Grade 3 Term 2 Week 8 LESSON PLAN	
Name of Lesson	Numbers, Money, and Data: Operations and Simple Experiments
Learning Area/s	Mathematics
Des	Teaching Hub

Signed by Teacher/s	
Designed for which Grad	3

eLevelandSection					
No.ofSessions	**Session1**	**Session2**	**Session3**	**Session4**	**Session5**
Refere	• DepEd Grade 3 Mathem				

nces (books, websites, toolkits, etc.)	atics Learner's Material (LM) Quarter 2; Activity sheets for multi-step operations. • Word problem cards involving Peso amo

	unts; Play money (coins and bills). • Fair coins (1 per pair); Prepared Tally Chart templates on new sprint. • Standard 6-sided dice

	; Graph paper or pre-drawn grids for frequency tables. • Integrated Activity Sheets combining data tables and word problems; whi

	tebo ard/ mar kers .
Declaration of AI use Citehow AI was used in	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with the MELCs. All AI-assisted outputs were carefully reviewed, validated, and contextualiz

the formulation of the lesson plan. See DO 3, 2026 Annex A.	ed by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.

Intentions.	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.
Lear	Solve problems involving addition and

ningCompetency: Write the competency/ies from the c	subtraction with 3 to 4 numbers of up to 2 digits, including problems involving money. Collect data from experiments with a small number of possible outcomes (e.g., rolling a die or tossing a coin).

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ncestandardsapplicabletothesession.	
LearningOb	
Solvemulti	
Solvereal-	
Conductasi	
Performadi	
Analyzeand	

jectives: Write the smaller knowledge, skills, or tasks
-step addition and subtraction problem sin
life word problem s involving money (PHP) us
mple coin-to ssing experiment and record th
e-rolling experiment to collect and organi
compare results from simple experiments us

fromthecompetencythatthelearnerswillworkonandbeable

volvingthreetofour2-digitnumbers.

ingadditionandsubtractionwith3-4value

eresultsinafrequencytableusingtally ma

zedataonddifferentoutcomes(1to6).

ingadditionandsubtractionofcollectedd

toshowbythheendofthesessions.		s.	rks.		ata.
LearnerContext:	Grade 3 learners are developing fluency in multi-step operations and are being introduced to the concepts of probability and data organization. They are familiar				

Write your observations of your learners, and how they have b	with basic addition and subtraction but need scaffolding for problems involving three or more numbers and money. They enjoy hands-on activities like games and experiments which provide concrete context for mathematical concepts.

een performing orrespondingtolearningexperiencesreceen

tly. Includestrengths, interests, andpossiblebarrierst

olearning.	
LearningExperience.	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.

Pre-Lesson: Describe how you will help the learners get	Flashcard Drill: Quickmental addition and	Review of Philippine Peso denomination (c	Identifying the parts of a coin (Heads/Tail	Vocabulary check: 'Outcome', 'Experiment	Brief discussion on 'Left-to-Right' order

readyfortheleson.

subtractionof2-digitnumbers.

oinsandbillsupto100pesos).

s)andthefacesofastandarddie.

',' Data', 'Tally', and 'Frequency'.

ofoperationsforadditionandsubtractio

Flow: Describetheactivitiesthatyoucanimplement	**Review(5minutes):\n\nDisplayfour2-**	**Review(5minutes):\n\nReviewthepreviewof**	**Review(5minutes):\n\nQuickreviewofTall**	**Review(5minutes):\n\nReviewtheTall**	**Review(5minutes):\n\nRecapthepaper.**

information sessions to meet the learning objectives. Apply t
digit number on the board (e.g., 12, 15, 10,
ious day's multi-step operations using a 'S
probability terms: 'Likely', 'Unlikely',
y Chart from yesterday. Ask: 'If I have 7 tall
iments from the week (Coin and Die). Compare

heLearningDesignPrinciples...

