

 GRADES 1 to 12 DAILY LESSON LOG	School:	PALMAYO ES	Grade Level:	III
	Teacher:	WINNIE L.MANALANSAN	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	SEPTEMBER 11 - 15, 2023 (WEEK 3)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
A. <i>Content Standard</i>	Demonstrates understanding of whole numbers up to 10 000.				
B. <i>Performance Standard</i>	Is able to recognize, represent, compare ,and order whole numbers up to 10 000.				Answer questions given in a weekly test with 75% level of accuracy. Read and follow directions correctly.
C. <i>Learning Competency/s:</i>	Round numbers to the nearest thousand. M3NS –Ib-15.1	Compares numbers up to 10 000 using relation symbols M3NS-Ib -12.3	Orders 4 -5 –digit numbers in increasing and decreasing order. M3NS – Ib – 13.3		
II CONTENT	Rounding Numbers to the Nearest Thousand	Comparing Numbers Up to 10 000.	Ordering Numbers up to 10 000.		
III. LEARNING RESOURCES					
A. <i>References</i>					
1. <i>Teacher’s Guide Pages</i>	CG p.7 of 18				
2. <i>Learner’s Materials pages</i>					
3. <i>Text book pages</i>					
4. <i>Additional Materials from Learning Resources</i>	Laptop, activity cards	Activity cards, flashcards	Activity cards, flashcards		
B. <i>Other Learning Resources</i>					
IV. PROCEDURES					
A. <i>Reviewing previous lesson or presenting the new lesson</i>	Rounds to the nearest hundred. 1. 121 2. 389 3. 512 4. 678	Rounding off numbers.	Comparing Numbers		

	5. 803										
B. Establishing a purpose for the lesson	Sing a song about numbers.	Have a game.let them group themselves according to the ff. First letter of their names Favorite subject - What first letter names has the most numbers?the least?	Sing a song about ordering numbers. Or Mathdali Song.								
C. Presenting Examples/instances of new lesson	Show a video or powerpoint about rounding off numbers to the nearest thousand.	Have the pupils look at the LM. Have them read the text about Sally and Carmy. Show the chart to the pupils and explain the data. <table border="1"><tr><td>Best Friends</td><td>No.of rubber bands</td></tr><tr><td>Sally</td><td>1 637</td></tr><tr><td>Carmy</td><td>1 259</td></tr></table>	Best Friends	No.of rubber bands	Sally	1 637	Carmy	1 259	Show a clothesline with two numbers (6 392 and 4354) pinned on it. Let the pupils read the numbers. What if there is another number like 55 253? Where should it place so that numbers are arranged to the greatest to least?	Show a Mango tree with fruits. Inside this is a number.	
Best Friends	No.of rubber bands										
Sally	1 637										
Carmy	1 259										
D. Discussing new concepts and practicing new skills #1	What is the video all about? How many digit numbers are there?	Who collected more rubber band?less collected?	Why should it be placed in that position?	- What tree is is this? - How do you describe the tree?							
E. Discussing new concepts and practicing new skills #2											
F. Developing mastery (Leads to Formative Assessment)	Post a chart with numbers rounding off to the nearest thousands.	Post the relation symbols to be use.	Hanging Numbers in the Clothesline								
G. Finding Practical applications of concepts and skills	Give them activity to take. To furnish the learnings how to round off numbers to the nearest thousands.	Activity 2 in the LM.	Do Activity 3 in the LM.	Group them. Teacher find a way to get the output of the pupils.							
H. Making generalizations and abstractions about the lesson	How do we round off numbers?	How do we compare numbers? What symbols do we use?	How do we arranged numbers in increasing and decreasing order?	How do we arranged numbers in increasing and decreasing order?							

I. Evaluating Learning	Round off the numbers. 1: 4,760 is between and and is rounded to 2: 6,099 is between and and is rounded to 3: 28,902 is between and and is rounded to 4.: 561 is between and and is rounded to 5: 148,451 is between and and is rounded to	Give Activity 3 in the LM for pup0ils to work on.	Activity 4 in the LM.	<div>ORDERING NUMBERS TO 10000 SHEET 3</div> <div>Put these lists of numbers in order, from <i>largest</i> to <i>smallest</i>.</div> <div>A) <div>3324671846725924</div><div>largestsmallest</div></div> <div>B) <div>7253572327533572</div><div>largestsmallest</div></div> <div>C) <div>2095978611490227631</div><div>largestsmallest</div></div> <div>D) <div>87139045852797588901</div><div>largestsmallest</div></div> <div>E) <div>6625610867826986908</div><div>largestsmallest</div></div>	
J. Additional activities for application or remediation	Do Activity 5 in LM.	Pupils write the correct symbol for each pair of numbers in Activity 4 in the LM.	Answer Activity 5 in the LM.	Answer Activity 5 in the LM.	

Prepared by:

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Checked:

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