac{3}{70}$
6. $\frac{1}{44}$
7. 28
8. $3 \frac{3}{5}$
9. $10 \frac{1}{2}$
10. $\frac{2}{15}$
11. $\frac{3}{25}$
12. $10 \frac{1}{2}$
13. $4 \frac{4}{5}$
14. $\frac{1}{6}$
15. $14 \frac{2}{5}$
16. $\frac{1}{40}$
17. 24
18. $\frac{1}{20}$
19. 70
20. $\frac{7}{72}$
21. $\frac{1}{9}$ of a cake
22. 30 chocolate chips
23. ₱ 125 per kilo
24. $3 \frac{3}{5}$ blocks
25. $5 \frac{5}{8}$ minutes





26. 24 months
27. $2 \frac{2}{3}$ times faster
28. ₱ 50 per hour
29. 16 books
30. 2 bottles

ARAL Math Grade 6 Worksheet 24

Division of Fractions

1. $2 \frac{1}{4}$
2. $\frac{7}{8}$
3. $\frac{1}{2}$
4. $\frac{33}{50}$
5. $12 \frac{1}{2}$
6. $\frac{7}{9}$
7. $10 \frac{1}{2}$
8. $\frac{7}{27}$
9. $3 \frac{37}{81}$
10. $10 \frac{1}{8}$
11. $\frac{5}{12}$
12. $1 \frac{1}{15}$
13. $\frac{5}{9}$
14. $\frac{1}{40}$
15. $\frac{15}{32}$
16. $2 \frac{1}{2}$
17. $\frac{9}{10}$
18. $16 \frac{1}{3}$
19. 5
20. 28
21. $37 \frac{1}{2}$
22. $\frac{1}{3}$
23. $\frac{5}{16}$
24. $\frac{5}{72}$
25. $\frac{1}{9}$





ARAL Math Grade 6 Worksheet 25

Polygons

1. 4
2. 6
3. 8
4. decagon
5. 7
6. figure of a 9-sided polygon
7. 5
8. figure of 10-sided polygon
9. 11
10. nonagon
11. figure of an 8-sided polygon
12. 12
13. Hexagon
14. figure of a 7-sided polygon
15. 10
16. 5
17. octagon
18. figure of a 4-sided polygon

ARAL Math Grade 6 Worksheet 26

Polygons

1. regular
2. irregular
3. regular
4. irregular
5. irregular
6. irregular
7. regular
8. regular
9. irregular
10. irregular
11. irregular
12. irregular
13. irregular
14. irregular
15. irregular
16. irregular
17. irregular
18. irregular
19. regular
20. irregular
21. irregular
22. irregular
23. regular
24. regular
25. irregular





26. irregular
27. regular
28. irregular
29. regular
30. regular
31. irregular
32. irregular
33. regular
34. irregular
35. irregular
36. irregular
37. regular
38. irregular
39. irregular
40. regular

ARAL Math Grade 6 Worksheet 27

12- and 24-hour Clock System

1. 0000
2. 0100
3. 0200
4. 0300
5. 0400
6. 0500
7. 0600
8. 0700
9. 0800
10. 0900
11. 1000
12. 1100
13. 1200
14. 1300
15. 1400
16. 1500
17. 1600
18. 1700
19. 1800
20. 1900
21. 2000
22. 2100
23. 2200
24. 2300





ARAL Math Grade 6 Worksheet 28

Reading Clocks and Converting to 24-Hour Time

1. 0015
2. 0130
3. 1400
4. 1745
5. 0030
6. 1800
7. 2145
8. 2015
9. 2045
10. 0615
11. 0230
12. 1645
13. 0015
14. 1345
15. 0800
16. 2215

ARAL Math Grade 6 Worksheet 29

Reading Clocks and Converting to 24-Hour Time

1. 0010
2. 1945
3. 0505
4. 1645
5. 0930
6. 0215
7. 2025
8. 1355
9. 0800
10. 2215
11. 1200
12. 0340
13. 4:50 PM
14. 10:35 PM
15. 6:00 PM
16. 3:45 PM
17. 1:30 PM
18. 12:00 AM
19. 8:15 PM
20. 5:55 PM
21. 9:40 PM
22. 6:15 AM
23. 4:10 AM





