




**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:	FEBRUARY 5 – 9, 2024 (WEEK 2)	Quarter:	3RD 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	Identifies odd and even numbers	Visualize and represents fractions that are equal to one and greater than one.	Reads and writes fractions that are greater than one	Represents fractions using regions, sets ,and the number line.	Visualizes and represents dissimilar fractions.
Write the LC Code for each	M3NS – IIIa -63	M3NS –IIIa -72.4	M3NS –IIIb -76.3	M3NS – IIIb -72.5	M3NS –IIIc -72.6
II.CONTENT	Odd and Even Numbers	Fractions Equal to One and Greater than One	Reading and Writing Fractions Greater than One	Representing Fractions using Regions , Sets and Number Lines	Visualizing Dissimilar Fractions
III.LEARNING RESOURCES					
A.References					
1.Teacher’s Guides/Pages	CG p.13 of 18				
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	Add : 2+3 = 3+5 =	Climbing the Ladder	Have a review on fractions equal to one and greater one.	Name the fractional part with an x in each given figure. 	Parts of a Fraction
B.Establishing a purpose for the lesson	Let’s play “ Open the Basket”.	Show a cake model with a given problem.	To whom did Jojo give 3 parts of the bibingka?	Let pupils work in pairs.Divide the square cards into parts.	Group Work Divide the class into three groups. 1- rectangle group 2- circle group 3- square group
C.Presenting examples/instances of the new lesson	Provide each group with a 50 counters.	Present the following regions with all parts shaded.	Show a video presentation about the lesson.	Representing fractions using regions.	Ask each group to post their work on the board.
D.Discussing new concepts and practicing new skills #1	What kind of numbers are they?	How do we visualize fractions equal to one ?More than One?	What did you study today? What is fractions?	How are fractions represented? How should you divide a region , a set , and a numberline.?	Into how many equal parts were the shapes in Set A divided? What part of the fraction does it represent?

E.Discussing new concepts and practicing new skills #2		Make Activity 1 in the LM.	Conduct a game.		Are they all the same?
F.Developing mastery (Leads to formative assessment)	How did you find out whether a number is odd or even?		What do you call the number above the bar line? How about the number below it?	Activity 1 in the LM.	When are fractions called dissimilar? - Class Activity
G.Finding practical/applications of concepts and skills in daily living	Answer Activity 2 in the LM. Have the pupils identify the number asked for on their paper.	Give Activity 2 in the LM.	Activity 2 in the LM.	Answer Activity 2 in the LM.	
H. Making generalizations and abstractions about the lesson	When is a number even? When it is odd?	When are fractions equal to one? more than one?	Can fractions greater than one be read and written in symbols and in words? How are they read?	How can fractions be represented?	When do we say that fractions are dissimilar?
I.Evaluating Learning	Answer Activity 3 in the LM. Have the pupils work on the puzzle on their paper. Ask them to color the odd numbers red and the even numbers green.	Answer Activity 3 in the LM.	Do Activity 3 in the LM. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Do Activity 3 in the LM. Have pupils write the fraction that name the part of the group described on their papers.	Answer Activity 4 in the LM.
J.Additional activities for application or remediation	Home Activity Do Activity 4 in the LM.	Home Activity ; Activity 4 in the LM.	Activity 4.	Make Activity 4 serve as a home activity to your pupils.	Do Activity 5 as home activity . Pupils are to put a check mark on the blank if the fractions are dissimilar.
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?					