



**GRADES 1 to 12
DAILY LESSON LOG**

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|---------------------------------|--|-----------------------|-------------------------------|
| School: | | Grade Level: | III |
| Teacher: | | Learning Area: | MATHEMATICS |
| Teaching Dates and Time: | OCTOBER 24 - 28, 2022 (WEEK 10) | Quarter: | 1ST QUARTER |

| I. OBJECTIVES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|--|--|--|---|--|
| A.Content Standards | Demonstrates understanding of solving routine problems. | | | | |
| B.Performance Standards | Able to apply subtraction of solving real life problems /situations. | | | | To measure the capacity of the child. |
| C.Learning Competencies/Objectives | Solve routine problems involving subtraction without addition of whole numbers including money using appropriate strategies. | Solve routine problems involving subtraction without addition of whole numbers including money using appropriate strategies. | Creates problems involving addition and subtraction of whole numbers including money. | Creates problems involving addition and subtraction of whole numbers including money. | Administering the test to the pupils in measuring the child's intellect about the lesson in first quarter. |
| Write the LC Code for each | M3NS – li- 34.5 | M3NS – li- 34.5 | M3NS – lj -35.4 | M3NS – lj -35.4 | |
| II.CONTENT | Solving One –Step Problems involving Subtraction including Money | Solving Two –Step Problems involving Subtraction including Money | Creating Problems involving Addition and Subtraction Including Money | Creating Problems involving Addition and Subtraction Including Money | First Quarterly Examinations |
| III.LEARNING RESOURCES | | | | | |
| A.References | | | | | |
| 1.Teacher's Guides/Pages | 108 | 111 | 116 –117 | | |
| 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 | Review the steps in problems in solving. Then give sample problems to solve. | Have the pupils read and answer the problem. | Use strips of paper with a given data ,number sentence and operation to be used. | | |
| B.Establishing a purpose for the lesson | Play “ Give Me “. | Pupils form the three –part puzzle such as the one below. | Look at the picture in Activity 1 in the LM. | Subtract and add the following numbers. 1. $112 - 87 =$ | 1. Are you ready for passing the test? Raised your hand. |
| C.Presenting examples/instances of the new lesson | Show pictures of piggy bank. Tell about it. Read the problem story. | Use the parts of the puzzle in presenting the lesson. | Tell pupils to perform the activity individually. Say: Using the picture given ,create s imple problem involving addition and subtraction. | Show pictures .Pupils will create a problems out of the picture involving addition and subtraction. | 2. Prepare the materials to be used by assessing the intellect of the pupils. |

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| D.Discussing new concepts and practicing new skills #1 | What is asked in the problem? What are you going to do? | What will you do to solve the problems? | How did we create a two –step problems involving addition and subtraction? | How did we create a two –step problems involving addition and subtraction? | 3. Have you got the standards? |
| E.Discussing new concepts and practicing new skills #2 | | | | | |
| F.Developing mastery (Leads to formative assessment) | Form pupils into groups. Guide pupils in solving the problems. | Group pupils. | Form pupils into groups consisting at least four pupils. | Group the pupils into five. Let them create a word problems. | 4. Let pupils prepare themselves in taking an exam. |
| G.Finding practical/applications of concepts and skills in daily living | Have pupils work in pairs to solve the problem in Activity 2 in the LM. | Tell pupils to write an appropriate number sentence for the problems. Gina bought a pack of biscuit for PHP 5.00 and a glass of gulaman for PHP 5.000. if she was given PHP 20.00 allowance that day,how much money did she still have? | Answer individually the exercise in Activity B in the LM. | Rina had Php 250 .00 given by her mother. She went to the mall to the mall bought a dress for PHP 150.00 and hairclip for PHP 25.00. How much money does she have now? | 5. Guide them and supervise them in taking the test. |
| H. Making generalizations and abstractions about the lesson | In solving problems? | How do we solve two-step problems of subtraction including money? | What are the important things to remember in creating word problems? | What are the important things to remember in creating word problems? | 6. Did you reach the high points for the scores? |
| I.Evaluating Learning | Tell pupils to answer under Activity 3 in the LM. | Answer Activity 3. | Give the exercise under Activity 5 in the LM. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Rico had earn PHP 25.00 abaoon in Monday, Php 30.00 in Tuesday ,PHP 30.00 in Wednesday. He buy sandwich and banana cue in Thurday and Friday costs PHP 26.00.How much money does he left? | 7. Who among you obtained the right scores for passing the test? |
| J.Additional activities for application or remediation | Have pupils analyze and solve the word problems in Activity 4. | Do Activty 4 at home. | Give Activity 6 to the pupils. | Study your lesson well. | 8. Study for the next exam. |
| V.REMARKS | | | | | |
| VI.REFLECTION | | | | | |
| A.No. of learners who earned 80% of the formative assessment | ___ of Learners who earned 80% above | ___ of Learners who earned 80% above | ___ of Learners who earned 80% above | ___ of Learners who earned 80% above | ___ of Learners who earned 80% above |
| B.No. of learners who require additional activities to remediation | ___ of Learners who require additional activities for remediation | ___ of Learners who require additional activities for remediation | ___ of Learners who require additional activities for remediation | ___ of Learners who require additional activities for remediation | ___ of Learners who require additional activities for remediation |
| C.Did the remedial lessons work?No. of learners who have caught up with the lesson | ___Yes ___No ___ of Learners who caught up the lesson | ___Yes ___No ___ of Learners who caught up the lesson | ___Yes ___No ___ of Learners who caught up the lesson | ___Yes ___No ___ of Learners who caught up the lesson | ___Yes ___No ___ of Learners who caught up the lesson |
| D.No. of ledarners who continue to require remediation | ___ of Learners who continue to require remediation | ___ of Learners who continue to require remediation | ___ of Learners who continue to require remediation | ___ of Learners who continue to require remediation | ___ of Learners who continue to require remediation |

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| E.Which of my taching strategies worked well?Ehy did these work? | <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks | <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks | <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks | <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks | <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks |
| F.What difficulties did I encounter which my principal or supervisor can help me solve? | <input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils | <input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils | <input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils | <input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils | <input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils |
| G.What innovation or localized material did I use/discover which I wish to sharewith other teachers? | <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> 4 F's | <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> 4 F's | <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> 4 F's | <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> 4 F's | <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> 4 F's |