WEEK NO. ____1___

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
Visualize numbers 1 001 up to 5 000	Visualize numbers 5 001 up to 10	Give the place value and value of a	Read and write numbers up to 10	The pupils are expected to get
	000	digit in a number up to 10 000	000 in symbols and in words	75% mastery level in the
		,	,	weekly tests.
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	
Lesson 5 Rounding Off Numbers to	Lesson 2 Visualizing Numbers up to 10	Lesson 3 Giving the Place Value and	Lesson 4 Reading and Writing	WEEKIN TECT
the Nearest Tens, Hundreds and	000	Value of Numbers up to 10 000	Numbers up to 10 000	WEEKLY TEST
Thousands				
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM : _ M3NS-la-1.3	LM : _ M3NS-la-1.3	LM: _M3NS-Ia-10.3	LM : _ M3NS-la-9.3	A. Write the number represented by each set of number
TG:	TG:	TG:	TG:	discs.
CG:30	TG: CG:30	CG:30	CG:30	
Learning Tasks	Learning Tasks	Learning Tasks	Learning Tasks	11 (1000) (1000) (1000) (1000) (1000) (1000)
A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	00000
1. Drill	1. Drill	1. Drill	1. Drill	2) (1000) (1000) (1000) (100) (1) (1) (1)
2. Review	2. Review	2. Review	2. Review	00-
3. Motivation	3. Motivation	3. Motivation	3. Motivation	B. Use number discs (1990) (90) (1) to illustrate the
B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	following numbers.
Presentation Discussion	Presentation Discussion	Presentation Discussion	Presentation Discussion	2] 8294
3. Activity	3. Activity	3. Activity	3. Activity	3 9316
C. Generalization	C. Generalization	C. Generalization	C. Generalization	7550300
D. Application	D. Application	D. Application	D. Application	4) 7.415
Evaluation:	Evaluation:	Evaluation:	Evaluation:	5] 5962
Evaluation	Evaluation	Evaluation	Evaluation	C.Give the place value and the value
TT '1 1 41 '		Cias Astinitas 5 in the LM Charle	Horse manife and A stinite 2 in	of the underlined
. Have pupils do the exercises	. Give Activity 4 in the LM for	Give Activity 5 in the LM. Check	Have pupils work on Activity 3 in	digit.
under Activity 4 in the LM.	pupils to answer. Check their	pupils' answers	the LM.	1) 1 785
	work.			2) 4 607
				3) 8 931
				D.Write these numbers in symbols.
				1) two thousand, seven hundred-three
				2) six thousand, five hundred forty-seven
Assignment:	Assignment:	Assignment:	Assignment:	2) ring the regard on the standard state.
Give Activity 5 in the LM as	Have pupils work on	Have pupils study the illustration in	Give Activity 4 in the LM as	3) nine thousand, one hundred thirty-two
I ~	1 1	Activity 6 in the LM and let the pupils	1	4) seven thousand, thirty-four
assignment. Check pupils'	Activity 5 at home.	give five 4-digit numbers using the	pupils' assignment. Check	
work.		digits found in the illustration	their work.	5) five thousand, three hundred-one
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. ____2__

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: Round off numbers to the nearest	Objectives: Round off numbers to the nearest	Objectives: Compare numbers up to 10 000	Objectives: Order numbers up to 10 000 in	Objectives: The pupils are expected to get
tens, hundreds, and thousands	tens, hundreds, and thousands	using relation symbols	increasing or decreasing order	75% mastery level in the weekly tests.
Subject Matter: Lesson 5 Rounding Off Numbers to the Nearest Tens, Hundreds and Thousands	Subject Matter: Lesson 5 Rounding Off Numbers to the Nearest Tens, Hundreds and Thousands	Subject Matter: Lesson 6 Comparing Numbers up to 10 000	Subject Matter Lesson 7 Ordering Numbers up to 10 000	WEEKLY TEST
Reference: LM: _ M3NS-la-1.3 TG: CG:30 Learning Tasks	Reference: LM: _ M3NS-la-1.3 TG: CG:30 Learning Tasks	Reference: LM: _M3NS-Ib-12.3 TG: CG:30 Learning Tasks A. Preliminary Activities	Reference: LM: _ M3NS-lb-13.3 TG: CG:30 Learning Tasks A. Preliminary Activities	Evaluation: Choose the number to which the given number is closer. Write your answer in your notebook.
A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	1) 58 – 50 or 60 2) 43 – 40 or 50 3) 548 – 500 or 600 4) 627 – 600 or 700 5) 961 – 900 or 1 000 B.Write the correct symbol in the blank to make the number statement true.
Evaluation: Give Activity 4 to pupils to check on their learning.	Give Activity to pupils to check on their learning.	Evaluation: . Give Activity 3 in the LM for pupils to work on.	Evaluation: . Guide pupils in working on Activity 4 in the LM. Check pupils' answers.	1) 8 691 8 961 2) 5 287 5 827 3) 5 600 5 000 + 600 + 0 + 0 4) 4 993 4 939 5) 8 540 8 450
				C.Arrange the following numbers in increasing order. 1) 2 786 2 790 2 788 2 787 2 789 2) 5 860 5 980 5 000 5 880 5 780 3) 9 904 9 832 10 000 8 461 9 742
Assignment:	Assignment:	Assignment: Pupils write the correct symbol for	Assignment: Ask the pupils to study the word	B. Arrange the following numbers in decreasing order.
Pupils answer Activity 5 in the LM	Pupils answer Activityin the LM	each pair of numbers in Activity 4 in the LM	problem then answer the exercises under Activity 5 in the LM.	1) 4 989 4 986 4 985 4 987 4 988 2) 9 399 9 299 9 400 8 299 8 999
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. ____3__

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: Identify Ordinal Numbers from 1stto 100th	Objectives: Recognize coins and bills up to PhP1 000	Objectives: Read and write money in symbols and in words through PhP1 000 in pesos and centavos	Objectives: Read and write money in symbols and in words through PhP1 000 in pesos and centavos	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Lesson 8 Ordinal Numbers from 1 stto 100th	Subject Matter: Lesson 9 Recognizing Coins and Bills up to PhP1 000	Subject Matter: Lesson 10 Reading and Writing Money in Symbols and in Words	Subject Matter: Lesson 10 Reading and Writing Money in Symbols and in Words	WEEKLY TEST
Reference: LM: _ M3NS-Ic-16.3 TG: CG:31	Reference: LM: _ M3NS-Ic-19.2 TG: CG:31	Reference: LM: _ M3NS-Ic-20.2 TG: CG:31	Reference: LM: _ M3NS-Ic-20.2 TG: CG:31	Evaluation: A.Using the ordinal symbols, complete the following: 1) National Hero's Day is celebrated on the day of November.
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: . Ask the pupils to answer the exercises under Activity 4 in the LM. Check pupils' answers	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: . Have pupils match the paper bill with the names of the heroes printed on the bill under Activity 4 in the LM	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: . Give the exercises in Activity 3 in the LM, first the oral then the written exercises.	Learning Tasks E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization H. Application Evaluation: . Give the exercises in Activity in the LM, first the oral then the written exercises.	2) New Year's day is the
Assignment:	Assignment:	Assignment:	Assignment:	
Ask the pupils to read and answer the problem under Activity 5 in the LM.	Ask pupils to identify the paper bills and coins in	Have pupils work on Activity 4 at home	Have pupils work on Activity at home	
	Activity 5 in the LM.			
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. ____4___

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
Compare values of the different	Compare values of the different	Add 3- to 4-digit digit numbers up to	Add 3- to 4-digit digit numbers up to	The pupils are expected to get
denominations of coins and bills	denominations of coins and bills	three addends with sums up to 10	three addends with sums up to 10	75% mastery level in the
through PhP500 using relation	through PhP1 000	000 without regrouping	000 with regrouping	weekly tests.
symbols		0 1 0		,
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	
Lesson 11 Comparing Money through	Lesson 12 Comparing Money through	Lesson 13 Adding 3- to 4-Digit	Lesson 14 Adding 3- to 4-Digit	WEEKLY TEST
PhP500	PhP1 000	Numbers without Regrouping	Numbers with Regrouping	WEEKE! !ES!
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM: _M3NS-Id-22.2	LM: _M3NS-Id-22.2	LM: _ M3NS-Id-27.6	LM : _ M3NS-Id-27.6 31	A.Compare the following amounts
TG:	TG: CG:31	TG:	TG:	using >, <, =.
CG:31	CG:31	CG:31	CG:	1) PhP45.65 PhP50.90
Learning Tasks	Learning Tasks	Learning Tasks	Learning Tasks	2) PhP97.35 PhP100 3) PhP67.00 PhP6.75
A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	4) PhP430.30 PhP100.50
1. Drill	1. Drill	1. Drill	1. Drill	5) PhP384.56 PhP390.05
2. Review	2. Review	2. Review	Review Motivation	B.Have 2 separate lists of items which
3. Motivation B. Developmental Activities	3. Motivation B. Developmental Activities	Motivation B. Developmental Activities	B. Developmental Activities	can be bought within
1. Presentation	1. Presentation	1. Presentation	1. Presentation	the PhP500 budget.
2. Discussion	2. Discussion	2. Discussion	2. Discussion	1) 1 big can of sardines =
3. Activity	3. Activity	3. Activity	3. Activity	
C. Generalization	C. Generalization	C. Generalization	C. Generalization	2) 1 kilo of white sugar =
D. Application	D. Application	D. Application	D. Application	3) 1 kilo of milk fish =
Evaluation:	Evaluation:	Evaluation:	Evaluation:	3) 1 kilo of milk fish =
				4) 1 kilo of cabbage =
. Ask the pupils to compare the	.Ask pupils to answer Activities 3	tell pupils to answer Activity 3 in the	. Have pupils do Activity 3 in the	., 1 0. 0000080
denominations of bills and coins	and 4 in the LM. Check pupils'	LM. Have them write the numbers in	LM. Assess the result of the test	5) 1 bottle of peanut butter =
	• •	column before finding the sum. Let	Livi. Assess the result of the test	
in Activity 4 in the LM	answers.	them write the answer on their pape		
				C.Write in column. Then, find the
				sum.
				1) 3052, 4614, 1231
		-	_	2) 5143, 1705, 2030 3) 1672, 3104, 4123
Assignment:	Assignment:	Assignment:	Assignment:	4) 6084, 1703, 2112
Ask the pupils to work on the	Ask the pupils to answer the	Let the pupils work on Activity 4 in the	Let the pupils copy the exercises	5) 5416, 1370, 1003
exercises in Activity 5 at home. Tell	tasks in Activity 5 in the	LM at home. Ask them to look at	under Activity 4 and Activity 5 in	, , , , , , , , , , , , , , , , , , , ,
pupils to ask the help of their	_	the picture before answering the	their notebooks. Ask them to work	
parents. Check pupils' answers.	LM.	questions.	on them at home.	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. ____5__

