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:	MARCH 18 – 22, 2024 (WEEK 8)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
A. Content Standard	Demonstrates understanding of continuous and repeating patterns and mathematical sentences involving multiplication and division of whole numbers.	Demonstrates understanding of continuous and repeating patterns and mathematical sentences involving multiplication and division of whole numbers.	Demonstrates understanding of continuous and repeating patterns and mathematical sentences involving multiplication and division of whole numbers.		
B. Performance Standard	Is able to apply knowledge of continuous and repeating patterns and number sentences involving multiplication or division of whole numbers in various situations.	Is able to apply knowledge of continuous and repeating patterns and number sentences involving multiplication or division of whole numbers in various situations.	Is able to apply knowledge of continuous and repeating patterns and number sentences involving multiplication or division of whole numbers in various situations.		
C. *Learning Competency*	Tesselating a Plane Figure	Determining the Missing Term in a Pattern.	Determines the missing term/s in a given combination of continuous and repeating pattern. **M3AL – IIIi -4**	Finds the missing value in a number sentence involving multiplication or division of whole numbers. **M3AL – IIIj - 12**	Summative Test
II CONTENT			Determining the Missing Term in a Pattern.	Finding the Missing Value in a Number Sentence.	
III. LEARNING RESOURCES					
A. References	322 -323, CG p.15 0f 18.	326 -327			
1. Teacher's Guide Pages			326 -327	330 -331	
2. Learner's Materials pages					
3. Text book pages					
4. Additional Materials from Learning Resources					
B. Other Learning Resources					
IV. PROCEDURES	Polygons	Write the missing number. 1. 1 +2 = ___ 2. ___ - 3 =8			
A. Reviewing previous lesson or presenting the new lesson	What figure did you formed?	Present the illustration on the board.	Write the missing number. 1. 1 +2 = ___ 2. ___ - 3 =8	1. If 3 and 7 is 10 , what is 10 -3__	

				2. If you subtract 4 from 8 and then add 3 to the difference , what is the answer?	
B. Establishing a purpose for the lesson	Provide 1/8 cartolina and cut –outs of small squares of the same size but with different colors.	Have the pupils study the given pattern.	Present the illustration on the board.	Starfish live in the ocean.Most starfish have 5 “arms”that make them look like stars.Suppose 3 starfish are on the beach.You want to know the number of arms the 3 starfish have.	
C. Presenting Examples/instances of new lesson	How many squares did you use?	What kind of pattern is given?	Have the pupils study the given pattern.	Post the problem on the board in TG.	
D. Discussing new concepts and practicing new skills #1			What kind of pattern is given?	How many pupils are there? How many items did they borrow?	
E. Discussing new concepts and practicing new skills #2	Group Activity: Group 1 and 2 to draw and cover the whole bond paper with squares using cut-out squares. Group 3 and 4 – draw and cover with triangles.	Answer Activity 1 and 2 in the LM. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more		
F. Developing mastery (Leads to Formative Assessment)	Pair Activity;(Prepare cut –outs).	Let pupils answer Activity 3 in pairs.	Answer Activity 1 and 2 in the LM.	Activity 2 in the LM.	
G. Finding Practical applications of concepts and skills	What have you observed about the pattern made?Does it have any gap/overlap?Why or why not?What do we call this kind of pattern?	How can you identify the missing term /s in a given pattern of shapes ,figures or numbers?	Let pupils answer Activity 3 in pairs.	Activity 3.	
H. Making generalizations and abstractions about the lesson	Answer Activities 1 and 2 in the LM.	Do individually and answer Activity 4 in the LM.	How can you identify the missing term /s in a given pattern of shapes ,figures or numbers?	How can you find the missing value in a number sentence involving multiplication and division?	
I. Evaluating Learning	Do Activities 3 and 4 in the LM.	Answer Activity 5 in the LM.	Do individually and answer Activity 4 in the LM.	Do Activity 4 in the LM.	
J. Additional activities for application or remediation			Answer Activity 5 in the LM.	Answer at home Activity 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?					