20). Ask students to quickly add the first two

pedMath' round on the board with three enum

and 'Outcome'. Ask what happens when flip

ies, what is the frequency?'\n\n**Motiva**

the number of outcomes for each.\n\n**Motiva**

	o, then subtract the third. [NUMERACY INTEG	ers.\n\n**Motivation/Engagement (5 minute**	action.\n\n**Motivation/Engagement (5 minu**	**n/Engagement (5 minutes):** \n\nShow a 6-sid	**tion/Engagement (5 minutes):** \n\nPresent

	RATION: Mentalcalculation].\n\n**Motivat**	**s):**\n\nShowrealPhillipincoinsandbill	**tes):**\n\nShowacoin.Ask:'Canitlandonit	eddie.Askstudentstollistallpossiblenum	ascenario:'Ifwetossacoin20timesandget

	ion/Engagement(5minutes):\n\nTellasto	s.Ask:'IfIhaveP50andIbuyabiscuitforP1	sedge?Whatarethetwomainsidesss?'Createe	berstheatcanappear.[NUMERACYINTEGRATIO	12Heads,howmanyTailsdidweget?'[NUMERA

	ryabout'SariiStoreSimon'whohad50c	2andajuiceforP15,howmuchchangewillIge	xcitementaboutpredicting'thefuture.[	N:Identifyingsetofoutcomes{1,2,3,4,5,	CYINTEGRATION:Inverseoperations].\n\n

	and ies , bought 20 more , sold 15 , and then a v	t ? ' [NUMERACY INTEGRATION : Money management	LITERACY INTEGRATION : Vocabulary - Heads /	6 }] . \ n \ n **Lesson Presentation (5 minutes) :**	**Lesson Presentation (5 minutes) :** \ n \ n Toda

	e5tohissister.Ask:Howmanyareleft?Thiss
	nt].\n\n**LessonPresentation(5minutes):**
	Tails].\n\n**LessonPresentation(5minute**
	\n\nExplainthatrollingadieisanexperim
	y,weuseourmathskills(additionsubtrac

	introducesmulti-steplogic.\n\n**LessonP**	\n\nIntroducethecontextof'Budgeting'.	**s):**\n\nDefinea'SimpleExperiment'asana	entwith6possibleoutcomes.Todaywewillc	tion)toanalyzethedatawecollected.Wewi

	resentation(5minutes):\n\nExplain that	Presentation shopping list with 4 items: Apple(	ction where reviewed don't know the result for sure	ollected data on which number' wins' after 12 r	llanswer' Howmanymore' or' Total outcomes

	today we solve problems with 3 to 4 numbers. P	P15), Orange (P12), Banana (P10), and Grape	. Today's experiment: Tossing a coin 10 times	olls.\n\n**Discussion/Explicit Teaching:**	'questions.\n\n**Discussion/Explicit Tea**

	resent the equation: 45+15-10+5. Explain t	s(P25).\n\n**Discussion/Explicit Teachin**	s.\n\n**Discussion/Explicit Teaching: IDO**	**IDO-Teacher Modeling (7 minutes):** \n\nMod	**ching: IDO-Teacher Modeling (7 minutes):** \