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: Estimate the sum of 3- to 4-digit addends using appropriate strategies	Objectives: Add mentally 1- to 2-digit numbers without or with regrouping using appropriate strategies	Objectives: Add mentally 2- to 3-digit numbers with multiples of hundreds using appropriate strategies	Objectives: Add mentally 2- to 3-digit numbers with multiples of hundreds using appropriate strategies	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Lesson 15 Estimating Sums of 3- to 4- Digit Addends	Subject Matter: Lesson 16 Adding 1- to 2-Digit Numbers Mentally without and with Regrouping	Subject Matter: Lesson 17 Adding Mentally 2- to 3- Digit Numbers with Multiples of Hundreds	Subject Matter: Lesson 17 Adding Mentally 2- to 3- Digit Numbers with Multiples of Hundreds	WEEKLY TEST
Reference: LM: _ M3NS-le-31 TG: CG:31 Learning Tasks A. Preliminary Activities	Reference: LM: _ M3NS-le-28.7 TG: CG:31 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: Let pupils perform the exercises under Activity 3 in the LM without using paper and pencil. Then have them solve the number sentences in Activity 4	Reference: LM: _ M3NS-le-28.8 TG: CG:32 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: . Ask the pupils to work on the exercises under Activity 2 in the LM. Have them give the answers orally.	Reference: LM: _ M3NS-le-28.8_ TG: CG:32 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: . Ask the pupils to work on the exercises under Activity in the LM. Have them give the answers orally.	Evaluation: 1188
Assignment: Ask pupils to work on Activity 4 in the LM at home. Check pupils' answers	Assignment: Tell pupils to count and add the following mentally. Have them write their answers in their notebooks. 1. the number of classrooms in their school 2. the number of desks in two classrooms 3. the number of grade 3 teachers in their school	Assignment: Ask your parents' help in doing the exercises below. If your parents are working, ask how much your mother earns in a month and how much your father earns at the same period. Add mentally the total earnings of your parents.	Assignment: Ask your parents' help in doing the exercises below. If your parents are working, ask how much your mother earns in a month and how much your father earns at the same period. Add mentally the total earnings of your parents.	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. ____6__

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
Solve routine problems involving	Solve non-routine problems	Create problems involving addition	Create problems involving addition	The pupils are expected to get
addition of whole numbers with	involving addition of whole numbers	of whole numbers including money	of whole numbers including money	75% mastery level in the
sums of 10 000 including money	with sums of 10 000 including		with reasonable answers	weekly tests.
using appropriate problem solving	money using appropriate problem			, , , , , , , , , , , , , , , , , , , ,
strategies and tools	solving strategies and tools			
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	
Lesson 18 Solving Routine Problems	Lesson 19 Solving Non-Routine	Lesson 20 Creating Problems	Lesson 20 Creating Problems	WEEKLY TEST
involving Addition	Problems involving Addition	involving Addition	involving Addition	WEEKLI 1E31
Reference:	Reference:	Reference:	Reference:	F. d. attack
	LM: _ M3NS-If-29.3	LM: _ M3NS-If-30.317		Evaluation:
LM: _ M3NS-If-29.3 TG:			LM: _ M3NS-If-30.317	Analyze and solve the problems. 1) Mr. Cruz harvested pineapples
CG:32	TG: CG:32	TG: CG:32	TG: CG:32	in two weeks. On the first week, he
Learning Tasks	Learning Tasks	Learning Tasks	Learning Tasks	harvested 2 334 pineapples and 1
A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	248
1. Drill	1. Drill	1. Drill	1. Drill	pineapples on the second week . How many pineapples were
2. Review	2. Review	2. Review	2. Review	harvested in all?
3. Motivation	3. Motivation	3. Motivation	3. Motivation	2) Mr. Pura gathered 3 445
B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	coconuts in his farm, while Mr.
Presentation Discussion	Presentation Discussion	1. Presentation 2. Discussion	Presentation Discussion	Flores gathered 2 766. How many
3. Activity	3. Activity	3. Activity	3. Activity	coconuts did they gather in all?
C. Generalization	C. Generalization	C. Generalization	C. Generalization	Arrange the scrambled digits in the
D. Application	D. Application	D. Application	D. Application	circles to make an addition sentence.
Evaluation:	Evaluation:	Evaluation:	Evaluation:	Let the given sums guide you. Work
	. Ask the pupils to answer the			on this on your paper
. Let pupils write a number	questions under Activity 3 in the	. Have pupils work on Activity 4	. Have pupils work on Activity	" 7 8 5
sentence for each problem in	LM. Tell pupils to do these on	of the LM. Check their answers.	of the LM. Check their	7 8 5
Activity 3 and	1 * *	of the Livi. Check their answers.		1 0 8 2
1	their papers		answers.	
Activity 4 in the LM				2) 3 4 6 000
Assignment:	Assignment:	Assignment:	Assignment:	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
Ask pupils to copy the problems in	Refer pupils to Activity 4 in the LM. Let	Ask pupils to work on Activity 5 in	Ask pupils to work on Activity in	
Activity 5 and Activity 6 in their	them form 3–digit numbers from the	the LM at home. Check their	the LM at home. Check their	3) B 9 3 OOO
notebooks. Let them analyze and	numbers in the box that will give the	answers.	answers.	, , 5
solve the problems.	least sum and the greatest sum.			1 2 0 4
Paragrillar.	Have them do these in their notebooks.	Para autor	Davis autor	Dama allas
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. _____7___

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
Subtract 3- to 4-digit numbers from	Subtract 3- to 4-digit numbers from	Subtract 3- to 4-digit numbers from	Subtract 3- to 4-digit numbers from	The pupils are expected to get
3- to 4-digit numbers without	3- to 4-digit numbers without	3- to 4-digit numbers with	3- to 4-digit numbers with	75% mastery level in the
regrouping	regrouping	regrouping	regrouping	weekly tests.
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	
Lesson 21 Subtracting Numbers	Lesson 21 Subtracting Numbers	Lesson 22 Subtracting Numbers with	Lesson 22 Subtracting Numbers with	WEEKLY TEST
without Regrouping	without Regrouping	Regrouping	Regrouping	
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM:M3NS-Ig-32.6_	LM:M3NS-Ig-32.6_	LM : _ M3NS-Ig-32.632	LM : _ M3NS-Ig-32.632	
TG: CG:32	TG: CG:32	TG: CG:32	TG:	1. Using the digits 2, 3, 5, 4, 7 and 9, form a subtraction
			CG:32	sentence that gives a difference of 741.
Learning Tasks	Learning Tasks	Learning Tasks	Learning Tasks	
A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	E. Preliminary Activities	
1. Drill 2. Review	1. Drill 2. Review	1. Drill 2. Review	4. Drill 5. Review	7 4 1
Netivation	Netivation	 Review Motivation 	6. Motivation	3 Nov. and the field 1 2 2 5 4 T 5 and 6 has account
B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	F. Developmental Activities	 How can the digits 1, 2, 3, 5, 6, 7, 8 and 9 be arranged in the boxes to form a number sentence that gives a
1. Presentation	1. Presentation	1. Presentation	4. Presentation	difference of 8 641?
2. Discussion	2. Discussion	2. Discussion	5. Discussion	
3. Activity	3. Activity	3. Activity	6. Activity	
C. Generalization	C. Generalization	C. Generalization	G. Generalization	
D. Application	D. Application	D. Application	H. Application	8 6 4 1
Evaluation:	Evaluation:	Evaluation:	Evaluation:	0 6 1+ 1
Have the pupils do Activity 4	Have the pupils do Activity 4	. Have pupils work on Activity 4	. Have pupils work on Activity 4	
individually in their notebook.	individually in their notebook.	of the LM. Check pupils' work.	of the LM. Check pupils' work.	Write the numbers in a column. Then
Arrange the numbers in column.	Arrange the numbers in column.			find the difference. Check your
Then find the difference.	Then find the difference.			answer using addition.
Check your answer using	Check your answer using			1) 560 – 317
addition.	addition.			2) 782 – 539
				3) 2 807 – 685 4) 4 548 – 1 922
				5) 9 050 – 3 728
Assignment:	Assignment:	Assignment:	Assignment:	3,3 030 3 720
Let the pupils copy Activity	Let the pupils copy Activity	Have pupils copy the task in	Have pupils copy the task in	
5 and do it at home.	5 and do it at home.	Activity 5 in the LM and	Activity 5 in the LM and	
		work this at home.	work this at home.	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. _____8___

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: Estimate the difference of two numbers with three to four digits	Objectives: Estimate the difference of two numbers with three to four digits	Objectives: Subtract mentally 1- to 2-digit numbers without and with regrouping using appropriate strategies	Objectives: Subtract mentally 1- to 2-digit numbers without and with regrouping using appropriate strategies	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Lesson 23 Estimating Differences	Subject Matter: Lesson 23 Estimating Differences	Subject Matter: Lesson 24 Subtracting Mentally1- to 2- Digit Numbers without and with Regrouping	Subject Matter: Lesson 24 Subtracting Mentally1- to 2- Digit Numbers without and with Regrouping	WEEKLY TEST
Reference: LM:M3NS-Ih-36_ TG: CG:32 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: . Have pupils work on activity 4 in the LM. Check pupils' work.	Reference: LM: M3NS-Ih-36_ TG: CG:32 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: . Have pupils work on activity in the LM. Check pupils' work.	Reference: LM: _ M3NS-lh-33.5 TG: CG:32 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: . Have pupils work on Activity 4 in the LM. Check pupils' work.	Reference: LM: _ M3NS-lh-33.5 TG: CG:32 Learning Tasks A. Preliminary Activities	Evaluation: Use the lable below to answer the questions. Write your arrawer in your natebook. Club Ticket Sales (PhP) Math 10 250 Science 7 525 Filipho 8 175 English 3 100 1. About how much more is the sales of the English Club than that of the Filipho Club? 2. Estimate the difference between the sales of the Math Club and the Science Club. 3. About how much more is the sales of the Wath Club than that of the English Club? 4. Estimate the difference between the sales of the English Club and the Science Club. 5. Estimate the difference between the sales of the Math Club and the Filipho Club.
Assignment:	Assignment:	Assignment:	Assignment:	
Let pupils work on Activity 5 in the LM.	Let pupils work on Activity in the LM.	Have pupils work on Activity 3 in the LM. Check pupils' work.	Have pupils work on Activity in the LM. Check pupils' work.	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. ____9___

