	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard	Demonstrates understanding of multiplication and division of whole numbers including money				
B. Performance Standard	Is able to apply multiplication in mathematical problems and real –life situations..				
C. Learning Competency/Objectives Write the LC code for each.	Multiply 2 -to -3 – digit numbers by multiples of 10 and 100. M3NS – IId – 43.4	Multiplies 1-to 2-digit numbers by 1000. M3NS – IId – 43.5	Estimates the products of 2 to 3-digit numbers and 1 –to 2- digit numbers with reasonable results. M3NS –IId -44.1	SUMMATIVE TEST	
II. CONTENT	.				
	Multiplying Numbers by Multiples of 10 and 100.	Multiplying Numbers 1 –to 2 – Digit Numbers by 1000.	Estimating the Products of 2 to 3- Digit Numbers and 1 –to 2- Digit Numbers with Reasonable Results.		
III. LEARNING RESOURCES					
D. References					
1. Teacher's Guide pages	181	184	184-185		
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR)portal					
E. Other Learning Resource					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Have the pupils recall the concept of multiplying 2-digit numbers by 2-digit numbers with regrouping. 1. 56 x 17= 2. 36 x 55 =	Solve theff.exercises on the board. 1. 10 x 34 = 2. 100 x 567 = 3. 300 x 239=	Flash cards to round off by the pupils.		
B. Establishing a purpose for the lesson	In what number in multiplication is easy to memorize?	How do you multiply numbers with 1 000?	What are we going to do if we want to know the exact numbers?		
C. Presenting examples/Instances of the new lesson	Post problem on the board. Mrs.Rivera is listing items to buy for Christmas gift. <table><tr><td>Item</td><td>Num ber</td><td>Num ber of</td><td>Total No.of Items</td></tr></table>	Post problem on the board on TG.	Present problem on the board on TG.		

	of sets	Pcs. In each Set					
Pencil	12	10					
Paper	23	100					
Handkerchief	43	20					

D. Discussing new concepts and practicing new skills # 1	What are the totals of number of items of pencils? How many items are there in the table? In each pcs. Of items was set in ?	What are steps in multiplying 2 –to 3- digit numbers by 1000?	How do we estimate the product of 2 to 3-digt numbers?and to 1-to 2-digit numbers?	
E. Discussing new concepts and practicing new skills # 2		Call on volunteer to the class to solve the problems. 1. 1000 x 2 = 2. 1000 x 8 =	What steps do you follow in estimating the products? When do we round up?round down?	
F. Developing mastery (leads to Formative Assessment 3)	Have the pupils answer Activity 1 in LM.	Let pupils play " Marathon 1000". About multiplying numbers by 1000.	Do Activity 1 in LM.	
G. Finding practical application of concepts and skills in daily living	Do Activity 4 in LM.	Answer problem in Activity 3 in LM.	Do Activity 4.	
H. Making generalizations and abstractions about the lesson	How do we multiply 2-to3-digit numbers with multiples of 10 and 100?	How do we multiply 2 to -3- digit numbers by 1 000?	How do we estimate products?	
I. Evaluating learning	Have pupils work on Activity 5 on LM.	Pupils do Activity 4 in LM.	Do Activity 5 in LM.	.
J. Additional activities for application or remediation	Let pupils do Activity 6 on LM.	Assign Activity 5 in LM as homework.	Have the pupils find the factors when we multiplied?Do Activity 6 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?	