DAILY LESSON LOG	School		Grade Level	THREE
	Teacher		Learning Area	MATHEMATICS
	Teaching Dates and Time	W7Q1	Quarter	FIRST

	Monday	Tuesday	Wednesday	Thursday	Friday
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES					
A. Content Standards	The learners should have knowledge and understanding of whole numbers up to 10 000.				
B. Performance Standards	By the end of the quarter, the learners are able to represent, round, compare, and order numbers up to 10 000.				
C. Learning Competencies and Objectives	The learners round numbers to the nearest tens, hundreds, or thousands.				
	At the end of the lesson, the learners should be able to round numbers to the nearest tens.	At the end of the lesson, the learners should be able to round numbers to the nearest hundreds.	At the end of the lesson, the learners should be able to round numbers to the nearest thousands.	At the end of the lesson, the learners should be solve problems involving rounding numbers to the nearest tens, hundreds, or thousands.	At the end of the lesson, the learners should be solve problems involving rounding numbers to the nearest tens, hundreds, or thousands.
D. CONTENT	Round Numbers to the Nearest Tens	Round Numbers to the Nearest Hundreds	Round Numbers to the Nearest Thousands	Round Numbers	Round Numbers
II. LEARNING RESOURCES					
A. References	MATATAG K TO 10 CURRICULUM OF THE K TO 12 PROGRAM Lesson Exemplar	MATATAG K TO 10 CURRICULUM OF THE K TO 12 PROGRAM Lesson Exemplar	MATATAG K TO 10 CURRICULUM OF THE K TO 12 PROGRAM Lesson Exemplar	MATATAG K TO 10 CURRICULUM OF THE K TO 12 PROGRAM Lesson Exemplar	MATATAG K TO 10 CURRICULUM OF THE K TO 12 PROGRAM Lesson Exemplar
B. Other Learning Materials					
III. TEACHING AND LEARNING PROCEDURE					

<table>
<tr>
<td>A. Activating Prior Knowledge
ELICIT</td>
<td>Give the place value of the underlined digit.
1. 6<u>4</u>7 _____
2. <u>5</u>18 _____
3. <u>7</u> 493 _____
4. <u>2</u> 659 _____
5. 8 <u>3</u>14 _____</td>
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<td>B. Lesson Purpose/Intention
ENGAGE</td>
<td>At the end of the lesson, the learners should be able to round numbers to the nearest tens.</td>
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<td>C. Lesson Language Practice
ENGAGE</td>
<td>Read the following words: rounding, approximate or round number, greater than, less than, equal to, number line, nearest tens, rounding up, rounding down

Present the following situation.
The table below shows the number of fruits being sold in a fruit stand.
Let us round the numbers to the nearest tens and estimate the total number of fruits.</td>
<td>Read the following words:
rounding, round number, greater than, less than, equal to, nearest hundreds, rounding up, rounding down

Tell the learners that today they will learn how to round numbers to the nearest hundreds.
Give examples on rounding numbers to the nearest tens. Write the following number on the board.</td>
<td>Read the following words: rounding, round number, greater than, less than, equal to, nearest thousands, rounding up, rounding down

Tell the learners that so far they learned how to round numbers to the nearest tens and nearest hundreds.
Today, learn how to round numbers to the nearest thousands.
Give examples on rounding numbers to the nearest hundreds.</td>
<td>Read the following words: rounding, round number, greater than, less than, equal to, nearest tens, hundreds or thousands, rounding up, rounding down

Inform the learners that today they will apply their understanding of rounding numbers to solve problems.
This lesson will show the importance of selecting the appropriate rounded</td>
<td>A. Study the number line. Read the number labels.
 
1. Find the point for number 14. In which tens is 14 closer to? 10 or 20? ____
 
2. In which hundreds is 260 nearer, 200 or 300? _____

Can you find the connection between the position of numbers in a number line and rounding off numbers? Did you find</td>
</tr>
</table>

			Write the number on the board.	numbers in some situations. Present Situation 1. Situation 1 Marie wants to buy a bag and a pair of slippers. Can she buy both if she has ₱700.00?	it difficult in answering the items in B?
D. Reading the Key Idea/Stem **EXPLORE**	Post a number line as shown below. Prepare this beforehand. Ask the learners to count by 10s from 10 to 100.	Write on the board a 3-digit number, say 278. Say that we will round this number to the nearest hundreds. What is the ones digit? What is the tens digit? What is the hundreds digit? What is the thousabds digit?	When rounding the number to the nearest hundreds, we look at the tens digit. What is the tens digit?	Ask the learners to round each price to the nearest hundreds and explain their answers. Then, have them find the rounded total amount.	Let us go back to item no. 1 in Activity 1. Using the number line, when we round off 14 to the nearest tens, the answer is 10 since 14 is nearest to 10 than 20. Applying the rules in rounding off: Step 1: The digit to be rounded off is 1 since it is in the tens place. Step 2: The digit to its right is 4. Step 3: 4 is below 5. So, we will retain 1. Step 4: Change all the digits to the right of 1 to 0. Answer: 10
E. Developing Understanding of the Key Idea/Stem **EXPLORE**	Direct learners' attention to the completed table. Ask the learners to find the actual total sum and the rounded total sum. Assist them if they have difficulty finding the sums. Have them compare the two sums.	How do we round numbers without using the number line? Post the rules in rounding to the nearest hundreds.	How do we round numbers without using the number line? Post the rules in rounding to the nearest thousands.	Ask the learners to round each number to the nearest tens and explain their answers. Then, have them find the rounded total amount. Direct learners' attention to the rounded numbers obtained.	Round off the given numbers to the place value of the underlined digit. 1. 948 _____ 2. 753 _____ 3. 52 083 _____ 4. Six thousand, four hundred twenty-five (number in words)_____ 5. Eight thousand ninety-six (number in words)_____
F. Deepening Understanding of the Key Idea/Stem **EXPLAIN**	Present the table below, which shows the results from the earlier discussion.	Round each given number to the indicated place value	Have the learners work in pairs. Distribute to each pair LAS 2.	Have the learners work in pairs. Distribute to each pair LAS 3.	Uncle Ben spent his vacation in Mati City for 155 days. Rounded to the nearest tens,

