GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:	File Created by Sir LIONELL G. DE SAGUN	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	SEPTEMBER 26 – 30, 2022 (WEEK 6)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard	.Able to understand operation in mathematical situation correctly.	.Able to understand operation in mathematical situation correctly.	Coprehending the questions with a right answer.	Able to construct a mathematical situation correctly.	
B. Performance Standard	Able to apply knowledge in solving real life problems/ situations.	Able to apply knowledge in solving real life problems/ situations.	Able to apply knowledge in solving real life problems/ situations.	. Able to apply knowledge in solving real life problems/ situations.	
C. Learning Competency/Objectives Write the LC code for each.	Add mentally 2-to 3-digit numbers with multiples of hundreds. M3NS –Ie -28.8	Solve routine problems involving addition. M3NS – Ii -34.5	Solve non-routine problems involving addition. M3NS – Ii -34.5	Create problems involving addition. M3NS – Ij -35.4	
II. CONTENT					
	Adding Mentally 2- to 3-Digit Numbers with multiples of hundreds	Solving Routine Problems involving Addition	Solving Non - Routine Problems involving Addition	Creating Problems involving Addition	Panahunang Pagtataya.
III. LEARNING RESOURCES					
D. References					
1. Teacher's Guide pages		78	80	86-92	
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR)portal					
E. Other Learning Resource					
II. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	: Encircle the addends for the following sums. Addends can be 2 or more. 1) 5 2) 9 3) 10 4) 12 5) 15	Present these problems on a chart. Ask pupils what they should do to find the answer	Present a problems on a chart	How to analyze and solve word problems.	
B. Establishing a purpose for the lesson	Talk about their ways of celebrating their birthdays.	Talk about the importance of preserving the environment.	Talk about the how to be courteous and polite using a dialog.	Talk about the how to be cooperative, and sports	

C. Presenting examples/Instances of the new lesson	. Guide the pupils in analyzing the problem	Guide the pupils in analyzing the problem	Presenting a problem .	Guide the pupils in analyzing the problem	1. Presentation
D. Discussing new concepts and practicing new skills # 1	What step was done first in adding multiples of tens and hundreds? the multiples of tens? the multiples of hundreds?	How will you solve a problem? What should you find out? How did you check the correctness of your answer?	How did you solve the problem? What did you do to solve it? What process did you use?	What are the things you should remember when creating a word problem?	2. Explain the direction to them.
E. Discussing new concepts and practicing new skills # 2					
F. Developing mastery (leads to Formative Assessment 3)	Refer to the exercises in Activity 1 in the LM.	Solve the problems under Activity 1 in the LM.	Ask pupils to find out if the sums of the numbers in any row, column or diagonal is always the same. Let them do Activity 1 on their papers	Group activity	
G. Finding practical application of concepts and skills in daily living	Have the pupils read each problem and let them give the correct answer using mental addition. a. Marion has read 302 pages of the 400 pages of his favorite book. Her brother Jay lent him another book which she read at once. She finished reading all 128 pages of the book in two days. How many pages did she read in all?	. Analyze and solve the problems under Activity 2 in the LM.	Refer them to Activity 2 in the LM. Tell them to arrange the scrambled digits in the star in the circles to make addition sentences. Tell them to use the sums as guide.. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Answer Activity 3 in the LM.	3. Giving the standards.
H. Making generalizations and abstractions about the lesson	How do we add 2-digit and 3-digit numbers with multiples of tens and hundreds mentally?	How can we solve a problem? In solving problems, follow Polya's 4-step	How did you solve the problem? What helped you solve it?	How do we create word problems? What are the things needed to formulate a problem?	4. Did you answer the test correctly?
I. Evaluating learning	Pupils do Activity 2 in the LM	Write a number sentence for each problem in Activity 3 and Activity 4 in the LM.	Answer the questions under Activity 3 in the LM. Tell pupils to do these on their papers.	Have pupils work on Activity 4 of the LM. Check their answers	5. Checking the test.
J. Additional activities for application or remediation	. Ask your parents' help in doing the exercises below. If your parents are working, ask how much your mother earns in a month and how much your father earns at the same period. Add mentally the total earnings of your parents.	Copy the problems in Activity 5 and Activity 6 in their notebooks. Let them analyze and solve the problems.	Refer pupils to Activity 4 in the LM. Let them form 3–digit numbers from the numbers in the box that will give the least sum and the greatest sum. Have them do these in their notebooks.	Work on Activity 5 in the LM at home	6. Study your lessons well.

III. REMARKS	
IV. REFLECTION	
A. No. of learners who earned 80% in the evaluation	
B. No. of learners who require additional activities for remediation who scored below 80%	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	
D. No. of learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	