GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:	File Created by Sir LIONELL G. DE SAGUN	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	SEPTEMBER 5 – 9, 2022 (WEEK 3)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
A. Content Standard	Demonstrates understanding of whole numbers up to 10 000.				
B. Performance Standard	Is able to recognize, represent, compare ,and order whole numbers up to 10 000.				
C. *Learning Competency/s:*	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. References					
1. Teacher's Guide Pages	CG p.7 of 18				
2. Learner's Materials pages					
3. Text book pages					
4. Additional Materials from Learning Resources	Laptop, activity cards	Activity cards, flashcards	Activity cards, flashcards		
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Rounds to the nearest hundred. 1. 121 2. 389 3. 512 4. 678 5. 803	Rounding off numbers.	Comparing Numbers		
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	Sing a song about ordering numbers. Or Mathdali Song.		

<table>
<tr><td></td><td></td><td>- What first letter names has the most numbers?the least?</td><td colspan="2"></td><td></td></tr>
<tr><td>C. Presenting Examples/instances of new lesson</td><td>Show a video or powerpoint about rounding off numbers to the nearest thousand.</td><td>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><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></td><td>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?</td><td>Show a Mango tree with fruits. Inside this is a number.</td><td></td></tr>
<tr><td>D. Discussing new concepts and practicing new skills #1</td><td>What is the video all about?
How many digit numbers are there?</td><td>Who collected more rubber band?less collected?</td><td>Why should it be placed in that position?</td><td>- What tree is is this?
- How do you describe the tree?</td><td></td></tr>
<tr><td>E. Discussing new concepts and practicing new skills #2</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>F. Developing mastery (Leads to Formative Assessment)</td><td>Post a chart with numbers rounding off to the nearest thousands.</td><td>Post the relation symbols to be use.</td><td>Hanging Numbers in the Clothesline</td><td></td><td></td></tr>
<tr><td>G. Finding Practical applications of concepts and skills</td><td>Give them activity to take. To furnish the learnings how to round off numbers to the nearest thousands.</td><td>Activity 2 in the LM.</td><td>Do Activity 3 in the LM.
Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</td><td>Group them. Teacher find a way to get the output of the pupils.</td><td></td></tr>
<tr><td>H. Making generalizations and abstractions about the lesson</td><td>How do we round off numbers?</td><td>How do we compare numbers? What symbols do we use?</td><td>How do we arranged numbers in increasing and decreasing order?</td><td>How do we arranged numbers in increasing and decreasing order?</td><td></td></tr>
<tr><td>I. Evaluating Learning</td><td>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</td><td>Give Activity 3 in the LM for pup0ils to work on.</td><td>Activity 4 in the LM.</td><td><u>ORDERING NUMBERS TO 10000 SHEET 3</u>
Put these lists of numbers in order, from largest to smallest.
A) 3324 6718 4672 5924
____ ____ ____ ____
largest smallest
B) 7253 5723 2753 3572
____ ____ ____ ____
largest smallest
C) 2095 978 6114 9022 7631
____ ____ ____ ____ ____
largest smallest
D) 8713 9045 8527 9758 8901
____ ____ ____ ____ ____
largest smallest
E) 6625 6108 6782 698 6908</td><td></td></tr>
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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.	
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?					