	Direct learners' attention first to the numbers rounded down (shaded cells).	<table><tr><th>Given Number</th><th>Nearest Hundreds</th><th>Nearest Tens</th></tr><tr><td>446</td><td></td><td></td></tr><tr><td>208</td><td></td><td></td></tr><tr><td>672</td><td></td><td></td></tr><tr><td>755</td><td></td><td></td></tr><tr><td>824</td><td></td><td></td></tr></table>	Give them enough time to complete the worksheet. Have a class discussion afterward.	Give them enough time to complete the worksheet. Have a class discussion afterward.	about how many days did Uncle Ben spend his vacation in Mati City?
G. Making Generalizations and Abstractions **ELABORATE**	What do we mean by rounding numbers?	How do we round numbers to the nearest hundreds?	How do we round numbers to the nearest thousands?	Can we use rounded numbers in solving problems?	How do we round off numbers?
H. Evaluating learning **EVALUATE**	Round each given number to the nearest tens. <table><tr><th>Given Number</th><th>Nearest Tens</th></tr><tr><td>24</td><td></td></tr><tr><td>78</td><td></td></tr><tr><td>85</td><td></td></tr><tr><td>62</td><td></td></tr><tr><td>57</td><td></td></tr></table> Find the missing digits. 1. When we rounded the number 2__ to the nearest tens, we got 30. What digit can be put in the ones place? Answer: 2 ____ 2. When we rounded the number 7__ to the nearest tens, we got 70. What digit can be put in the ones place? Answer: 7 ____	Round each given number to the indicated place value. <table><tr><th>Given Number</th><th>Nearest Hundreds</th><th>Nearest Tens</th></tr><tr><td>779</td><td></td><td></td></tr><tr><td>903</td><td></td><td></td></tr><tr><td>385</td><td></td><td></td></tr><tr><td>652</td><td></td><td></td></tr><tr><td>227</td><td></td><td></td></tr></table> Find the missing digits. 1. When we rounded the number 2__3 to the nearest hundreds, we got 200. What digit can be put in the tens place? Answer: 2 ____ 3 2. When we rounded the number 4__1 to the nearest hundreds, we got 500. What digit can be put in the tens place? Answer: 4 ____ 1	Round each given number to the indicated place value. <table><tr><th>Given Number</th><th>Nearest Thousands</th><th>Nearest Hundreds</th><th>Nearest Tens</th></tr><tr><td>2 784</td><td></td><td></td><td></td></tr><tr><td>5 018</td><td></td><td></td><td></td></tr><tr><td>6 251</td><td></td><td></td><td></td></tr><tr><td>8 575</td><td></td><td></td><td></td></tr><tr><td>9 436</td><td></td><td></td><td></td></tr></table> Find the missing digits. 1. When we rounded the number 2 __35 to the nearest thousands, we got 2 000. What digit can be put in the hundreds place? Answer: 2 ____35 2. When we rounded the number 8 __08 to the nearest thousands, we got 9 000. What digit can be put in the hundreds place? Answer: 8 ____08	Round your answer to the nearest thousands Round your answer to the nearest hundreds <table><tr><th>Visitors</th><th>Number of visitors</th><th>Round Numbers</th></tr><tr><td>Children</td><td>1 376</td><td></td></tr><tr><td>Adults</td><td>2 511</td><td></td></tr><tr><td>Total</td><td>3 887</td><td></td></tr></table> 2. Round your answer to the nearest hundreds. <table><tr><th>Visitors</th><th>Number of visitors</th><th>Round Numbers</th></tr><tr><td>Children</td><td>1 376</td><td></td></tr><tr><td>Adults</td><td>2 511</td><td></td></tr><tr><td>Total</td><td>3 887</td><td></td></tr></table> 3. Round your answer to the nearest tens. a. <table><tr><th>Visitors</th><th>Number of visitors</th><th>Ro</th></tr><tr><td>Children</td><td>1 376</td><td></td></tr><tr><td>Adults</td><td>2 511</td><td></td></tr><tr><td>Total</td><td>3 887</td><td></td></tr></table>	Choose the letter of the correct answer. Write the chosen letter on a separate sheet of paper. 1. When 649 is rounded to the nearest tens, what is the number? a. 600 c. 680 b. 650 d. 700 2. What is the answer, if 15 805 is rounded to the nearest hundreds? a. 15 000 c. 15 900 b. 15 800 d. 16 000
I. Additional activities for application or remediation **EXTEND**					
A. REMARKS					
B. REFLECTION					