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: Subtract mentally 2- to 3- digit numbers with multiples of hundreds without and with regrouping using appropriate strategies	Objectives: Solve one-step word problems involving subtraction of whole numbers including money	Objectives: Solve two-step problems involving addition and subtraction of whole numbers including money	Objectives: Solve two-step problems involving addition and subtraction of whole numbers including money	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Lesson 25 Subtracting Mentally 2- to 3-Digit Numbers with Multiples of Hundreds	Subject Matter: Lesson 26 Solving One-Step Problems involving Subtraction	Subject Matter: Lesson 27 Solving Two-Step Problems involving Addition and Subtraction	Subject Matter: Lesson 27 Solving Two-Step Problems involving Addition and Subtraction	WEEKLY TEST
Reference: LM: _ M3NS-li-33.6 TG: CG:32 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: Pupils work on Activity 4 in the LM. Check pupils' work.	Reference: LM: _ M3NS-li-34.5 TG: CG:3 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 4. M3NS-li-34.5Presentation 5. Discussion 6. Activity C. Generalization D. Application Evaluation: . Pupils work on Activity 4 in the LM. Check pupils' work.	Reference: LM: M3NS-Ij-35.4 TG: CG:33 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: Tell the pupils to answer the word problems in Activity 3 in the LM. Have pupils choose from any of the strategies in solving the word problems. Check pupils' answers.	Reference: LM: M3NS-Ij-35.4 TG: CG:33 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: Tell the pupils to answer the word problems in Activity in the LM. Have pupils choose from any of the strategies in solving the word problems. Check pupils' answers.	Evaluation: Subtract mentally. Write the letter of the correct answer. 1) 52 – 30 a. 18 b. 22 c. 23 d. 32 2) 62 – 49 a. 33 b. 3 c. 23 d. 13 3) 200 – 54 a. 136 b. 254 c. 156 d. 146 4) 400 – 120 a. 280 b. 320 c. 380 d. 520 5) 159 – 57 a. 108 b. 102 c. 100 d. 112 Solve the following word problems. 1) Kevin harvested 175 eggplants from their yard. He sold 156 to a vendor. How many eggplants did he not sell? 2) Janice received PhP789.00 from her father. She gave a certain amount to her sister and still has PhP98 left. How much money did she give to her sister?
Assignment: Give Activity 5 in the LM as assignment.	Assignment: Give Activity 5 in the LM as assignment.	Assignment: Give Activity 4 in the LM as assignment. Check pupils' answers during the next meeting.	Assignment: Give Activity in the LM as assignment. Check pupils' answers during the next meeting.	3) David has two sets of numbers: 123 and 456. If he wants to find how much more is the bigger number than the smaller number, what would be the result?
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

SUBJECT: MATH3 WEEK NO. ____10___ GRADING PERIOD: FIRST GRADING

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
Create problems involving addition	The pupils are expected to get			
and/or subtraction of whole	75% mastery level in the			
numbers including money with	weekly tests.			
reasonable answers	reasonable answers	reasonable answers	reasonable answers	,
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	
Lesson 28 Creating Problems	WEEKLY TEST			
involving Addition and Subtraction	WEEKEI IESI			
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM: _ M3NS-Ij-35.4	LM: _ M3NS-Ij-35.4	LM: _ M3NS-Ij-35.4	LM: _ M3NS-Ij-35.4	Evaluation.
TG:	TG: CG:33	TG: CG:33	TG: CG:33	
CG:33		CG:33		
Learning Tasks	Learning Tasks	Learning Tasks	Learning Tasks	Create addition and subtraction word problems using the given data.
A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	
1. Drill 2. Review	1. Drill 2. Review	1. Drill 2. Review	1. Drill 2. Review	1) colored pencils Nene collected 12
3. Motivation	3. Motivation	3. Motivation	3. Motivation	Sara collected. 15 many more
B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	Addition:
1. Presentation	1. Presentation	1. Presentation	1. Presentation	Subtraction:
2. Discussion	2. Discussion	2. Discussion	2. Discussion	52
3. Activity	3. Activity	3. Activity	3. Activity	23 COLO COLO COLO COLO COLO COLO COLO COL
C. Generalization	C. Generalization	C. Generalization	C. Generalization	000000000000000000000000000000000000000
D. Application	D. Application	D. Application	D. Application	CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC
Evaluation:	Evaluation:	Evaluation:	Evaluation:	Subhaction
. Give the exercise under Activity 5	. Give the exercise under Activity	. Give the exercise under Activity	. Give the exercise under Activity	Subtraction:
in the LM. Let them answer	Two-step procedure:			
individually.	individually.	individually.	individually.	
Pupils create word problems using				
the given data using addition and				
subtraction processes. Then, they				
solve the problem	solve the problem	solve the problem	solve the problem	
Assignment:	Assignment:	Assignment:	Assignment:	
Give Activity 6 in the LM. Have pupils	Give Activity in the LM. Have pupils	Give Activity in the LM. Have pupils	Give Activity in the LM. Have pupils	
create word problems based on their				
expenses in a day using addition, subtraction				
and two-step process.	and two-step process.	and two-step process.	and two-step process.	
Then have them solve the word problem.	B			
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:				

WEEK NO. ____1__

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: visualizes multiplication of numbers 1to 10 by 6,7,8 and 9. Subject Matter:	Objectives: visualizes multiplication of numbers 1to 10 by 6,7,8 and 9. Subject Matter:	Objectives: visualizes and states basic multiplication facts for numbers up to 10. Subject Matter: Stating multiplication facts	Objectives: visualizes and states basic multiplication facts for numbers up to10. Subject Matter: Stating multiplication facts	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Constructing and completing the multiplication tables of 6, 7, 8 and 9	Constructing and completing the multiplication tables of 6, 7, 8 and 9	for numbers up to 10	for numbers up to 10	WEEKLY TEST
Reference: LM: _ M3NS-IIa-41.2 TG: CG:33 Learning Tasks A. Preliminary Activities	Reference: LM: _ M3NS-IIa-41.2 TG: CG:33 Learning Tasks A. Preliminary Activities	Reference: LM:M3NS-IIa-41.3_ TG: CG:33 Learning Tasks A. Preliminary Activities	Reference: LM:M3NS-IIa-41.3_ TG: CG:33 Learning Tasks A. Preliminary Activities	Evaluation: A.Find the product. 1. 6x4= 2. 6x 6 =
1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	 Drill Review Motivation Developmental Activities Presentation Discussion Activity Generalization Application 	 Drill Review Motivation Developmental Activities Presentation Discussion Activity Generalization Application 	 Drill Review Motivation Developmental Activities Presentation Discussion Activity Generalization Application 	3. 6x8= 4. 6x7= 5. 6x 10 = 6. 10 X 4 = 7.10 X 6 = 8.15 X 10 = 9.8 X 10 = 10.5 X 10 =
Evaluation: Tell the pupils to answer the Activity 4 in the LM individually.	Evaluation: Find the product. 1. 6x2 = 2. 6x 1 = 3. 6x5 = 4. 6x3= 5. 6x9 =	Evaluation: Lead pupils to do Activity 4 in the LM individually.	Evaluation: Find the product. 1. 10 X 3 2. 10 X 6 3. 15 X 10 4. 8 X 10 5. 5 X 10	
Assignment: Let pupils do Activity 5 in the LM.	Assignment: With the assistance of your parents make a flashcards of multiplication table by 6, 7, 8, and 9. Be able to memorize the multiplication tables	Assignment: Using Manila paper write the multiplication table of 10. Be able to recite them in class tomorrow.	Assignment: Let pupils do Activity 5 in the LM.	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. _____2___

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
applies the commutative property	multiplies 2-digit by 1-digit numbers	multiplies three 1-digit numbers	multiplies three 1-digit numbers	The pupils are expected to get
of multiplication.	using the distributive property of	using the associative property of	using the associative property of	75% mastery level in the
· ·	multiplication.	multiplication.	multiplication.	weekly tests.
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	,
Lesson 32 Commutative Property of	Lesson 33 Distributive Propertyof	Lesson 34 Associative Property of	Lesson 34 Associative Property of	WEEKLY TEST
Multiplication	Multiplication over Addition	Multiplication	Multiplication	WEEKEI IESI
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM: _M3NS-IIb-40.4	LM: _M3NS-IIb-40.4	LM: _M3NS-IIb-40.6	LM: _M3NS-IIb-40.6	A.Write the missing factor in your
TG:149	TG:152	TG:157	TG:157	notebook.
CG:33	CG:33	CG:34	CG:34	1) 7 x 4 = x 7
Learning Tasks	Learning Tasks	Learning Tasks	Learning Tasks	2) 2 x = 5 x 2
A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	3) $6 \times 3 = 3 \times $
1. Drill	1. Drill	1. Drill	1. Drill	4) 8 x = 4 x 8
2. Review	2. Review	2. Review	2. Review 3. Motivation	5) x 9 = 9 x 7
3. Motivation B. Developmental Activities	3. Motivation B. Developmental Activities	3. Motivation B. Developmental Activities	B. Developmental Activities	
4. Presentation	1. Presentation	1. Presentation	1. Presentation	В
5. Discussion	2. Discussion	2. Discussion	2. Discussion	Motch the product in column A with the number sentence in
6. Activity	3. Activity	3. Activity	3. Activity	column B,
C. Generalization	C. Generalization	C. Generalization	C. Generalization	A 8
D. Application	D. Application	D. Application	D. Application	1) 57 a. (30 x 2) + (6 x 2) = n
Evaluation:	Evaluation:	Evaluation:	Evaluation:	2) 72 b. 4×70 + 4×3 =n
				3) 270 c. [10 x 3] + [9 x 3] = n
Tell the pupils to apply commutative	Have pupils answer Activity 3 in the	Let the pupils answer Activity 4 in		4) 292 d. (20 x 6) + (8 x 6) = n
property of multiplication by doing	LM. Check their work.	the LM on their paper.	Let the pupils answer Activity 3 in	5) 435 e. [40 x 6] + [5 x 6] = n
Activity 4 in the LM.	Livi. Check their work.	the Livi on their paper.	the LM on their paper.	f. $[5 \times 80] + [5 \times 7] = n$
Activity 4 iii the Livi.				
				C.Group two factors that would make
				multiplication easy, then
				give the product.
A		A	A	1) 2 x 3 x 5 = 2) 4 x 7 x 2 =
Assignment:	Assignment:	Assignment:	Assignment:	3) 6 x 1 x 4 =
Assign Activity 5 in the LM	Ask pupils to do Activity 4 in the LM	Let the pupils do Activity 5 in the	Let the pupils answer Activity 1 in	4) 8 x 5 x 3 =
as their homework	at home.	LM. Check pupils' answers.	the LM on their paper.	5) 9 x 4 x 5 =
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. ____3__