	hatwefollowthesequencefromleftt torightt	**g:IDO-TeacherModeling(7minutes):**\n\nM	**-TeacherModeling(7minutes):**\n\nDemons	elrollingadie6times.Createatablewith6	n\nShowasampletable:1(Freq:2),2(Freq:

```
.\n\n**Discussion/Explicit Teaching: IDO-**
odelsolving: 'MariahasP90.Shebuysanote
tratteaproperconitoss.ShowablankTallyC
rows(Numbers1-6).TallyeachrolI.Explai
5),3(Freq:3).Ask:'Howmanymoretimesdid
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	TeacherModeling(7minutes):\n\nModelso	book(P35)andapen(P20).Thenshefindsa$1	hartonthebboardwithcolumns:'Outcome'(H	nthat'Fairness'meansevverynumberhassach	2appearthan1?'Model:5-2=3.Ask:'Whatis

	living32+18-15+24.Step1:32+18=50.Step2	0coinonthefloor.Howmuchmoneydoesshesha	eads/Tails), 'Tally', and 'Frequency'.Pe	ancetoappear.Mentioncommonerror:rolli	thetotalnumberofrolls?'Model:2+5+3=10

	:50-15=35.Step3:35+24=59.Explicitlyme	venow?'Calculation:90-35=55;55-20=35;	rform3tossesandmarkthetallly.Explainth	ngthediettoohardsoitfallsoffthetable.\	.[LITERACYINTEGRATION:Comparativephra

	ntion the common error of subtracting before	35+10=45. Explain that money problem sarej	at 5 tallies equal a 'gate' (four vertical an	n\n **Discussion/Explicit Teaching: WEDO-G**	seslike 'more than', 'less than', 'total']

	eadding if the subtraction comes first with	ustmulti-step math with a Possessing. \n\n**Di**	donedialogonal). \n\n**Discussion/Explicit**	**uidedPractice(7minutes):** \n\nPerform6r	.\n\n**Discussion/ExplicitTeaching:WEDO**	

	esequence. [LITERACY INTEGRATION: Sequen	**scussion/Explicit Teaching: WEDO-Guided**	**Teaching: WEDO-Guided Practice (7 minutes**	ollsasaclass. Students call out the number	**-Guided Practice (7 minutes):** \n\nUsing at

	tial vocabulary like 'First', 'Next', 'The	**Practice (7 minutes):** \n\n Work together on	**):** \n\n Call a student to cross the coin 5 times	and one student tallies it on the board. Disc	able on the board (Heads: 14, Tails: 6). Ask:

(1) Total tosses? (2) Difference between Ha

ussifanynumberis' lucky' today. [LITERAC

. Theresto f the class marks the irowntally c

aproblem: 'Schoolsupplies cost P20, P15, a

n'].\n\n **Discussion/Explicit Teaching: W**

	EDO-GuidedPractice(7minutes):\n\nWrit	nd P30. If you have P80, how much is left?' Gui	hart's on their desks. Ensure every one under	YINTEGRATION: Oral communication and turn	nd T?(3) If we add 5 more Heads, what is the new

	e88-20+12-5 on the board. Call on student	destudents to add the costs first, then subt	standsthat' Frequency' is the total number	-taking]. \n \n **Discussion/Explicit Teach**	total? Guide students through each step. \n

	provide each intermediate sum/difference
	ract from the total. [LITERACY INTEGRATION
	of all ies. [NUMERACY INTEGRATION: Data are
	ing: YOUDO-Independent Practice (6 minute
	\n**Discussion/Explicit Teaching: YOUDO-I**

	e. Ask: 'What happens if we subtract 20 first	: Decoding word problems]. \n\n**Discussion**	present ation]. \n\n**Discussion/Explicit**	**s):** \n\nPairs roll a die 12 times and record d	**ndependentPractice(6minutes):** \n\nWork

	?'tovertifyunderstandingoftheleft-to-r	/**ExplicitTeachingYOUDO-IndependentPr**	**TeachingYOUDO-IndependentPractice(6m**	ataintafrequencytable.Expectedoutput:A	sheet:Analyzeagivendie-rolltable(18to

