



GRADES 1 to 12
DAILY LESSON LOG

School:	Visit DepEdResources.com for More	Grade Level:	III
Teacher:	File Created by Sir LIONELL G. DE SAGUN	Learning Area:	MATHEMATICS
Teaching Dates and Time:	JANUARY 3 – 5, 2024 (WEEK 7)	Quarter:	2 ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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I.OBJECTIVES														
A.Content Standards	Demonstrates understanding of multiplication and division of whole numbers including money													
B.Performance Standards	Is able to apply multiplication in mathematical problems and real –life situations.	Is able to apply multiplication in mathematical problems and real –life situations.	Is able to apply multiplication in mathematical problems and real –life situations.	Is able to apply multiplication in mathematical problems and real –life situations.										
C.Learning Competencies/Objectives	Visualize and states division facts of numbers up to 10	Divides 2 to 3 –digit numbers by 1 -digit numbers without remainder.	Divides 2 to 3 –digit numbers by 2-digit numbers without or with remainder	Divides 2 to 3 – digit numbers by 10 and 100 without or with remainder.										
Write the LC Code for each	M3NS –lig – 51.3	M3NS- lih-54.1	M3NS- lih -54.1	M3NS –lih -54.2										
II.CONTENT	Visualizing and Stating Division Facts of Numbers up to 10.	Dividing 2-to 3- Digit Numbers by 1 –Digit Numbers without or with Remainder	Dividing 2-to 3- Digit Numbers by 2–Digit Numbers without or with Remainder	Dividing 2-to 3- Digit Numbers by 10 and 100	Summative Test									
III.LEARNING RESOURCES														
A.References														
1.Teacher’s Guides/Pages	215													
2.Learner’s Materials Pages														
3.Textbook Pages														
4.Additional Materials from Learning Resources (LR) portal														
B.Other Learning Resources														
IV.PROCEDURES														
A.Reviewing previous lesson or presenting the new lesson	Flashcards with division sentences.Let them identify the terms in division sentence.	Flash cards with division facts.	Solve: I have 50 packs of biscuits and I’m giving them equally among 8 groups of pupils. How many packs of biscuits will be left?	Complete each table by ff.the rule: <table><tr><td>Given</td><td>Multiply by 10</td><td>Multiply by 100</td></tr><tr><td>2</td><td>20</td><td>200</td></tr><tr><td>4</td><td></td><td></td></tr></table>	Given	Multiply by 10	Multiply by 100	2	20	200	4			
Given	Multiply by 10	Multiply by 100												
2	20	200												
4														
B.Establishing a purpose for the lesson	Play the game “ The Boat is Sinking”.	Supply the missing numbers. 1. ____ / 7 =4 2. 35/____ =5	Show storybooks to the pupils. Who among you likes to read books?Why? How do you take of your books?	Divide the class into three groups. Eg. (6 x 15) <table><tr><td>Multiplicand</td><td>Multiplier</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Multiplicand	Multiplier								
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C.Presenting examples/instances of the new lesson	Show a picture of objects grouped equally.	Post this problem on the board. (TG).	Post the problem on the chart on TG.	Present the problem on TG.	
D.Discussing new concepts and practicing new skills #1	How many groups are there? How many are there in a group?	What do Jose and Almar love to do? Do you also share your things?	How will you solve the problem?	Which method would you think is easier to use?Why?	
E.Discussing new concepts and practicing new skills #2	What division sentence can we give?				
F.Developing mastery (Leads to formative assessment)	Let the pupils study the table on TG. Answers Activity 1 -3 in LM	Let pupils work by fours. Give the worksheets for their activity. Worksheet 1 Use the long division method to find the quotient of the following: a. $205 / 5 =$ b. $561/9 =$	Find the quotient in the exercises 1 in the LM.	Group Activity: Start $50 \times 100 \quad / 10 =$	
G.Finding practical/applications of concepts and skills in daily living	Answer Activity 4 on LM.	Do Activities 3 and 4 in the LM.	Do Activity 2 in the LM.	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
H. Making generalizations and abstractions about the lesson	How can we give or state the division facts?	What are the different ways of finding the quotient?	How are 2 –to 3-digit numbers divided by 2 –digit numbers?	How do you do to divide whole numbers by 10 and 100?	
I.Evaluating Learning	Do Activity 5 .Check pupil's work.	Work on Activity 5 in the LM.	Answer Activity 3 in the LM.	Work on Activities 5 and 6 in the LM.	
J.Additional activities for application or remediation	Do Activities 6 and 7 in the LM.	Do Activity 6 and 7 in the LM.	Do Activitiy 4 in the LM.	Divide the ff. by 10 and 100.Write the answers on your notebook. 120 230 360 300 345 500 623 1400 2300	
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% of the formative assessment					
B.No. of learners who require additional activities to remediation					
C.Did the remedial lessons work?No. of learners who have caught up with the lesson					

D.No. of ledarners who continue to require remediation					
E.Which of my taching strategies worked well?Ehy did these work?					
F.What difficulties did I encounter which my principal or supervisor can help me solve?					
G.What innovation or localized material did I use/discover which I wish to sharewith other teachers?					