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: multiplies 2- to 3-digit numbers by 1 digit numbers without or with regrouping.	Objectives: multiplies 2-digit numbers by 2-digit numbers without regrouping.	Objectives: multiplies 2-digit number by 2-digit numbers with regrouping.	Objectives: multiplies 2-digit number by 2-digit numbers with regrouping	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Lesson 35 Multiplying 2- to 3-Digit numbers by 1-Digit Numbers without Regrouping	Subject Matter: Lesson 36 Multiplying 2- to 3-Digit Numbers by 1-Digit Numbers with Regrouping	Subject Matter: Lesson 37 Multiplying 2-Digit Numbers by 2-Digit Numbers without or with Regrouping	Subject Matter: Lesson 37 Multiplying 2-Digit Numbers by 2-Digit Numbers without or with Regrouping	WEEKLY TEST
Reference: LM: _M3NS-IIc-43.1 TG: CG:34 Learning Tasks A. Preliminary Activities	Reference: LM: _M3NS-IIc-43.2 TG: CG:34 Learning Tasks A. Preliminary Activities	Reference: LM: _M3NS-IIc-43.3 TG: CG:34 Learning Tasks A. Preliminary Activities	Reference: LM: _M3NS-IIc-43.3 TG: CG:34 Learning Tasks A. Preliminary Activities	Evaluation: A.Find the product. Use your flats, longs and squares to get the answer
1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization	1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization	 Drill Review Motivation Developmental Activities Presentation Discussion Activity Generalization 	1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization	B.Do as indicated. Show your solution
D. Application	D. Application	D. Application	D. Application	in your notebook and encircle your final answer.
Ask pupils to work on the exercises under Activity 4 in the LM.	Evaluation: Have pupils work on Activity 4 of the LM. Check their work.	Evaluation: Let the pupils do this activity in their notebook individually. Answer the following. 1) The product of 13 and 42 is 2) Multiply: 63 x 46 3) 75 x 23 is the same as Ans. a a. (70 + 5) x (20 + 3) = b. (70 x 5) + (20 x 3) =	Have pupils work on Activity 5 of the LM. Check their work.	1) How many objects are there in 7 groups of 53 objects? 2) What is 83 times 6? 3) Multiply 253 by 5. 4) Find the product of 351 and 8. 5) What is the product of 509 and 8?
Assignment: Give Activity 5 in the LM as assignment. Check pupils' work.	Assignment: Give Activity 5 in the LM as assignment	Assignment: Let pupils do Activity 5 in the LM	Assignment: Let pupils do Activity 3 in the LM	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. ____4__

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: multiplies 2- to 3-digit numbers by multiples of 10 and 100	Objectives: multiplies 1- to 2-digit numbers by 1 000	Objectives: multiplies 1- to 2-digit numbers by 1 000	Objectives: estimates the product of 2- to 3- digit numbers and 1- to 2-digit numbers with reasonable results.	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Lesson 38 Multiplying Numbers by Multiples of 10 and 100	Subject Matter: Lesson 39 Multiplying 1- to2-Digit Numbers by 1 000	Subject Matter: Lesson 39 Multiplying 1- to2-Digit Numbers by 1 000	Subject Matter: Lesson 40 Estimating Products	WEEKLY TEST
Reference: LM: _M3NS-IId-43.4 TG: CG:34 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation:	Reference: LM: _M3NS-IId-43.5 TG: CG:34 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation:	Reference: LM: _M3NS-IId-43.5 TG: CG:34 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation:	Reference: LM: _M3NS-IId-44.1 TG: CG:34 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation:	Evaluation: A, Write the missing numbers in your notebook. 1) 30 x = 300 2) 150 x 5 = 3) x 6 = 60 4) 76 x 100 = 5) 90 x = 9 000 B.Read, analyze and solve the given problems. Write your solution on your paper. 1) Mr. Bryan collected about 1 000 eggs from his poultry farm last month. If this continued for 5 months, how many eggs would Mr. Bryan get?
Have pupils work on Activity 5 in the LM. Let them answer on their paper.	Pupils do Activity 4 in the LM. Provide the pupils an activity sheet.	Find the product. 1) Mang Badong, the baker, bakes 1 000 pandesalsin 1 hour. How many pandesaslcan he bake in 5 hours? 2) A basket of calamansicontains 1 000 calamansi. How many calamansiare there in 8 baskets?	Let the pupils do Activity 5 in the LM individually.	C.Estimate the prod uct. 1) 83 2) 67 3) 165 x 9 x 41 x 37
Assignment: Let pupils do Activity 6 in the LM as their homework.	Assignment: Assign Activity 5 in the LM as homework.	Assignment: Assign Activity 2 in the LM as homework.	Assignment: Have the pupils find the factors that when multiplied will give an estimated product. Refer them to Activity 6 in the LM.	4) 122 5) 76 <u>x 56</u> <u>x 52</u>
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. ____5___

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: multiplies mentally 2-digit by 1-digit numbers without regrouping with products of up to 100	Objectives: multiplies mentally 2-digit by 1-digit numbers without regrouping with products of up to 100	Objectives: solves routine and non-routine problems involving multiplication without or with addition and subtraction of whole numbers including money using appropriate problem solving strategies and tools.	Objectives: solves routine and non-routine problems involving multiplication without or with addition and subtraction of whole numbers including money using appropriate problem solving strategies and tools.	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Lesson 41 Multiplying Mentally2-Digit Numbers by 1-Digit Numbers with Products up to 100	Subject Matter: Lesson 41 Multiplying Mentally2-Digit Numbers by 1-Digit Numbers with Products up to 100	Subject Matter: Lesson 42 Solving Problems involving Multiplication of Whole Numbers	Subject Matter: Lesson 42 Solving Problems involving Multiplication of Whole Numbers	WEEKLY TEST
Reference: LM: _ M3NS-IIe-42.2 TG: CG:34	Reference: LM: _ M3NS-IIe-42.2 TG: CG:34	Reference: LM:M3NS-IIe-45.3_ TG: CG:34	Reference: LM:M3NS-IIe-45.3_ TG: CG:34	Evaluation: Read each problem carefully. Write only the product on your paper.
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	1) Elvie planted 5 rows of sampaguita. Each row had 10 sampaguita plants. How many sampaguita plants did she plant in all? 2) Francis planted 10 plots with eggplant seedlings. Each plot has 7 eggplant seedlings. How many eggplant seedlings did he plant? 3) Mang Hayden gathered 25 baskets of atis. If each basket contained 45 atis, how many atis were there in all? 4) If each basket of atis costs PhP120, how
Let the pupils work on Activity 3 in the LM. Have them read each problem carefully then write only the product in their own paper	Assignment: Have pupils work on Activity 1 in the LM	Evaluation: Let pupils analyze and solve Activity 3 in the LM. Ask them to write a number sentence for each problem.	Evaluation: Solve each problem on your paper. You can also show your answer by illustration. 1) Ofel saves PhP25 a day in her piggy bank. How much money will she save in twelve days? 2) Ador could read 25 pages of his favorite book in a day. If he read the book for 11 days, how many pages does the book have?	much will Mang Hayden receive for 25 baskets of atis? 5) Mr. Santos sells school supplies. He has 20 boxes of pencils. If there are 12 pencils in each box, how many pencils does he have?
Assignment: Have pupils work on Activity 4 in the LM	Assignment: Have pupils work on Activity 2 in the LM	Assignment: Let pupils copy Activity 4 in their notebook as their assignment. Let them analyze and solve the problems.	Assignment: Read, analyze and solve the following problems. Write the number sentence for each problem. 1) If the product is 45, what are the possible factors? 2) One of my factors is 23 and my product is 345. What is the other factor?	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. _____6__

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: creates problems involving multiplication or with addition or subtraction of whole numbers including money Subject Matter: Lesson 43 Solving Problems involving Multiplication with Addition and/or Subtraction of Whole Numbers Reference: LM: _M3NS-IIf-46.2 TG: CG:35	Objectives: creates problems involving multiplication or with addition or subtraction of whole numbers including money Subject Matter: Lesson 43 Solving Problems involving Multiplication with Addition and/or Subtraction of Whole Numbers Reference: LM: _M3NS-IIf-46.2 TG: CG:35	Objectives: visualizes and states the multiples of 1-to 2-digit numbers. Subject Matter: Lesson 45 Multiples of 1- to 2-Digit Numbers Reference: LM: _M3NS-IIf-47_ TG: CG: 35	Objectives: visualizes and states the multiples of 1-to 2-digit numbers. Subject Matter: Lesson 45 Multiples of 1- to 2-Digit Numbers Reference: LM: _M3NS-IIf-47 TG: CG:	Objectives: The pupils are expected to get 75% mastery level in the weekly tests. WEEKLY TEST Evaluation: A.Solve the problems carefully. Write your answer in your notebook.
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	1) Ordin bought 4 pineapples at PhP20 each. How much change will he get if he gave PhP100 to the seller? 2) The choir members made pastillasfor their fund raising project. They made 8 packs of pastillaswith 25 pieces in each pack. Miss Hilario ordered 4 more packs. How many pieces of pastillasdid the choir members prepare? 3) Mrs. Mendoza and her class went to Tagaytay for an educational trip.
Have pupils work on Activity 3 in the LM individually. Let them write their answers on their paper.	Evaluation: Read and solve each problem carefully. Write your answer on your paper. 1) The class of Miss Santos went to the audio visual room to watch an educational film. In the room are 8 long tables with 6 chairs at each table. She has 55 students. Would all her students be able to sit? If not,how many chairs do they still need?	Ask pupils to answer Activities 3 in the LM individually.	Ask pupils to answer Activities 1 in the LM individually	Before going home, she bought 45 pasalubongitems for her co-teachers. If each item costs PhP25 and she gave the seller PhP1 500, how much was her change? B. Write the next 3 numbers which are multiples of the same number as the two numb ers given in the box.
Assignment: Let the pupils copy Activity 4 in the LM and have pupils work on this at home.	Assignment: A film is 45 minutes long. It was shown to grade three to six pupils. Because the viewing room is not big enough, only one grade level was allowed to watch at a time. There is a 10-minute interval between the viewing for each grade level. How many minutes was the viewing room used?	Ask pupils to answer Activities 5 in the LM individually	Ask pupils to answer Activities 2 in the LM individually	2) 27, 36,,, 3) 96, 104,,, 4) 105, 120,,, 5) 51, 68,,,
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. _____7___