	ightrule.\n\n**Discussion/ExplicitTeach**	**actice(6minutes):**\n\nTask:'YouhavePl0	**inutes):**\n\nEachlearnertossestheirown	6-rowtableshowingthedistributionof12r	talrolls).Solve3problems:Totalofevenn

	ing:YOUDO-Independent Practice (6 minute	0. Buy 3 items from the board (prices: P25, P3	coin 10 times. They must fill out a table with	ols.\n\n**Varied Activity 1 (4 minutes):**\n	umbers vs odd numbers, different ence between h

	s):\n\n Learnersolvetwoproblemsinthei	0,P40).Calculateyourchange.'Expectedo	Outcome,Tally,andFrequency.Expectedou	\nTitle:TheWinningNumber.Grouping:Pai	ighestandlowestfrequency.Expectedoutp

	rnotebooks:(1)25+25-10+15and(2)60-20+	utput:Averticalculationshowingtota	tput:Acompleteandaccuratefrequencytab	rs.Teacher:Announces'TargetNumber'.Le	ut:Threewritteennumericalanswerswithso

	30-10. Expected output: Correct step-by-s	lcostandsubtractionn\nVariedActivit	le.\n\nVariedActivity1(4minutes):\n\n	anner: Count how many times they rolled the et	lutions.\n\nVariedActivity1(4minutes)

	tepsolutions.\n\n**VariedActivity1(4min**	**y1(4minutes):**\n\nTitle:MyLittleStore.	Title:Prediction vs. Reality. Grouping:I	argetnumber.Skill:Dataflattering.\n\n**V**	**:\n\nTitle:DataDetectives.Grouping:Sm**	

	utes): \n\nTitle:NumberMaze.Grouping:P	Grouping:Pairs.Teacher:Actsasthesuppl	ndividual.Teacher:Askforaprediction(e	**ariedActivity2(4minutes):** \n\nTitle:Ba	allgroups.Teacher:Givesapartiallyfill

	airs. Teacher: Provide a paper maze with the q	ier. Learner: Role-play buying 3 items and g	.g., 5 Heads). Learner: Compare their 10-to	rGraph Sketch. Grouping: Individual. Teac	edtable. Learner: Use clues (e.g., 'Total i

	uationsatjunctions.Learner:Solveth eeq
	ivingchange.Materials:Playmoney.Skill
	ssresultwiththeirpredictions.Skill:Com
	her:Providesimplegrid.Learner:Turnth
	s20')tofindthemissingfrequency.Skill:

uation of finding the correct path. Materials:
: Practical subtraction/addition.\n\n**Va**
parative analysis.\n\n**Varied Activity 2 (**
eird frequency table into a simple bargra
Problem-solving.\n\n**Varied Activity 2 (4**

	Activitysheet.Skill:Multi-stepcalcula	**riedActivity2(4minutes):**\n\nTitle:Bud	**4minutes):**\n\nTitle:ClassDataWall.Gro	ph.Skill:Datavisualization.\n\n**Varied**	**minutes):**\n\nTitle:MoneyandChance.Gro

	tion.\n\n**VariedActivity2(4minutes):**\n	getChallenge.GroupingGroupsof4.Teach	uping:Class.Teacher:Collects'Heads'to	**Activity3(3minutes):**\n\nTitle:DieSums	uping:Pairs.Teacher:'EachHeadwinsP5,e

	\nTitle: EquationBuilder. Grouping: Small	er: GivesP75budget. Learner: Choose4item	talsfromeveryone. Learner: Addtheirtota	.Grouping: Pairs. Teacher: 'Rolltwodice'	achTaillossesP2'. Learner: Calculatetota

	lgroups.Teacher:Gives4cardswith2-digi	sfromacatalogwithoutexceedingthelimit	ltotheboardtosee theclass'GrandTotal'.	.Learner:Addthetwonumbersmentallyandt	lprofitfrom10tosses.Skill:Integration

	tnumbersand3operationsigns(+or-).Lear	.Skill:Estimationandadditio n.\n\n**Vari**	Skill:Largescaleadditio n.\n\n**VariedAc**	allythesum.Skill:Mentaladditio n.\n\n**G**	ofmoneyanddata.\n\n**VariedActivity3(3m**

	ner: Arrangethemtogetthehighestpossibl	**edActivity3(3minutes):\n\nTitle:Recei**	**tivity3(3minutes):\n\nTitle:TallyRace**	**eneralization(2minutes):\n\nReiterate**	**inutes):\n\nTitle:TruthorFalse.Groupi**

	eanswer.Materials:Numbercards.Skill:L
	ptCheck.Grouping:Individual.Teacher:S
