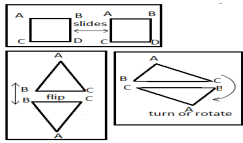

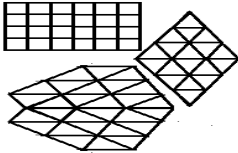
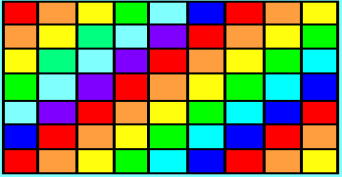









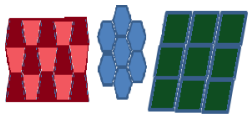




 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	School:		Grade Level:	<b>III</b>
	Teacher:		Learning Area:	<b>MATHEMATICS</b>
	Teaching Dates and Time:	<b>APRIL 17 - 21, 2023 (WEEK 10)</b>	Quarter:	<b>3<sup>RD</sup> QUARTER</b>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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I.OBJECTIVES					
A. Content Standard	Demonstrates understanding of lines, symmetrical designs, and tessellation using square, triangle, and other shapes that can tessellate.				
B. Performance Standards	Is able to recognize and represent in real objects and designs, or drawings, complete symmetrical designs using square, triangle and other shapes that can tessellate.				
C. Learning Competencies/ Objectives	Tessellates the plane using triangles, squares and other shapes that can tessellates		Determines the missing term/s in a given combination of continuous and repeating pattern.		
Write the LC Code for each	M3GE – III h – 8.3		M3AL – III J-12		
II.CONTENT	Geometry		Pattern and Algebra		
III.LEARNING RESOURCES					
A .References	CG page 72				
1.Teacher’s Guides/Pages	270 - 273		274 - 277		
2.Learner’s Materials Pages	251 - 254		255 - 259		
3.Textbook Pages	Discovering Mathematics Today pp.160-161				
4.Additional Materials from Learning Resources (LR) portal					
A .Review previous lesson or presenting the new lesson.	Are you familiar with a four sided figure? How are they called? ( <i>Quadrilateral</i> )	Drill: Identify the following: What Am I . . . I am a figure with out sides. I am figure with three sides. I am a four sided figure.	Review: Answer the following: How many sides has a triangle? How about a square? A rectangle? How many corners has a triangle? How about a square? A rectangle? Compare the triangle, rectangle, and square according to the number of sides and corners.	Drill: Skip counts by 2s, 3s, 5s,. And 10s	Review: Write the missing number. 1. 1+2 = ____ 2. ____ - 3 = 8 3. 4 X ____ = 20 4. 24 ÷ 6 = ____

<p><b>B. Establishing a purpose for the lesson</b></p>	<p>Look at these figures below.</p> 	<p>Give the pupils strips of art paper. Tell pupils to form a figure out of the given strips.</p> <p>Ask: What figure did you form?</p>	<p>Compare these line segments. Do they have the same length? Measure the line segments with a ruler.</p>	<p>Present the illustration on TG p 274</p> <p>Ask: What did the children do with the stars?</p> <p>What can you say about the arrangement of the stars?</p>	
<p><b>C. Presenting examples /instances of the new lesson</b></p>	<p>In making tessellations we need to slide, flip or rotate the design with no gaps between shapes. eg.</p> 	<p>Provide 1/8 cartolina and cut-outs of small paper of the same size but with different colors. Call pupils to paste or glue the cut-outs of squares on the cardboard without gaps.</p> 	<p>Present cut-outs of colored triangles (same sizes). Have the pupils paste the cut-outs on the cartolina without gaps.</p> <p>Ex.</p>  <p>What do you call this kind of designs or pattern?</p>	<p>Look at the given set of shapes. How are the shapes arranged? What do they form? What shape should be put on the line? Why?</p>  <p>Now LOOK at these numbers. What is the next number in the pattern? Why?</p> <p>3 5 7 9 _</p>	<p>Look at these set of figures/objects. How are they arranged? What pattern was created? What shape should be put on the line? Why?</p>  <p>How about in this set of numbers. What number should be put on the blanks? Why?</p> <p><b>1Z, 2Y, 3X, __, __, 6U</b></p>
<p><b>D. Discussing new concepts and practicing new skills #1</b></p>	<p>Group activity:</p> <p>Use this shapes to cover a one half size bond paper.</p> 	<p>Group activity:</p> <p>Answer Activity in TG p 272</p> <p>Make sure that there will be no gaps between squares. Color the design you make.</p>	<p>Group Activity:</p> <p>TG p 272. Using colored triangular cut-outs, cover the whole bond paper . Make sure that there will be no gaps between triangles.</p> <p>Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more</p>	<p>Group activity:</p> <p>Answer Activity in TG p 275</p> <p>Identify and write the missing term in the pattern.</p> <p>a. Look at the pattern , then draw the next shape.</p>  <p>Explain your answer.</p> <p>b. What are the next three shapes in this pattern? Draw them.</p>  <p>Explain your answer</p>	<p>Group activity:</p> <p>Answer Activity in TG p 275</p> <p>Identify and write the missing term in the pattern.</p> <p>a. What figure should be put on the blanks? Draw them.</p>  <p>Explain your answer.</p> <p>b. Write the missing numbers.</p> <p><b>__ 75, 70, 65, 60, __</b></p> <p>Explain your answer</p>