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
visualizes division of numbers up to	visualizes division of numbers up to	visualizes and states basic division	visualizes and states basic division	The pupils are expected to get
100 by 6,7,8,and 9 (multiplication	100 by 6,7,8,and 9 (multiplication	facts of numbers up to 10	facts of numbers up to 10	75% mastery level in the
table of 6, 7, 8, and 9).	table of 6, 7, 8, and 9).	·	·	weekly tests.
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	,
Lesson 46 Dividing Numbers up to	Lesson 46 Dividing Numbers up to	Lesson 47 Stating Division Facts of	Lesson 47 Stating Division Facts of	WEEKLY TEST
100 by 6, 7, 8, and 9	100 by 6, 7, 8, and 9	Numbers up to 10	Numbers up to 10	
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM: _ M3NS-IIg-51.2	LM: _ M3NS-IIg-51.2	LM: _ M3NS-IIg-51.3	LM: _ M3NS-IIg-51.3	A.Analyze and solve the problems
TG:	TG: CG:35	TG:	TG:	below.
CG:35 Learning Tasks	CG:35 Learning Tasks	CG:35 Learning Tasks	CG:35 Learning Tasks	1) There are 35 pupils in a class. If
A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	the teacher will divide them
1. Drill	1. Drill	1. Drill	1. Drill	equally into 7 groups, how
2. Review	2. Review	2. Review	2. Review	manypupils will be in each group?
3. Motivation	3. Motivation	3. Motivation	3. Motivation	2) 24 star apples will be
B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	distributed to 6 children. How
1. Presentation	1. Presentation	1. Presentation	1. Presentation	many star apples will be given to
 Discussion Activity 	Discussion Activity	Discussion Activity	2. Discussion 3. Activity	each child?
C. Generalization	C. Generalization	C. Generalization	C. Generalization	
D. Application	D. Application	D. Application	D. Application	B.Find the product then write the
Evaluation:	Evaluation:	Evaluation:	Evaluation:	division facts for each multiplication
				sentence. 1) 5 x 7 = ; ÷ = or
Let the pupils answer Activity 3 in	Let the pupils answer Activity 1 in	Let pupils do Activity 5 in the LM.	Let pupils do Activity 1 in the LM.	
the LM individually.	the LM individually.	Check pupil's work.	Check pupil's work.	2) 3 x 9 =, = or
	·			3) 8 x 6 =, = or
				3) 8 x 6 =, ÷ = or
				÷ = = = = = = = = = = = = = = = = = = =
				or ÷ =
				or ÷ = 5) 4 x 8 =, ÷ = or
Assignment:	Assignment:	Assignment:	Assignment:	÷=
Let the pupils answer Activity 4	Let the pupils answer Activity 2 in	For pupils' homework, let them do	For pupils' homework, let them do	
in the LM individually in their	the LM individually	Activities 7 in the LM.	Activities 7 in the LM.	
notebook.	·			
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. _____8___

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: divides 2- to 3-digit numbers by 1- to 2- digit numbers without and with remainder Subject Matter: Lesson 48 Dividing 2- to 3-Digit Numbers by 1-Digit Numbers	Objectives: divides 2- to 3-digit numbers by 1- to 2- digit numbers without and with remainder Subject Matter: Lesson 48 Dividing 2- to 3-Digit Numbers by 1-Digit Numbers	Objectives: estimates the quotient of 2- to 3- digit numbers by 1- to 2- digit numbers. Subject Matter: Lesson 49 Dividing 2- to 3-Digit Numbers by 2-Digit Numbers without and with Remainder	Objectives: estimates the quotient of 2- to 3- digit numbers by 1- to 2- digit numbers. Subject Matter: Lesson 49 Dividing 2- to 3-Digit Numbers by 2-Digit Numbers without and with Remainder	Objectives: The pupils are expected to get 75% mastery level in the weekly tests. WEEKLY TEST
Reference: LM: _M3NS-IIh-54.1 TG: CG:35 Learning Tasks A. Preliminary Activities	Reference: LM: _M3NS-IIh-54.1 TG: CG:35 Learning Tasks A. Preliminary Activities	Reference: LM: _M3NS-IIi-55.1 TG: CG:35 Learning Tasks A. Preliminary Activities	Reference: LM: _M3NS-IIi-55.1 TG: CG:35 Learning Tasks A. Preliminary Activities	Evaluation: A. Fill in the blanks. Write the answer on your paper. 1) When 83 is divided by 5, the quotient is and the remainder is 2) When 133 is divided by 4, the quotient is and the remainder is 3) When 670 is divided by 9, the quotient is and the remainder is Fill in the blanks. Choose your answers from the numbers in the Box 1. The divisor is 12. The dividend is 84. What is the quotient? 2. The remainder in 295 ÷ 14 is 3. If the quotient is 30 and the dividend is 600, what is the divisor? 4. 322 ÷ 14 is 5. The divisor is 80. The dividend is 880. What is the quotient?
Remarks:	Remarks:	activity on their notebooks. Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. ____9___

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
estimates the quotient of 2- to 3-	estimates the quotient of 2- to 3-	divides mentally 2-digit numbers by	divides mentally 2-digit numbers by	The pupils are expected to get
digit numbers by 1- to 2- digit	digit numbers by 1- to 2- digit	1-digit numbers without remainder	1-digit numbers without remainder	75% mastery level in the
numbers.	numbers.	using appropriate strategies.	using appropriate strategies.	weekly tests.
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	,
Lesson 50 Dividing 2- to 3-Digit	Lesson 50 Dividing 2- to 3-Digit	Lesson 51 Estimating the Quotient	Lesson 51 Estimating the Quotient	WEEKLY TEST
Numbers by 10 and 100	Numbers by 10 and 100		_	
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM: _M3NS-IIi-55.1	LM: _M3NS-IIi-55.1	LM: _ M3NS-IIi-52.2	LM: _ M3NS-IIi-52.2	A. Give the missing number and
TG:	TG:	TG:	TG:	write your answers on your
CG:35	CG:35	CG:35	CG:35	paper.
Learning Tasks	Learning Tasks	Learning Tasks	Learning Tasks	1) $650 \div 10 =$ 4) $486 \div 10$
A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	2) 780 ÷ = 78 5) 903 ÷ 100
1. Drill	1. Drill	1. Drill	1. Drill	3) 180 ÷ = 18
2. Review	2. Review	2. Review	2. Review	7 100 10
Motivation	3. Motivation	3. Motivation	3. Motivation	B. Analyze and solve. Write your
B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	answers on your paper.
1. Presentation	1. Presentation	1. Presentation	1. Presentation	1) How many 100's are there in
2. Discussion	2. Discussion	2. Discussion	2. Discussion	600?
3. Activity	3. Activity	3. Activity	3. Activity	2) Two-thousand and five hundred
C. Generalization	C. Generalization	C. Generalization	C. Generalization	
D. Application	D. Application	D. Application	D. Application	has how many hundreds?
Evaluation:	Evaluation:	Evaluation:	Evaluation:	3) 5 000 is how many hundreds?4) 400 is equal to how many tens?
Have pupils work on Activities 5 in				5) 780 has how many tens?
• •	Have pupils work on Activities 6 in			-
the LM. Check their answers.	the LM. Check their answers.	Have pupils work on Activity 5 in the	Have pupils work on Activity 2 in the	C.Write the closest number to 38 that
		LM. Check pupils' work.	LM. Check pupils' work.	can be evenly
				divided by the following:
				1) 4
				2) 6
				3) 8
				2) 6 3) 8 4) 5
Assignment:	Assignment:	Assignment:	Assignment:	5) 9
Divide the following by 10 and then	Have pupils work on Activities 2 in	Have pupils work on Activity 6 in the	Have pupils work on Activity 4 in the	·
by 100. Write the answers in your	the LM. Check their answers.	LM. Have them estimate the quotient.	LM. Have them estimate the quotient.	
notebook.		1		
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. ____1__

