GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:	File Created by Ma'am CARINA T. MARQUEZ	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	OCTOBER 3 – 7, 2022 (WEEK 7)	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.	Comprehending 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.	Subtracts 3 to 4 digit numbers with three or four digit numbers without regroupinjg M3NS –Ig- 32.6	Subtracts 3 to 4 digit numbers with three or four digit numbers with regroupinjg M3NS –Ig- 32.6	Estimates the differences of two numbers with three to four digits with reasonable results. M3NS- Ih -36	Subtracts mentally 1to 2 digits numbers without/with regrouping using appropriate strategies. M3NS –Ih-33.5	Weekly Test
II. CONTENT	.				
	Subtracting Numbers Without Regrouping	Subtracting Numbers With Regrouping	Estimates Differences	Subtracting Mentally 1 to 2 Didigt Numbers Without Regrouping or With Regrouping	
III. LEARNING RESOURCES					
D. References					
1. Teacher's Guide pages	CG p.9 of 18				
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR)portal					
E. Other Learning Resource	Discovering Mathematics Today ,flas cards, activity cards				
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Name the place value of the underlined digit. 1. 9457 2. 298 3. 614. 7428	Post a subtraction sentences.	Post of two strips of number lines on the board. One will be on the left side and the other on the right side.	Flash cards.	
B. Establishing a purpose for the lesson	Ask the pupils their favorite story books. Have some volunteers tell how many of these books they have finished reading.	What will happen if we cut down trees and never replce these new ones?	Show the pupils a set of marbles,shells,paper clips,colored peebles,buttons and other similar objects.	Game: The 10 Family (See TG).	

	- Why do you love reading books?		- Which of these small things do you like to collect? Why?		
C. Presenting examples/Instances of the new lesson	. Ask a good reade to read problem situation. Based on TG.	Present the problem on the chart.Bsed on TG.	Guessing Game	Present a problem. Ben gathered 36 shells at the beach. If he gave 12 shells to his friend,how many shells were left?	
D. Discussing new concepts and practicing new skills # 1	What does Mercy loves to do? How many pages does the book have?	What is the activity about?	How di youcome up with the correct answers?	What did Ben gather? How many shells did he gather?	
E. Discussing new concepts and practicing new skills # 2	Why it is important in subtraction to know which number is the minuend and subtrahend?	Let us present the numbers of scouters through flats,long and squares.	When do you say that a number should be estimated using its highest place value or the next lower place valure?	How are we going to solve the problem?	
F. Developing mastery (leads to Formative Assessment 3)	Group Work Activity Provide each group with a set of number cards.	Why it is important in subtraction to know which number is the minuend and subtrahend?	Group Activity	Group Activity – Telephone Game.Refer to TG.	
G. Finding practical application of concepts and skills in daily living	Let pupils do Activity 3 in the LM by group.	Activity 3 in the LM.	Group Work Activity Divide the class into three groups them give them activity cards to work on.Then let thme write the solution.	Class Activity – Rally Robin Game	
H. Making generalizations and abstractions about the lesson	How do we subtract 3 to 4 digit numbers from 3 to 4 digit numbers without regrouping?	Activity 4 in the LM. Let pupils answer it.	How do we estimate the difference of two numbers with three to four digits?	How do we subtract mentally 1 to 2 digit numbers without and with regrouping?	
I. Evaluating learning	Have the pupils do Activity 4 in the LM individually in their notebook.Arrange the numbers in column.Then find the difference.	Pupils copy the task in Activity 5 in the LM.	.Have pupils work on Activity 4 in the LM individually.	. Answer Activity 4 in LM. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
J. Additional activities for application or remediation	Copy the Activity 55 in the LM.	Activity 6 in the LM.	.Activity 55 in the LM.	Do Activity 5 in LM.	
V. REMARKS					
VI. 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?	