<p><b>E. Discussing new concepts and practicing new skills #2</b></p>	<p>Post your out-puts. What shape did you repeatedly use to make a design? Does it look like a tiled floor?</p>	<p>What shape can be placed side by side on the cardboard without over lap or gap between? does it look like as a whole? (tiled wall or floor)</p>	<p>Small triangles fitted your bond paper? What shape did you repeatedly use to make a pattern or design? What did you call this repeated pattern?</p>	<p>Discuss the answers of the groups. Ask: In letter a, what is the next shape? Why?</p> 	<p>Discuss the answers of the groups. Ask: In letter a, what is the next shape? Why?</p>  <p>In letter b. What are he missing numbers? Why? (<b>80 and 55, the numbers are arranged in decreasing order and the difference between numbers is 5</b>)</p>
<p><b>F. Developing mastery (Leads to formative assessment)</b></p>	<p>Group Activity: For the tessellation below, tell the movement of the basic shape as a slide, flip, or turn.</p> 	<p>Group activity: Cut small shape of chosen shape(eg. square, rectangle. triangle and other tessellating shapes). The chosen shape must be of the same size and shape to form identical tiles.</p> <p>Post you out-put.</p>	<p>Pair Activity: Cut small shape of chosen shape(eg. square, rectangle. triangle and other tessellating shapes). The chosen shape must be of the same size and shape to form identical tiles.</p> <p>Post your out-puts.</p>	<p>Individual Activity: Have the pupils answer activity 1 LM p 256</p>	<p>Individual Activity: Have the pupils answer activity 2 LM p 257</p>
<p><b>G. Finding practical/applications of concepts and skills in daily living</b></p>	<p>Copy these tiles and tessellate a piece of cardboard.</p> 	<p>Pair Activity . Choose a shape below. Tessellate a bond paper carefully without overlap or gap.</p> <p>Present your design to the class.</p> 	<p>Pair Activity Distribute patterns of square, rectangle, triangle and other tessellating shape. Tessellate a bond paper using only the shape they have chosen.</p>	<p>Pair Activity: Answer Activity 3 in LM p 257 - 258</p>	<p>Pair Activity: Draw the repeated pattern using the following :</p>
<p><b>H. Making generalizations and abstractions about the lesson</b></p>	<p>What is tessellation? Can it be also called tiling? Why</p>	<p>Have you observe about the pattern made? Does it have gaps or overlaps? Why? Or Why not? What do we call this kind of pattern?</p>	<p>. Tessellations are very specific kind of pattern. They do not have gaps or overlaps.</p>	<p>How can you identify the missing term/s in a given pattern of shapes, figures or numbers?</p> <ul style="list-style-type: none"> <li>Look how the figure or shapes are arranged and identify each shape/s repeat over and over.</li> <li>Identify the order of the repeated figures.</li> </ul>	<p>How can you find the missing number/s in a given pattern or sequence?</p> <ul style="list-style-type: none"> <li>Determine if the numbers are arranged in increasing or decreasing order.</li> <li>Explore the relationship between the numbers by finding the difference</li> </ul>

					<div>between numbers that are next to each other.</div> <div><div>●</div>Use the difference between numbers to find the missing number</div>
I. Evaluating Learning	<div>Tell whether the following tessellates. Put a  and If not: </div>	Answer activity 1 in LM p 252	Answer activity 2 in LM p 252	Answer activity 14in LM p 258	Write the next letter/s in series.
J. Additional activities for application or remediation	Make your own shape/design. Tessellate a cardboard.	Refer to Activity 3 LM p 253	Refer to Activity 4 LM p 254	Refer to Activity 35LM p 259	Draw the missing shape in the pattern.
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 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 material did I use/discover which I wish to share with other teachers?					