	.Grouping:Individual.Teacher:Callsout
	thatmoreoutcomes(6vs2)makedatacollect
	ng:Individual.Teacher:Readsstatements

	ogicalreasoning.\n\n**VariedActivity3(3**	howsa'wrong'receipt.Learner:Identifyt	numbers.Learner:Drawthecorrectallyma	ionmoredetailedbutfollowthesametallyi	aboutatable.Learner:Thumbsupfortrue,d

	minutes):\n\nTitle: The Human Equation.G	headditionerror. Skill: Critical thinkin	rksasfastasposssible. Skill: Tallying pro	ngrules.\n\n**Assessment (2minutes):**\n\n	own for false. Skill: Data verification.\n

	rouping: Class. Teacher: Assignsnumberst	g.\n\n**Generalization(2minutes):**\n\nSu	ficiency.\n\n**Generalization(2minutes)**	MCQassessmentonidentifyingoutcomesand	\n**Generalization(2minutes):**\n\nSummar

	o4students.Learner:Studentsstandinlin	mmarizethatsolvingmoneyproblemsrequir	:\n\nExplainthatanexperimenthelpsusco	interpretingdie-rolldatatables.	izethatdataismostusefulwhenwecanaddan

	ewithoperationsignstto'become'theprobl	escarefultrackingofexpenses(subtracti	llectdatatoseehowoftenanoutcomehappen		dsubtractthefrequenciestolearnsomethi

	em; the classsolvesit. Skill: Physical rep	on) and additional funds (addition). \n\n **A**	s. \n\n **Assessment (2minutes):** \n\n Assess		ngnewaboutthe experiment. \n\n **Assessmen**

	representation of math.\n\n**Generalization (**	**sessment (2 minutes):**\n\nDistribute a 5-	mentinstructions: Identify outcomes and t		**t (2 minutes):**\n\nFinal 5-item MCQ eval uat

	2minutes):\n\nRecapthatwhenaddingorsu	itemMCQfocusingon2-digitmoneywordprob	allycountsbasedonapprovideedsampleexper		ingtheintegrationofoperationsanddataai

	btracting3-4numbers,workfromleftttorig	lems.	imentresult.		nterpretation.

	h t a n d k e e p t r a c k o f e a c h s t e p . \ n \ n **A** **s** **s** **e** **s** **s** **m** **e**				

	nt(2minutes):\n\nAdministera5-itemMCQ				

	t o c h e c k f o r i n d i v i d u a l m a s t e r y o f t h e d a y ' s				

	multi-step operation objective.
Learnin	DepEdGr Wordpro Faircoi Standar Integra

gResources: List downthelearningresourcesthatwill

ade3MathematicsLearner'sMaterial(LM)Q

blemcardsinvolvingPesoamountsPlaymon

ns(1perpair)PreparedTallyChartteampla

d6-sideddice;Graphpaperorpre-drawngri

tedActivitySheetscombiningdatatablesa

helpyourobjectives.Ensurethattheyareavailab
uarter2;Activitysheetsformulti-stepop
ey(coinsandbills).
tesonnewsprint.
dsforfrequencytables.
ndwordproblems;whiteboard/markers.

leandinclusive.
erations.
Opportunitiesforintegrati
LITERACY: Studentspracticee
NUMERACY: Directapplicatio
VALUESEDUCATION: Discussin
SOCIALSTUDIES: Understandi
SCIENCE: Introductiontothe

on: Writedownanypossibilitiestomeaningfullyanchorle
readingandcomprehendingmulti-stepword
nofadditionsubtractionwithin100andre
gfairnessinggames/experimentsandtheimp
ngthevalueofmoneyandbasicbudgetingint
scientificmethod—conductingexperiment

arningareas,specialtopic,ortechnology.WritenN/Aifnon

problemsandusingsequentiallanguage(fi

cordingnumericaldatathroughtallying.

ortanceofhonestyinrecordingdata.

hePhilippinecontext(sari-saristores).

s,recordingobservations,anddrawingcon

e.	rst, second, finally). clusions.
Assessment.	Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction.

Formative Assessment: Create a task, activity, or q
1. Solve: 15+20-5+10. A) 30 B) 40 C) 35 D) 45. 2
1. You have P50. You buy a snack for P15 and jui