GRADING PERIOD: THIRD GRADING

DATE: DATE: DATE: DATE: DATE: DATE: DOjectives:	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Objectives: Identify odd and even numbers Objectives: Visualize fractions that are equal to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objectives: The pupils are expected to one and greater than one Objective					
Identify odd and even numbers Subject Matter: Subject Matter: Odd and even numbers					
Subject Matter: odd and even numbers Subject Matter: odd and even numbers Reference: IM: 1	_	1			The pupils are expected to get
Subject Matter: odd and even numbers Subject Matter: odd and even numbers Subject Matter: odd and even numbers Reference: LM: 1	,	,	·	•	
Subject Matter: odd and even numbers Subject Matter: Subject Matter: Fractions Equal to One and Greater than One			one and greater than one	one and Breater than one	•
Odd and even numbers Odd and even numbers Fractions Equal to One and Greater than One Reference: thin One Reference: LM: 1	Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	weekly tests.
Reference: I.M: _1		1	l -	l -	WEEKLY TEST
Reference: LM:	oud and even nambers	oud and even nameers	·	•	WELKEI ILSI
Mi: 1 Mi: 256 TG: 256 TG: 256 TG: 259 TG: 25	Reference:	Reference:			Evaluation:
TG: 256 CG: 36					
CG: 36 C		TG:256			
A Preliminary Activities 1. Drill 2. Review 3. Motivation 8. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: Evaluation: Evaluation: Evaluation: Assignment: List down even numbers between 1 to 20 Assignment: List down even numbers between 1 to 20 A Preliminary Activities 1. Drill 2. Review 3. Motivation 5. Developmental Activities 4. Presentation 5. Developmental Activities 4. Presentation 5. Discussion 6. Activity 6. Activity 6. Activity 6. Generalization 7. Department of a service of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 8. Copy the set of fractions on y paper. 9. Application 8. Copy the set of fractions on y paper. 9. Application 8. Copy the set of fractions on y paper. 9. Application 8. Copy the set of fractions on y paper. 9. Application 8. Copy the set of fractions on y paper. 9. Application 9. Application 8. Copy the set of fractions on y paper. 9. Application 9. Application 9. Application 1. I am a fraction which is neither less than 1 nor greater than 1. 9. I am a fraction which is neither less than 1 nor greater than 1. 9. I am a fraction which is neither less than 1 nor greater than 1. 9. I am a fraction which is n					
1. Drill 2. Review 3. Motivation 8. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application D. Application Evaluation: Evaluation: Evaluation: Evaluation: Evaluation: Date of the following fine fine fine fine fine fine fine fine	Learning Tasks	Learning Tasks	Learning Tasks	Learning Tasks	
S. Motivation S. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application D. Application Evaluation: I) I am a fraction equal to one. My denominator is 5. I) I am a fraction equal to one. My denominator is 5. I) I am a fraction which is neither less than 1 nor greater than 1. Solution: I) I am a fraction which is neither less than 1 nor greater than 1. Solution: Assignment: List down even numbers between 1 to 30 Assignment: List down even numbers between 21 to 30		A. Preliminary Activities	A. Preliminary Activities	E. Preliminary Activities	2) 307 + 283 =
S. Motivation S. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application D. Application Evaluation: Evaluation: Evaluation: Evaluation: Date and a fraction which is neither less than 1 nor greater than 1. 5) 1 am a fraction equal to one and my numerator is 10. Assignment: List down even numbers between 1 to 20 Assignment: List down even numbers between 21 to 30 S. Motivation B. Developmental Activities B. Developmental Activities B. Developmental Activities F. Developmental Activities 4. Presentation 5. Discussion 6. Activity 6. Activity 6. Activity 7. C. Generalization 9. Application 9. Application 9. Application Evaluation: Evaluation: Evaluation: Evaluation: B. Developmental Activities 1. Presentation 2. Discussion 3. Activity 6. Generalization 9. Application Evaluation: Evaluation: Who am !? Draw the shaded regions on your paper, then write the fraction that is equivalent to a paper. I am a fraction equal to one. My denominator is 5. I am a fraction which is neither less than 1 nor greater than 1. I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I	1. Drill	1. Drill	1. Drill	4. Drill	3) 5 634
S. Motivation S. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application D. Application Evaluation: Evaluation: Evaluation: Evaluation: Date and a fraction which is neither less than 1 nor greater than 1. 5) 1 am a fraction equal to one and my numerator is 10. Assignment: List down even numbers between 1 to 20 Assignment: List down even numbers between 21 to 30 S. Motivation B. Developmental Activities B. Developmental Activities B. Developmental Activities F. Developmental Activities 4. Presentation 5. Discussion 6. Activity 6. Activity 6. Activity 7. C. Generalization 9. Application 9. Application 9. Application Evaluation: Evaluation: Evaluation: Evaluation: B. Developmental Activities 1. Presentation 2. Discussion 3. Activity 6. Generalization 9. Application Evaluation: Evaluation: Who am !? Draw the shaded regions on your paper, then write the fraction that is equivalent to a paper. I am a fraction equal to one. My denominator is 5. I am a fraction which is neither less than 1 nor greater than 1. I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction which is neither less than 1 nor greater than 1. S) I	2. Review	2. Review	2. Review	5. Review	4) 278 ÷ 13 =
B. Developmental Activities 1. Presentation 2. Discussion 3. Activity 3. Activity 5. Generalization 5. Discussion 3. Activity 6. Generalization 7. Discussion 9. Application Evaluation: Evaluation: Evaluation: Evaluation: Evaluation: Evaluation: Evaluation: Substantian factor of the seven in the	3. Motivation	3. Motivation	3. Motivation	6. Motivation	
2. Discussion 3. Activity C. Generalization D. Application Evaluation: Evaluation: Who am !? Draw the shaded regions on your paper then write the fraction. I) I am a fraction whose denominator is 4 and whose unamerator is 9. I) I am a fraction whose denominator is 4 and whose unamerator is 9. I) I am a fraction whose denominator is 4 and whose unamerator is 10. Assignment: List down even numbers between 1 to 20 Assignment: List down even numbers between 1 to 20 2. Discussion 3. Activity G. Generalization H. Application B. Copy the set of fractions on your paper. Encircle the fraction that is equivalent in the set of fractions who in each set of fractions who in each set of fractions on your paper. Evaluation: Evaluation: Evaluation: Evaluation: Evaluation: Evaluation: Application Evaluation: Evaluation: Evaluation: Refer Math LM Activity 2 page 6. Assignment: Discussion 5. Discussion 6. Activity one in each set of fractions on your paper. Encircle the fraction that is equivalent in each set of fractions on your paper. Encircle the fraction that is equivalent in each set of fractions on your paper. Evaluation: Evaluation: Evaluation: Assignment: Discussion 6. Activity	B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	F. Developmental Activities	37 132 1 10
2. Discussion 3. Activity C. Generalization D. Application D. Appl	1. Presentation	1. Presentation		4. Presentation	B. Copy the set of fractions on your
S. Activity C. Generalization D. Application C. Generalization C. Generalization D. Application C. Generalization	2. Discussion	2. Discussion	2. Discussion	5. Discussion	1
C. Generalization D. Application D.	3. Activity	3. Activity	3. Activity	·	
Evaluation: D. Application D. Application D. Application H. Appli	C. Generalization	C. Generalization	C. Generalization	G. Generalization	•
Evaluation: Compared to the same part for lawning Browning of Copy in a parity part for lawning Browning of Copy in a parity part for lawning Browning of Copy in a parity part for lawning Browning of Browning of Browning and Door in a way increased in the part of the lawning inside flebulation paper then write the fraction. 1) I am a fraction equal to one. My denominator is 5.5. 2) I am a fraction that shows 9 of 8 equal parts. 3) I am a fraction whose denominator is 4 and whose numerator is 9. 4) I am a fraction which is neither less than 1 nor greater than 1. 5) I am a fraction equal to one and my numerator is 10. Assignment: List down even numbers between 1 to 20 20 21 21 21 21 21 21 21 21	D. Application	D. Application	D. Application	H. Application	
Once the pupils into Lawring Bowards. Copy the contract is the contract of the pupils into Lawring Bowards. Copy the contract is the contract of the pupils into Lawring Bowards. Copy the contract is the contract of the pupils into Lawring Bowards. Copy the contract is the contract of the pupils into Lawring Bowards. Copy the contract of the pupils into Lawring Bowards.	Evaluation:	Evaluation:	Evaluation:	Evaluation:	
fraction. 1) I am a fraction equal to one. My denominator is 5. 2) I am a fraction that shows 9 of 8 equal parts. 3) I am a fraction whose denominator is 4 and whose numerator is 9. 4) I am a fraction which is neither less than 1 nor greater than 1. 5) I am a fraction equal to one and my numerator is 10. Assignment: List down even numbers between 1 to 20 Assignment: List down even numbers between 21 to 30 Assignment: List down even numbers between 21 to 30 Refer Math LM Activity 2 page 6. Refer Math LM Activity 2 page 6.	Group the publis into Learning Bankada's. Copy the straving and copy the even numbers				
1) I am a fraction equal to one. My denominator is 5. 2) I am a fraction that shows 9 of 8 equal parts. 3) I am a fraction whose denominator is 4 and whose numerator is 9. 4) I am a fraction which is neither less than 1 nor greater than 1. 5) I am a fraction equal to one and my numerator is 10. Assignment: List down even numbers between 1 to 20 Assignment: List down even numbers between 21 to 30 Assignment: List down even numbers between 21 to 30 Assignment: Copy the exercise in their notebooks. Let Copy the exercise in their notebooks. Let Greater than One		Study the numbers inside the box then put check if it is even and cross if odd	1		
Signment: List down even numbers between 1 to 20 Assignment: List down even numbers between 21 to 30 Signment: List down even numbers between 21 to 30 Signment: List down even numbers between 21 to 30 Signment: Cited and signment is 5. Signment is 5. Signment is 5. Signment is 6. Signm		numbers.		Defer Meth I M Activity 2 page	
2) I am a fraction that shows 9 of 8 equal parts. 3) I am a fraction whose denominator is 4 and whose numerator is 9. 4) I am a fraction which is neither less than 1 nor greater than 1. 5) I am a fraction equal to one and my numerator is 10. Assignment: List down even numbers between 1 to 20 Assignment: List down even numbers between 21 to 30 Assignment: Control of 8 equal parts. 3) I am a fraction that shows 9 of 8 equal parts. 3) I am a fraction whose denominator is 4 and whose numerator is 9. 4) I am a fraction which is neither less than 1 nor greater than 1. 5) I am a fraction which is neither less than 1 Nor greater than 1. 5) I am a fraction which is neither less than 1 Nor greater than 1. 5) I am a fraction which is neither less than 1 Nor greater than 1. 6 Assignment: Refer to Activity 4 in LM. Ask the pupils to copy the exercise in their notebooks. Let Read: Reading and Writing Fractions Greater than One	(B) (A) (B) (B)			Refer Main LM Activity 2 page	
3) I am a fraction whose denominator is 4 and whose numerator is 9. 4) I am a fraction which is neither less than 1 nor greater than 1. 5) I am a fraction equal to one and my numerator is 10. Assignment: List down even numbers between 1 to 20 Assignment: List down even numbers between 21 to 30 Assignment: Copy the exercise in their notebooks. Let Greater than One				6.	had had
numerator is 9. 4) I am a fraction which is neither less than 1 nor greater than 1. 5) I am a fraction equal to one and my numerator is 10. Assignment: List down even numbers between 1 to 20 Assignment: List down even numbers between 21 to 30 Assignment: Copy the exercise in their notebooks. Let Numerator is 9. A) I am a fraction which is neither less than 1 nor greater than 1. S) I am a fraction equal to one and my numerator is 10. Assignment: Refer to Activity 4 in LM. Ask the pupils to copy the exercise in their notebooks. Let Greater than One	D 10	8 18 7 14 60 53 55 69			
Assignment: List down even numbers between 1 to 20 Assignment: List down even numbers between 2 to 20 Assignment: List down even numbers between 2 to 30 Assignment: List down even numbers between 2 to 30 Assignment: List down even numbers between 21 to 30 Assignment: Refer to Activity 4 in LM. Ask the pupils to copy the exercise in their notebooks. Let Greater than One	(24)	07 05 47 50 T10 07 00 T2	whose		1277 27— 27 250 100222
Assignment: List down even numbers between 1 to 20 Assignment: List down even numbers between 2 to 30 Assignment: Copy the exercise in their notebooks. Let notebooks. Le	(39)0(37) (29 0 38)	21 00 41 02 12 01 00 10			21 / 51 /
Assignment: List down even numbers between 1 to 20 Assignment: List down even numbers between 2 to 30 Assignment: Copy the exercise in their notebooks. Let Special content of the copy the exercise in their notebooks. Let Greater than One	4367 200				2 7 f f f 7 7 1 H H H H 7
Assignment: List down even numbers between 1 to 20 Assignment: List down even numbers between 2 to 30 Assignment: Assignment: Refer to Activity 4 in LM. Ask the pupils to copy the exercise in their notebooks. Let Greater than One		77 57 56 50	•		
Assignment: List down even numbers between 1 to 20 Assignment: List down even numbers between 2 to 30 Assignment: Refer to Activity 4 in LM. Ask the pupils to copy the exercise in their notebooks. Let Greater than One	10	2 2 20 20			~~
List down even numbers between 1 to 20 List down even numbers between 2 to 30 Refer to Activity 4 in LM. Ask the pupils to copy the exercise in their notebooks. Let Greater than One			namerator is 10.		
List down even numbers between 1 to 20 List down even numbers between 2 to 30 Refer to Activity 4 in LM. Ask the pupils to copy the exercise in their notebooks. Let Greater than One	Assignment:	Assignment:	Assignment:	Assignment:	31
to 20 copy the exercise in their notebooks. Let Greater than One		I — —		I -	(109115
					10 10 10 10
them fill up the table with fractions.	10 20	21 (0 50	them fill up the table with fractions.	Greater than One	~
Remarks: Remarks: Remarks: Remarks: Remarks: Remarks:	Remarks:	Remarks:		Remarks:	Remarks:
Mastery Level: Mastery Level: Mastery Level: Mastery Level: Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
Read and write fractions that are	Read and write fractions that are	Represent fractions using regions,	Represent fractions using regions,	The pupils are expected to get
greater than one in symbols and in	greater than one in symbols and in	sets, and number lines	sets, and number lines	75% mastery level in the
words	words			weekly tests.
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	
Reading and Writing Fractions	Reading and Writing Fractions	Representing Fractions using	Representing Fractions using	WEEKLY TEST
Greater than One	Greater than One	Regions, Sets, and Number Lines	Regions, Sets, and Number Lines	
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM: _9	LM: _9	LM:12_	LM:12_	A. On your paper, write the
LG:256	LG:256	LG:268	LG:268	following fractions in
CG:36	CG:36	CG:36	CG:36	symbols.
Learning Tasks	Learning Tasks	Learning Tasks	Learning Tasks	
A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	1. four-thirds
1. Drill	1. Drill	1. Drill	1. Drill	2. eight-sevenths
2. Review	2. Review	2. Review	2. Review	3. nine-sixths
3. Motivation	3. Motivation	3. Motivation	3. Motivation	4. eleven-sevenths
B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	5. fifteen-thirds
1. Presentation	1. Presentation	1. Presentation	1. Presentation	
2. Discussion	2. Discussion	2. Discussion	2. Discussion	B. Write the following
3. Activity	3. Activity	3. Activity	3. Activity	fractions in words.
C. Generalization	C. Generalization	C. Generalization	C. Generalization	
D. Application	D. Application	D. Application	D. Application	1) 8
Evaluation:	Evaluation:	Evaluation:	Evaluation:	2) 4
			Name the fractional part of the shaded portion in each of the following. Wile your prewers on your paper.	3) 10
Refer to Activity 3 in LM page 11. Ask	Refer to Activity 2 in LM page 10. Ask	Refer to Activity 3 in the LM page 14.	200 200 20 20 240	8
the pupils to write the fractions for the	the pupils to write the fractions for the	Have the pupils write the fraction that		4) 6
names on their papers.	names on their papers.	names the part of the group described on		5) 9
		their papers.		6
				C Write the fraction shown on the
Assignment:	Assignment:	Assignment:	Assignment:	number line segments.
Refer to Activity 4 in LM page 11.	Refer to Activity 1 in LM page 9. Let			
Let the pupils work on the activity	the pupils work on the activity on	Refer to Activity 4A page 15 in the	Refer to Activity 2 page 13 in the	", ",
on their notebooks at home. Ask	their notebooks at home. Ask them	LM. Ask the pupils to copy the	LM. Ask the pupils to copy the	
them to write the fraction in	to write the fraction in symbols and	activity in their notebooks.	activity in their notebooks.	2) 📢 💮 🛗
symbols and in words.	in words.		-	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