24. 11:55 PM

25. 0250

26. 1935

27. 2348

28. 0700

29. 2100

30. 2215

31. 0015

32. 0845

33. 1330

34. 1615

35. 1535

36. 0500

37. 5:45 AM

38. 7:50 PM

39. 12:00 PM

40. 5:15 PM

41. 9:10 AM

42. 12:10 AM

43. 2:45 PM

44. 10:30 PM

45. 11:15 AM

46. 11:25 PM

47. 4:50 PM

48. 3:35 AM

ARAL Math Grade 6 Worksheet 30

Area of a Triangle

1. 12 ft²
2. 1215 cm²
3. 2304 ft²
4. 6 cm²
5. 36 in²
6. 32 in²
7. 38 in²
8. 110 in²
9. 372 in²
10. 210 in²
11. 66 in²
12. 294 in²
13. 648 m²
14. 720m²
15. 96 m²
16. 400 m²
17. 850.5 m²
18. 768 ft²
19. 90 in²
20. 720 in²
21. 256 in²
22. 42.5 in²
23. 63 in²
24. 367.5 in²
25. 483 in²
26. 874 in²



ARAL Math Grade 6 Worksheet 31

Area of Trapezoid and Area of Parallelogram

1. 120 sq units
2. 40 sq units
3. 1,522.5 sq units
4. 2,805 sq units
5. 7,012sq units
6. 96 cm^2
7. 646 cm^2
8. 608 m^2
9. $2,755 \text{ m}^2$
10. $2,222 \text{ ft}^2$
11. $21,600 \text{ cm}^2$
12. $7,200 \text{ cm}$
13. $4,400 \text{ m}$
14. $15,750 \text{ ft}$
15. $16,207 \text{ m}$
16. $24,000 \text{ cm}^2$
17. 240cm^2
18. $19,200 \text{ m}^2$
19. $1,500 \text{ m}^2$
20. 135 cm^2
21. $10,810 \text{ cm}^2$
22. 150 cm^2
23. 320 m^2
24. $14,432 \text{ m}^2$

25. 128 m^2
26. 2,400 sq units
27. 2,210 sq units
28. 10,120 sq units
29. 26,588 sq units
30. 7,375 sq units



ARAL Math Grade 6 Worksheet 32

Area of Trapezoid and Area of Parallelogram

1. 20 mm
2. 5 mm
3. 15 mm
4. 1,500 mm³
5. 40 cm
6. 10 cm
7. 30 cm
8. 12,000 cm³
9. 50 m
10. 30 m
11. 20 m
12. 30,000 m³
13. 12 cm³
14. 324 cm³
15. 96 m³
16. 12,000 mm³
17. 30 in³
18. 54 in³
19. 270 m³
20. 5,040 ft³
21. 1,200 cm³
22. 3,456 mm³
23. A rectangular prism drawn with

edges labeled:
length = 3 m,
width = 10 m,
height = 10 m

24. 300 m³
25. 1,000 mm³
26. 4,096 mm³
27. 729 mm³
28. 1331 cm³
29. 729,000 mm³
30. 3.375 mm³
31. 8 cm³
32. 5,832 mm³
33. 125 cm³
34. 1,000,000 mm³
35. 42,875 mm³
36. 27 m³
37. 216 ft³
38. 64 cm³
39. A cube drawn with all sides labeled s = 7 cm
40. 343 cm³





ARAL Math Grade 6 Worksheet 33

Temperature

1. 15°C
2. 10°C
3. 45°C
4. 10°C
5. 40°C
6. -25°C
7. -15°C
8. 35°C
9. -20°C
10. 50°C
11. 20°C
12. 25°C
13. -5°C
14. 30°C
15. 0°C
16. 5°C

ARAL Math Grade 6 Worksheet 34

Temperature

Shading according to the indicated temperature.



ARAL Math Grade 6 Worksheet 35

Temperature

1. 37.2°C
2. 12°C
3. 52°C
4. -7°C
5. 42.1°C
6. write 38°C
7. write 72.3°C
8. write -20.1°C
9. write -15.7°C
10. write 57.5°C



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