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: MARCH 20 – 24, 2023 (WEEK 6)			**Quarter:** 3RD QUARTER	

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
I OBJECTIVES					
Content Standard	Demonstrates understanding of lines, symmetrical of lines, symmetrical designs, and tessellation using square, triangle and other shapes that can be tessellate.				
Performance Standard	Is able to recognize and represent lines in real objects and designs or drawings, complete symmetrical designs or drawings, complete symmetrical designs, and create patterns of designs using square, triangle and other shapes that can tessellate.				
Learning	M3GE-IIIe-11	M3GE-IIIf-12.1	M3GE-IIIf-13	M3GE-IIIg-7.3	
II CONTENT	**LESSON 63: POINT, LINE, LINE SEGMENT AND RAY**	**LESSON 64: CONGRUENT LINE SEGMENTS**	**LESSON 65: PERPENDICULAR, PARALLEL, AND INTERSECTING LINES**	**LESSON 66: SYMMETRY IN THE ENVIRONMENT AND IN DESIGN**	WEEKLY QUIZ
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide Pages	250-253	253 - 255	255-259	260-263	
2. Learner's Materials pages					
3. Text book pages					
4. Additional Materials from Learning Resources					
B. Other Learning Resources	Bond paper, marker, chart and flashcards with the different figures	Bond paper, marker, chart and flashcards with the different figures	Bond paper, marker, chart and flashcards with the different figures	Cut out pictures from magazines like butterfly, trees, chart, scissors, bond paper, drawing materials, manila paper, and masking tape	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Activity 1 in LM	Identify the terms using the given figures. Points B. lines C. line segments rays	Identify the lines in the given figure in the chart	Show the drawing. Pupils will describe each.	
B. Establishing a purpose for the lesson	Get objects from the room. Identify the objects and describethe shape of the object.	Identify the term represented by the jumbled letters in the chart. WHAT'S A NAME GAME	Present theillustration in the chart Look at the illustration What can you see in the picture? How do you say about the arrangement of the fence?	Song: Butterfly.	

C. Presenting Examples/instances of new lesson	Recite the poem in the chart. What does it tell? Where do figures come from as described in the poem?	What can you say about the pictures?Where can you find line segments? How many line segments are there?	Look at the fence It is composed of horizontal and vertical lines. Can you identify them? What is formed when the the horizontal and vertical lines meet?	Present a picture of butterfly Describe the butterfly. Fold the butterfly into two. Is it equally divided into two? Introduce the word symmetry	Presentation
D. Discussing new concepts and practicing new skills #1	Present the illustration in the chart What did David and Vince name the space/place where their darts landed? How will you describe the figure where the darts landed? How many points are marked? If you play darta, what wouyld you like to name your point? How are points named?	Work in Pairs Acitvity Draw line segment. The other partner will measure the line segment made by her partner. Draw another segment with the same length. Write the measurement on the sides for the others to see.	Pair activity Use ruler. The upper and lower lines of your pad paper. Identify and describe the figure they had just drawn. B. Vertical and horizontal lines that meet at the common point that will form a square corner. Discuss the lines. Two diagonal lines that meet at the common point. Describe them.	Group Activity Provide each group with 8-10 pictures or real objects that are either eymmetrical or symmetrical. Complete the chart below. Name of object / Symmetrical or Not Symmetrical / Explain clothespin scissors clock bug	Explain the given direction to them
E. Discussing new concepts and practicing new skills #2	What have you noticed from point R to point T? What can you see at both ends? What do tyou call this figure?	What have you noticed? How do you know that the line segments are equal? When you determine that the line segments are equal?	How did you form or construct parallel, perpendicular and intersecting lines? How can you identify and describe them?	What are the objects or pictures that are symmetrical?Why?	Giving the standard
F. Developing mastery (Leads to Formative Assessment)	Answer Activity in the Lm	Answer Activity 1 in LM	Activity 1 in Lm	Pair activity List 5 objects in the classroom that are symmetrical	Test proper
G. Finding Practical applications of concepts and skills	.Songs In unison and as partner songs. Observe inging in correct pitch and rhythm.	How can we help our environment? How will you show creativity in doing an artwork?	.Identify the lines in given objects. Activity 2	Draw a symmetrical Christmas tree. Draw the line of symmetry on their sketch with a red pen.	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
H. Making generalizations and abstractions about the lesson	What is a point? Line? Line segment? Ray?	What is a line segment? When do you say that the line segments are congruent?	What are parallel lines? Perpendicular lines? And intersecting lines?	What is symmetry? How do we know that a figure or object or shape is symmetrical?	
I. Evaluating Learning	Answer the Activity 5 in the Lm individually	Answer Activity 4 in LM	Answer Activity 3 in LM	Answer Activity 4 in LM	Checking the test
J. Additional activities for application or remediation	Answer Activity 6 in LM.	Activity 5 in LM	Answer activity 4 in Lm	Answer Activity 5 and 6 in LM	
V. REMARKS					

VI. REFLECTION				
A. No. of learners who earned 80% on the formative assessment				
B. No. of Learners who require additional activities for remediation				
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.				
D. No. of learners who continue to require remediation				
E. Which of my teaching strategies worked well? Why did these work?				
F. What difficulties did I encounter which my principal or supervisor can help me solve?				
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?				