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| Description: DEPED-NEW_e78wysqt **GRADES 1 to 12** **DAILY LESSON LOG** | **School:** | **DepEdClub.com** | **Grade Level:** | **III** |
| **Teacher:** | **File Created by Sir LIONELL G. DE SAGUN** | **Learning Area:** | **MATHEMATICS** |
| **Teaching Dates and Time:** | **JANUARY 4 – 6, 2023 (WEEK 7)** | **Quarter:** | **2ND QUARTER** |

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|  | **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 –Iig – 51.3 | M3NS- IIh-54.1 | M3NS- IIh -54.1 | M3NS –Iih -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:

|  |  |  |
| --- | --- | --- |
| Given | Multiply by 10 | Multiply by 100 |
| 2 | 20 | 200 |
| 4 |  |  |

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| **B.Establishing a purpose for the lesson** | Play the game “ The Boat is Sinking”. | Supply the missing numbers.1. \_\_\_ / 7 =42. 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 )

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| --- | --- |
| 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 activitiy.Worksheet 1Use 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 x 100 / 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?** |  |  |  |  |  |