1. What are the possible outcomes of tossing
1. How many outcomes are possible for a stand
1. Table: Heads(8), Tails(12). Total tosse

uestionstoevaluatelearningandprovidefeedback.(Stric
.Whatisthefirststepin40-10+5?A)10+5B)
ceforP12.Howmuchisleft?A)P23B)P27C)P3
acoin?A)1,2,3B)Heads,TailsC)Red,BlueD
arddie?A)2B)4C)6D)12.2.Ifyourolla'3'f
s?A)8B)12C)20D)4.2.Usingsametable,how

tly5MCQspersession).
40-10C)40+5D)40-5.3.25+25-20+5equals:
3D)P25.2.Apencostsp10andabookp45.Ifyo
)Yes,No.2.Ifyousee'IIII'inatallychart
ourtimes,whatisitsfrequency?A)3B)4C)7
manymoreTailsthanHeads?A)20B)4C)6D)8.

	A)35B)30C)40D)25.4.In a problem with only	upay P100, what is your change? A)P35B)P45C	, what is the frequency? A)3B)4C)5D)6.3.An	D)12.3.Which is NOT a possible outcome of ro	3.If a die is rolled 10 times and '6' appears 0

	+and-,howdowesolve?A)RightstoLeftB)Sma	)P55D)P65.3.20pesos+30pesos-15pesos=?	experimentis:A)Acertainresult B)Atestt	llingadie?A)1B)6C)0D)4.4.Iftotalrolls	times,thefrequencyof'6'is:A)1B)10C)0D

	llestfirstC)LefttoRightD)Additiononly	A)P35B)P45C)P25D)P40.4.MariahasP80.Sh	oseeoutcomesC)AmathruleD)Adrawing.4.H	=12andNumber'1'frequency=12,whathappe	)6.4.Outcome'A'=5,Outcome'B'=10.Sumof

	.5.If you have 30, add 10, then subtract 15, y	espends P20 and then her dad gives her P10. Sh	owdowewrite 5 in tallies? A) IIIIIB) IIIIwi	ned? A) Every roll was 1B) No roll swere 1C) Th	A and B? A) 5B) 15C) 50D) 2.5. Collecting data

	ouhave:A)25B)15C)35D)20.	ehas:A)P70B)P90C)P60D)P100.5.Whichcos	thaslashC)VD)X.5.Ifacoinistossed10tim	edieisfairD)Error.5.Frequencymeans:A)	helpsus:A)LearnpatternsB)Wineverytime

		tsmost?A)P15+P20B)P50-P10C)P10+P10+P1	esand6areHeads,howmanyareTails?A)6B)5	HowhighitgoesB)HowmanytimesithappensC	C)Stopexperiments D)Sleepbetter.

		0D)P60-P40.	C)4D)10.	)Thecolor D)Thesize.		
WaysForward.	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.					
Ext	Cha	Hom	Coi	Die	Dat	

endedlearningopportunities: Suggestotherle
llenge: Createastorytroblemusingfourrnu
eShop: Makea 'pricelist' for5itemsinyour
nTos s20: Performthecoinexperimentathom
Prediction: Beforerollingadie20timess, w
aHunt: Findagraphinanewspaperormagazin

arningexperiencesoutsidetheclassroom/classshourst hat

mbers(2-digit)andaskafamilymembertoso

kitchen.IfyouhadP100,whichwouldyoubu

ewith20tossesandseeifHeadsandTailsbec

rite downwhichnumberyouthinkwillwinand

e.Trytoidentifythe'frequency'ortotaln

learnersmaywanttoaccesstoreinforcewhattheyhavelearn

lveit.

yandwhy?

omeclloserinfrequency.

checkyouraccuracy.

umbersshown.

Reflections: Think about what you need to change...
(To be filled out after the lesson) **Reflection**
(To be filled out after the lesson) **Reflection**
(To be filled out after the lesson) **Reflection**
(To be filled out after the lesson) **Reflection**
(To be filled out after the lesson) **Reflection**

efforthenextsessionbasedonwhathappenedtoday.
nPrompt: Didthelearnerseasilygraspthecorreconce
nPrompt: Didtheguidedpracticeeffectivelytransle
nPrompt: Whichpartofthecollaborativetaskchallenge
nPrompt: Howwelldidtheformativeassessmentreflec
nPrompt: Whatpercentageoftheclassreacheddprofic

	ptintroducedtoday?	ateintoindependentsuccess?	ngedthestudentsthemost?	cthelearningobjectives?	iencybytheendoftheweek?
Prepared by: **Teaching Hub** Teacher			**Checked by:** Principal / Head		