



GRADES 1 to 12
DAILY LESSON LOG

School:		Grade Level:	III
Teacher:		Learning Area:	MATHEMATICS
Teaching Dates and Time:	MARCH 17-21, 2025 (WEEK 6)	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
<i>Content Standard</i>	Demonstrates understanding of conversion of time ,linear,mass and capacity measures and area of square and rectangle.				
<i>Performance Standard</i>	Able to apply knowledge in conversion of time, linear,mass and capacity measures and area of rectangle and square in mathematical problems and real –life situations.				
<i>Learning Competency</i>	Finds the capacity of a container using milliliter/ liter. M3ME – Ivd -42	Derive the formula for the area of a rectangle. M3ME – Ive -44	Solves routine and non-routine problems involving areas of squares and rectangles. M3ME – Ivf -46	Creates problems involving area of rectangle. M3ME – Ivf -47	
II CONTENT	Capacity of a Container using Milliliter/Liter	Area of a Rectangle	Routines and Non –Routines Problems Involving Areas of Squares and Rectangles	Creating Problems involving Area of Rectangle.	
III. LEARNING RESOURCES					
A. References					
<i>1. Teacher’s Guide Pages</i>	CG p.16 of 18	CG p.17 of 18			
<i>2. Learner’s Materials pages</i>					
<i>3. Text book pages</i>					
<i>4. Additional Materials from Learning Resources</i>					
B. Other Learning Resources					
IV. PROCEDURES					
<i>A. Reviewing previous lesson or presenting the new lesson</i>	Give the most appropriate unit of measure for the ff.(cm or m). 1. paperbox	Conversion of measuring units.	Find the area of the given figure. TG –Based.	Problems involving Area of Rectangle and Squares.	

	2. table 3. book 4. rope 5. match												
B. Establishing a purpose for the lesson	Put two glasses on your table.one glass with water, the other empty. - What is the exact amount of water poured in the empty glass? - What units of measure should be used to determine the amount of liquid in the glass?	What can you say about the illustration?	Ask 2 -3 pupils to measure the length and width of your classroom. What is the area of the room?	How many are the sides and corners of a rectangles?									
C. Presenting Examples/instances of new lesson	Present real measuring devices that show L and ml.	Show pupils a pictures of things have shapes of a rectangle.	Post the problem on the board. A room measures 8 meters long and 7 meters wide.What is the area of the room?	Show the floor plan of a house.									
D. Discussing new concepts and practicing new skills #1	Which of these device will you use ?Why?	- What shapes did you used today?	Who among you are like Nica and Carla? Why do we need to be helpful and cooperative?	- What is the shape /figure common in the drawing.									
E. Discussing new concepts and practicing new skills #2			- What is the shape of the room? - How do we find the area?										
F. Developing mastery (Leads to Formative Assessment)			Form learning partners.They will play “ Math Survival”.										
G. Finding Practical applications of concepts and skills	Present the problem. A recipe calls for ½ L of vinegar, ¼ of soy sauce and ¾ L of water.How many milliliters will each liquid contain? How	Do Activity in LM. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Working in Pairs. Let pupils illustrate and solve the following problems. 1. A table top that is two meters and one meter wide.	Directions: Create problems to the illustrations below. <table><tr><td>Hugis</td><td>Haba (length)</td><td>Lapad (width)</td><td>Area</td></tr><tr><td>Parihaba A</td><td>6 m</td><td></td><td>18 sq.m</td></tr></table>	Hugis	Haba (length)	Lapad (width)	Area	Parihaba A	6 m		18 sq.m	
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Parihaba A	6 m		18 sq.m										

	many litersw are there in the recipe?milliliters of liquid?		2. A small door that is 30cm long and 20cm wide. 3-5etc.	<table><tr><td>Parihaba B</td><td></td><td>5 cm</td><td>30 sq m</td></tr></table> Parihaba A:1. 2. Parihaba B:1. 2.	Parihaba B		5 cm	30 sq m													
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H. Making generalizations and abstractions about the lesson	How do we find the capacity using standard unit of measure?	How do we find the area of a rectangle?	What is area?	How can we creates involving area of a rectangles?																	
I. Evaluating Learning	Do Actvity 5 in LM.	Find the area of the ff: 1. table 2. desk 3. stick	Answer Activty 4 in LM.	Read and understand the ff.situations.. Hanapin 1.The _____ length of a rectangle is 12 cm and width is 7 cm. What is its area? 2. The areao f the floor is 108 sq.m. If there length is 12 meter, what is the width _____? 3. The illustration below shows: <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> 4.What is the area of unshaded part? 5The area of shaded is 54sq.m,ano ang _____at_____ nito batay sa larawan?																	

<i>J. Additional activities for application or remediation</i>	Answer Activity 6 in LM.	Write 5 tihngs which is in shape of a rectangle.Find its area.	Answer Activity 5 in LM.	Teachers provides a home activity for the pupils.	
V. REMARKS					
VI. REFLECTION					
<i>A. No. of learners who earned 80% on the formative assessment</i>					
<i>B. No. of Learners who require additional activities for remediation</i>					
<i>C. Did the remedial lessons work? No. of learners who have caught up with the lesson.</i>					
<i>D. No. of learners who continue to require remediation</i>					
<i>E. Which of my teaching strategies worked well? Why did these work?</i>					
<i>F. What difficulties did I encounter which my principal or supervisor can help me solve?</i>					
<i>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</i>					