GRADING PERIOD: THIRD GRADING_

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: Visualize dissimilar fractions	Objectives: Visualize dissimilar fractions	Objectives: Visualize dissimilar fractions	Objectives: Visualize dissimilar fractions	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Visualizing Dissimilar Fractions	Subject Matter: Visualizing Dissimilar Fractions	Subject Matter: Visualizing Dissimilar Fractions	Subject Matter: Visualizing Dissimilar Fractions	WEEKLY TEST
Reference: LM: _17 LG: _272 CG:36 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: Illustrate the pair of fractions. Then write dissimilar, if the set is dissimilar fractions and similar, if these are not dissimilar. 1) 5/8 , 3/6 2) 2/4 , 6/8 3) 3/4 , 2/4 4) 4/5 , 4/6 5) 2/3 , 3/8	Reference: LM: _17 LG: _272 CG:36 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: Refer to Activity 4 in the LM page 20. Pupils are to write D on their paper if the given sets of fraction are dissimilar	Reference: LM: _17 LG: _272 CG:36 Learning Tasks A. Preliminary Activities	Reference: LM: _17 LG: _272 CG:36 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: Refer to Activity 2 in the LM page 18. Pupils are to write D on their paper if the given sets of fraction are dissimilar	Evaluation: A.Look at the following illustrations. Put a checkmark (v) on your answer sheet if the given pair of fraction is dissimilar and mark (x) if not. 11 22 22 23 24 25 26 27 27 28 29 29 20 20 20 20 20 20 20 21 21 22 20 21 22 20 20 21 21 22 20 21 22 20 20 21 22 20 21 23 20 21 21 22 21 23 20 21 24 25 26 27 27 28 28 29 20 20 20 20 20 20 20 21 21 22 20 20 20 20 20 20 20 20 20 20 20 20
Assignment: Draw 5 dissimilar fractions.	Assignment: List 5 dissimilar fractions	Assignment: Refer to Activity 5 in the LM page 21 nos. 1-5. Pupils are to put a check mark on the blank if the fractions are dissimilar.	Assignment: Refer to Activity 5 in the LM page 21 nos. 6-10. Pupils are to put a check mark on the blank if the fractions are dissimilar.	1) 2/5 , 3/5 2) 1/9 , 2/7 3) 4/5 , 2/6 4) 1/8 , 2/9 5) 2/3 , 2/4
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
		Arrange dissimilar fractions in	Arrange dissimilar fractions in	The pupils are expected to get
Compare dissimilar fractions	Compare dissimilar fractions	increasing or decreasing order	increasing or decreasing order	75% mastery level in the weekly tests.
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	\\/\
Comparing Dissimilar Fractions	Comparing Dissimilar Fractions	Arranging Dissimilar Fractions	Arranging Dissimilar Fractions	WEEKLY TEST
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM:22_	LM:22_	LM: _28	LM: _28	A. Give the fractions corresponding
LG:277	LG:277	LG:283	LG:283	to the shaded parts. Then
CG:37	CG:37	CG:37	CG:37	compare them by writing >, < or = on
Learning Tasks	Learning Tasks	Learning Tasks	Learning Tasks	your paper.
A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	
1. Drill	1. Drill	1. Drill	1. Drill	
2. Review	2. Review	2. Review	2. Review	
3. Motivation	3. Motivation	3. Motivation	3. Motivation	3 / A
B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	
1. Presentation	1. Presentation	1. Presentation	1. Presentation	
2. Discussion	2. Discussion	2. Discussion	2. Discussion	
3. Activity	3. Activity	3. Activity	3. Activity	
C. Generalization	C. Generalization	C. Generalization	C. Generalization	
D. Application	D. Application	D. Application	D. Application	
Evaluation:	Evaluation:	Evaluation:	Evaluation:	
Tell the pupils to find a partner. One pupil will write a pair of fractions and the other will compare		Arrange the following fractions in	Arrange the following fractions in	
it. If the comparison is correct then it will be	Refer to Activity 4A pge 26 in	increasing order.	decreasing order.	
his/her turn to make a pair of fractions to be	the LM	1) 1/2, 1/4, 1/3, 1/6	1. 2/5 , 1/2 , 1/8	D 700 2007 200
compared by his/he partner. This will take several		2) 1/2, 4/5, 3/4, 2/3	2. 3/4, 5/6, 4/8	Given: 2 4 1 2
rounds. The pupil who gives the most number of correct answers wins.		3) 7/2, 7/5, 7/4, 7/3	3. 5/6, 5/3, 5/12	00 18500 101
number of correct answers wins.				1) If you arrange the Yactions in increasing order, which
		4) 2/3 , 3/4 , 5/8 , 1/2	4. 1/2 , 2/3 , 7/9	haction will be:
		5) 7/8, 2/3, 1/4, 1/6	5. 7/4 , 7/2 , 7/3	c) to:18
				 f you arrange the fractions in decreasing order, which fraction will be:
Assignment:	Assignment:	Assignment:	Assignment:	al fisia
Refer to Activity 5 in the LM page			Arrange in decreasing and	b) Hims
27. Have them write their answers	Refer to Activity 4B pge 26 in the	Refer to Activity 5 in the LM page	increasing manner.	a) ascending order
	• 10		mercasing manner.	b) descending order
in their	LM	32.	1/2 2/2 1/2 2/2 2/2 2/2	N 28 1-2-1-2-1-2-1-2-1-2-1-2-1-2-1-2-1-2-1-2
notebooks.			1/2, 2/3, 4/5, 5/6, 5/3, 7/9, 2/8	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
Visualize and generate equivalent	Visualize and generate equivalent	Recognize and draw a point, line,	Recognize and draw a point, line,	The pupils are expected to get
fractions.	fractions.	line segment and ray.	line segment and ray.	75% mastery level in the
			segment and ray.	weekly tests.
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	weekly tests.
•			_	WEEKLY TEST
Equivalent Fractions	Equivalent Fractions	Point, Line, Line Segment and Ray	Point, Line, Line Segment and Ray	WELKET TEST
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM: _33	LM: _33	LM:38_	LM:38_	A
LG: _291	LG: _291	LG:297	LG:297	Give three fractions equivalent to each given fraction.
CG:37	CG:37	CG:37	CG:37	
Learning Tasks	Learning Tasks	Learning Tasks	Learning Tasks	(1) å
A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	26
1. Drill	1. Drill	1. Drill	1. Drill	2) 52
2. Review	2. Review	2. Review	2. Review	2
3. Motivation	3. Motivation	3. Motivation	3. Motivation	3)
B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	4) 4
1. Presentation	1. Presentation	1. Presentation	1. Presentation	42
2. Discussion	2. Discussion	2. Discussion	2. Discussion	5) 56
3. Activity	3. Activity	3. Activity	3. Activity	B.Choose the letter of the correct
C. Generalization	C. Generalization	C. Generalization	C. Generalization	
D. Application	D. Application	D. Application	D. Application	answer. 1) A dot is a representation of a
Evaluation:	Evaluation:	Evaluation:	Evaluation:	1) A dot is a representation of a
Group Activity		Have pupils answer Activity 2 in the LM.	Fill in the blanks.	a. line c. point
"Where is my Family?"	Which of these pairs are equivalent tractions? Copy the pairs in	A constitution of the second		b. ray d. line segment
Choose 5 pupils to be leaders. Give to each leader		Answer the following: 11 Name the points.	1) A has two arrow heads.	2) extend without end in opposite
the father or mother fraction. Distribute to the class equivalent fractions. Let the pupils wear the	your notebook.	2) Identify the given line.	2) The geometric figure with one	directions.
assigned fractions. Ask the father/mother fraction	90 MM 86 DO 509-WG CO-WG - 500	3) Name the line segments.	endpoint and an arrowhead is called a	a. Points c. Segments
to stand in front and hold the fraction given to	1, 1, 1, 2, 3, 6, 3, 15, 3, 7, 1, 5, 4, 8	 Identify the given rays. 	·	b. Lines d. Dots 3) A ray is a part of the line composed of
them. Tell the pupils who wear their equivalent	1) 4 8 2) 5 10 3) 20 4 5 25 5) 5 15	M N O P	3) A has two endpoints.	endpoint and .
fractions to go to their respective father/mother	4 0 3 10 20 4 3 23 3 13	M N U F	4) can be denoted by letters.	a. an arrowhead c. a line
fraction. The first family who complete his/her family correctly wins.		27/20		b. endpoints d. dots
Assignment:	Assignment:	Assignment:	Assignment:	4) A line segment is also a part of a line
Refer to Activity 5a page 36 of LM.	Refer to Activity 5b page 36 of LM.	Let the pupils answer Activity 6 page 43 in		defined by endpoints. a. 1 c. 3
Refer to Activity 3a page 36 of Livi.	Refer to Activity 50 page 56 of Livi.	the LM in their notebook.	Lataba a suriba a a sura Astinita 2 a a a a 40	a. 1 C. 3 b. 2 d. 4
		Let them name the points, line, and rays	Let the pupils answer Activity 2page 40	5) This symbol represents a
		with letters.	in the LM in their notebook.	a. segment c. line
				b. ray d. point
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. _____6___

