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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 9 – 13, 2023 (WEEK 8)** | **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. | | | |  |
| **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 –Iih -54.2 | M3Ns – Iii-55.1 | M3NS – Iii-52.2 | M3NS- IIh -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:   |  |  |  | | --- | --- | --- | | 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? |  |
| **B.Establishing a purpose for the lesson** | Divide the class into three groups.  Eg. (6 x 15 )   |  |  | | --- | --- | | 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? |  |
| **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?** |  |  |  |  |  |