



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 8 – 12, 2024 (WEEK 8)	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.													
C.Learning Competencies/Objectives		Divides 2 to 3 – digit numbers by 10 and 100 without or with remainder.	Estimates the quotient of 2 to 3- digit numbers by 1-to 2-digit numbers.	Divides mentally 2-digit numbers by 1-digit numbers without remainder using appropriate strategies.	Divides 2 to 3 –digit numbers by 2-digit numbers without or with remainder										
Write the LC Code for each		M3NS –lih -54.2	M3Ns – lii-55.1	M3NS – lii-52.2	M3NS- lih -54.1										
II.CONTENT		Dividing 2-to 3- Digit Numbers by 10 and 100	Estimating Quotient	Dividing mentally 2-digit numbers by 1-digit numbers without remainder using appropriate strategies.	Dividing 2-to 3- Digit Numbers by 2–Digit Numbers without or with Remainder	Summative Test									
III.LEARNING RESOURCES															
A.References															
1.Teacher’s Guides/Pages															
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		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			Make Tg serve as a review.	Find the missing numbers. 1.3x3 = 2.30x __ =90 3.__ x 3 =900	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?	
Given	Multiply by 10	Multiply by 100													
2	20	200													
4															
B.Establishing a purpose for the lesson		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					Make ateble shown below. Let the pupils divide the numbers along the first row.	Get 9 counters. Divide it in your 3 friends. Into how many groups did you divide the counters?Why?	Show storybooks to the pupils. Who among you likes to read books?Why? How do you take of your books?				
Multiplicand	Multiplier														

C.Presenting examples/instances of the new lesson	Present the problem on TG.	Present a problem.	Present a word problem.	Post the problem on the chart on TG.	
D.Discussing new concepts and practicing new skills #1	Which method would you think is easier to use?Why?	What process wil you use to solve the problem? How will you represent the problem into a number sentence?	How many books does Miss Hilario have? What does she want to do with the books?	How will you solve the problem?	
E.Discussing new concepts and practicing new skills #2	Which method would you think is easier to use?Why?	Answer Activity 1.			
F.Developing mastery (Leads to formative assessment)		How did you do to get the answer?	Divide the fff.mentally using any method. 1. 45/5 2.76/4	Find the quotient in the exercises 1 in the LM.	
G.Finding practical/applications of concepts and skills in daily living	Group Activity: Start 50 x 100 / 10=	Have pupils work on Activities 3 and 4 in the LM.	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Do Activity 2 in the LM.	
H. Making generalizations and abstractions about the lesson	How do you do to divide whole numbers by 10 and 100?	How do we estimate the quotient?	How do we divide mentally 2-digit numbers by 1-digit numbers without remainder?	How are 2 –to 3-digit numbers divided by 2 –digit numbers?	
I.Evaluating Learning	How do you do to divide whole numbers by 10 and 100?	Answer Activity 5.	Answer Activity 4.	Answer Activity 3 in the LM.	
J.Additional activities for application or remediation	Divide the ff. by 10 and 100.Write the answers on your notebook. 120 230 360 300 345 500 623 1400 2300	Work on Activity 6 in the LM.	Work on Activity 5 in the LM.	Do Activitiy 4 in the LM.	
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?					

