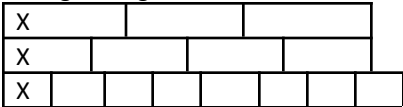




GRADES 1 to 12
DAILY LESSON LOG

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:	FEBRUARY 12 – 16, 2024 (WEEK 3)	Quarter:	3 RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	Demonstrates understanding of proper and improper, similar and dissimilar and equivalent fractions.				
B.Performance Standards	Is able to recognize and represent proper and improper, similar and dissimilar and equivalent fractions in various forms and contexts.				
C.Learning Competencies/Objectives	Represents fractions using regions, sets, and the number line.	Visualizes and represents dissimilar fractions.	Visualizes, represents, and compares dissimilar fractions		Summative Test
Write the LC Code for each	M3NS-IIIb-72.5	M3NS-IIIc-72.6	M3NS-IIId-77.3	M3NS-IIId-77.3	
II.CONTENT					
III.LEARNING RESOURCES					
A.References					
1.Teacher’s Guides/Pages	225-228	228-232	233-237	233-237	
2.Learner’s Materials Pages	225-229	230-234	233-237	233-237	
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	Name the fractional part with an X in each given figure. 	What does mean 1 in $\frac{1}{2}$? What does 1 mean in $\frac{1}{3}$? What does 2 mean in $\frac{2}{4}$?	What are similar fractions? What are dissimilar fractions?	Checking of assignment. Recall the meaning of relation symbols.	
B.Establishing a purpose for the lesson	Show cut out shapes divided into two.	Name the fraction represented by the shaded part. 1. $\frac{1}{2}$ 2. $\frac{1}{3}$ 3. $\frac{2}{4}$	Using flashcards engage pupils in race by telling if the fraction is similar or dissimilar.	How do we compare dissimilar fractions?	
C.Presenting examples/instances of the new lesson	Pair Activity. Give each pair one square card. Ask one pair to divide their squares into three and shade a part to show one	Group Activity. Each group will be given a shape and they will shade it to 1, 2, 3 parts of it.	Yesterday, these children had these snacks: Angela- $\frac{1}{8}$ of pie Angelu- $\frac{1}{4}$ of pie	To compare fractions we use the symbols of relation such as: > Read as “ is greater than “	

	third. Another will divide their squares into four to show one fourth.		Renz – 1/5 of pie	< Read as “less than “ = read as equals	
D.Discussing new concepts and practicing new skills #1	Present the lesson. a.using graphing paper b.using sets c.number lines	Present the Lesson. Ask each group to post their work on the board.	Present the Lesson Show $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, and $\frac{1}{5}$. What do you call this kind of fraction? What do you notice with the fractions as their denominator gets bigger?	Discuss the process on comparing fractions. For fractions with the same numerators look at the denominators, the fraction with smaller denominator is the larger fraction. For fractions with unlike denominators, the fraction with smaller denominator is greater.	
E.Discussing new concepts and practicing new skills #2	Activity by pair. Let pupils find two different ways to divide the squares into 4 equal parts and draw parts that illustrate the ways they found.	Discuss what similar and dissimilar fractions are.	How will you compare $\frac{1}{2}$ and $\frac{1}{5}$? Discuss the process on comparing fractions.	Answer activity 4 on LMp.239.	
F.Developing mastery (Leads to formative assessment)	Answer Activity 1 on LMp.226.	Answer Activity 1 on LMp.230.	Answer Activity 1 on LMp.235.	Discuss and explain the comparison of fractions in Activity 4.	
G.Finding practical/applications of concepts and skills in daily living	Equality	Cooperation	Equality	Equality	
H. Making generalizations and abstractions about the lesson	Fractions can be represented by the use of regions, sets and segments of number lines.	Fractions with the same denominators are called similar fractions. Fractions with different denominators are called dissimilar fractions. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	For fractions with the same numerators look at the denominators, the fraction with smaller denominator is the larger fraction. For fractions with unlike denominators, the fraction with smaller denominator is greater.	For fractions with the same numerators look at the denominators, the fraction with smaller denominator is the larger fraction. For fractions with unlike denominators, the fraction with smaller denominator is greater.	
I.Evaluating Learning	Answer Activity 2 on LMp.227.	Answer Activity 2 on LMp.231.	Answer Activity 2 on LMp.236	Answer Activity 5 on Lmp240.	
J.Additional activities for application or remediation	Answer Activity 3 on LMp.228.	Answer Activity 5 on LMp.234.	Answer Activity 3 on LMp.238	Review previous lessons.	
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?					