GRADING PERIOD: THIRD GRADING_

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: Recognize and draw perpendicular lines, parallel lines and intersecting lines Subject Matter: Perpendicular, Parallel and	Objectives: Recognize and draw perpendicular lines, parallel lines and intersecting lines Subject Matter: Perpendicular, Parallel and	Objectives: Visualize, identify and draw congruent line segment Subject Matter: Congruent Line Segments	Objectives: Visualize, identify and draw congruent line segment Subject Matter: Congruent Line Segments	Objectives: The pupils are expected to get 75% mastery level in the weekly tests. WEEKLY TEST
Intersecting Lines Reference: LM: _47 LG:304 CG:37	Intersecting Lines Reference: LM: _47 LG:304 CG:37	Reference: LM:44_ LG:301 CG:37	Reference: LM:44_ LG:301 CG:37	Evaluation: A. Give the 3 kinds of lines 1
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	2 3 B. Which pairs of segments are congruent? Measure and compare. Write your answer in your notebook.
Evaluation: Have pupils answer Activity 1page 48 in LM.	Evaluation: Activity 3 page 50	Evaluation: Activity 1 page 54	Activity 4 page 56	
Assignment: Activity 2 page 49	Assignment: Activity 4 page 51	Assignment: Activity 2 page 54	Assignment: List down objects that you have seen in your house or community which represent congruent line segments. Write your answer in your notebook.	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

GRADING PERIOD: THIRD GRADING_

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: Identify and visualize symmetry in the environment and in design. Subject Matter: Symmetry in the Environment and in Design Reference:	Objectives: Identify and visualize symmetry in the environment and in design. Subject Matter: Symmetry in the Environment and in Design Reference:	Objectives: Identify and draw the line of symmetry in a given symmetrical figure Subject Matter: Line of Symmetry in a Given Symmetrical Figure Reference:	Objectives: Identify and draw the line of symmetry in a given symmetrical figure Subject Matter: Line of Symmetry in a Given Symmetrical Figure Reference:	Objectives: The pupils are expected to get 75% mastery level in the weekly tests. WEEKLY TEST Evaluation:
LM: _52 LG: _309 CG: _38_ Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	LM: _52 LG: _309 CG: _38_ Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	LM:55_ LG:313 CG:38_ Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	LM:55_ LG:313 CG:38 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	A.Draw the following on your paper: 1. A symmetrical alien. Be creative and include lots of details. Draw the line of symmetry. 2. A symmetrical object found in your classroom or school grounds. Color your drawing. Draw the line of symmetry. B.Which of these numbers have no
Evaluation: Pair Activity Let each pair list down 5 objects found in their classroom that are symmetrical. Assignment:	Evaluation: Which of the following images of animals below does not show symmetry? Name the animals. Assignment:	Evaluation: Tell whether the dotted line show a line of symmetry. Write yes or no on your paper. Assignment:	Evaluation: Does each figure appear to have a line of symmetry? If yes, trace the line of symmetry. Assignment:	lines of symmetry? Explain. Draw the line of symmetry for the symmetrical figures. 0 1 2 3 4 5 6 7 8 9
Activity 1 page 52	Activity page 53	Activity 1 page 56	Activity 2b page 57	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
Complete a symmetric figure with	Complete a symmetric figure with	Tessellate the plane using triangles,	Tessellate the plane using triangles,	The pupils are expected to get
respect to a given line of symmetry	respect to a given line of symmetry	squares and other shapes that can	squares and other shapes that can	75% mastery level in the
		tessellate	tessellate	weekly tests.
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	
Completing a Symmetric Figure	Completing a Symmetric Figure	Tessellating a Plane Figure	Tessellating a Plane Figure	WEEKLY TEST
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM: _60	LM: _60	LM:63_	LM: _63	.A Sketch the other half. Identify
LG:318	LG:318	LG: _322	LG:322	the resulting objects.
CG:38	CG:38	CG:38	CG:38	- Che resulting objects.
Learning Tasks	Learning Tasks	Learning Tasks	Learning Tasks	/ _i _ :
A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	E. Preliminary Activities	1) 2) 3)
1. Drill	1. Drill	1. Drill	4. Drill	4
2. Review	2. Review	2. Review	5. Review	21
3. Motivation	3. Motivation	3. Motivation	6. Motivation	(4)
B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	F. Developmental Activities	7 -
1. Presentation	1. Presentation	1. Presentation	4. Presentation	1 ' 1
2. Discussion3. Activity	2. Discussion 3. Activity	2. Discussion 3. Activity	5. Discussion6. Activity	8 - !
C. Generalization	C. Generalization	C. Generalization	G. Generalization	4 5
D. Application	D. Application	D. Application	H. Application	/ / / / /
Evaluation:	Evaluation:	Evaluation:	Evaluation:	
Draw the second half of each symmetrical shape.	Draw the other half of the shape to make it	Show that these shapes tessellate by tiling	Evaluation.	les min
What shape did you form?	symmetrical.	the "floor". We already started it for you.	Tell whether the given design shows tessellation.	B.Choose the figure which can
N	symmetreal.	the field . We unearly started it for you.	Explain	tessellate. Make a cut-out of that
1 1 2 2 3 3 4				figure using a colored paper and make
	1) / 2) 3 4			a design showing tessellation
(i i\? !\ / I				
1 1 1 1	\(\sigma\) \(\o\cdot\) \(\o\cdot\)			
A 1 (11)				
\! \\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \			31 7 7 7 7 4	
	-1,-		HOHOHOHOH MANAGEMENT	1/\ 15 ((
2 7	62 6.70			
Assignment:	Assignment:	Assignment:	Assignment:	$\Lambda \square \triangleleft$
		Draw shapes on a short bondpaper.	Activity 2 page 64	- 1 SI
Duing winternan	Activity 2 page C1		Activity 2 page 04	v
Bring pictures.	Activity 2 page 61	Tessellate.		
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:
				: ,

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
Determine the missing term/s in a	Determine the missing term/s in a	Find the missing value in a number		The pupils are expected to get
given combination of continuous	given combination of continuous	sentence involving multiplication or		75% mastery level in the
and repeating pattern	and repeating pattern	division of whole numbers		weekly tests.
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	,
Determining the Missing Term in a	Determining the Missing Term in a	Finding the Missing Value in a	,	WEEKLY TEST
Pattern	Pattern	Number Sentence		
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM: _67	LM: _67	LM: _72	LM:	Copy the given pattern on your
LG: _326	LG: _326	LG:330	LG:	paper. Fill in the missing numbers
CG:38	CG:38	CG:38	CG:	to complete the given pattern.
Learning Tasks	Learning Tasks	Learning Tasks	Learning Tasks	
A. Preliminary Activities	A. Preliminary Activities	E. Preliminary Activities	I. Preliminary Activities	1), 19, 22,,
1. Drill	1. Drill	4. Drill	7. Drill	28, 31, 34
2. Review	2. Review	5. Review	8. Review	2) 24,, 34, 39, 44, 49,
3. Motivation	3. Motivation	6. Motivation	9. Motivation	
B. Developmental Activities	B. Developmental Activities	F. Developmental Activities	J. Developmental Activities	3) 36, 33, 30,,
1. Presentation	1. Presentation	4. Presentation	7. Presentation	21 , 18
2. Discussion	2. Discussion	5. Discussion	8. Discussion	4) 525, 500,,,
3. Activity	3. Activity	6. Activity	9. Activity	, 400, 375
C. Generalization	C. Generalization	G. Generalization	K. Generalization	
D. Application	D. Application	H. Application	L. Application	D. Find the missing value in
Evaluation:	Evaluation:	Evaluation:	Evaluation:	B. Find the missing value in
		Show or illustrate. Then write the	A. Find the missing numbers.	each of the following number.
Activity 1 page 68 on LM	Activity 2 page 69 on LM	number sentence and solve.	1) $5 \times 3 = \underline{\hspace{1cm}} \div 3$	1) 91 ÷ 7 =
Activity I page 00 on Livi	Activity 2 page 09 on Livi		2) 120 ÷ 10 = x	2) x 4 = 72
		1. The 24 pupils in Ms. Tan's class	3) 18 x 6 = x 4) 25 x 4 = ÷	3) 36 ÷ 6 = ÷
		work in groups of 3. How many	5) 48 ÷ 6 = ÷	
		groups of 3 are in Ms. Tan's class?		4) 5 x = ÷ 3
		2. Harry puts 3 tapes in each box.	B. Write the number sentence then solve.	V. Solve the following
		How many boxes does he need for	101 1 6 5 11 1	problems.
		21 tapes?	1) There are 18 baskets of roses. Each basket contains 12 stems	1) 54 pupils were seated
		21 tapes.	of roses. How many roses are there?	around 3 tables. Each table has
				the same number of pupils.
Assignment:	Assignment:	Assignment:	Assignment:	How many pupils were at
Assignment.	Assignificit.	Assignment.	Assignment.	each table?
Activity 3 page 69 on LM	Activity 5 page 71 on LM	Activity 2A page 73 on LM	Activity 2B page 73 on LM	cacii tabic;
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:
iviastely Level.	iviastely Level.	iviastely Level.	iviastely Level.	iviastely Level.

WEEK NO. ____1_

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: Convert time measure from seconds to minutes, minutes to hours, and hours to a day and vice versa	Objectives: Convert time measure from seconds to minutes, minutes to hours, and hours to a day and vice versa	Objectives: Convert time measure from days to weeks, months and years and vice versa, weeks to months and years and vice versa, months to years and vice versa.	Objectives: Convert time measure from days to weeks, months and years and vice versa, weeks to months and years and vice versa, months to years and vice versa.	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Lesson 72 Converting TimeMeasure involving Seconds, Minutes, Hours and Day	Subject Matter: Lesson 72 Converting TimeMeasure involving Seconds, Minutes, Hours and Day	Subject Matter: Lesson 73 Converting TimeMeasure involving Days, Weeks, Months and Years	Subject Matter: Lesson 73 Converting TimeMeasure involving Days, Weeks, Months and Years	WEEKLY TEST
Reference: LM: _265 TG: _335 CG: _39 Learning Tasks A. Preliminary Activities	Reference: LM: _265 TG:335 CG:39 Learning Tasks A. Preliminary Activities	Reference: LM: _269 TG:339 CG:39 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: Work Activity No. 1A Page: 269 Convert the following: 1. 6 weeks =days 2. 42 days =weeks 3. 600 days =months 4. 6 months =days 5. 3 years =days	Reference: LM: _269 TG:339 CG: _39 Learning Tasks A. Preliminary Activities	Convert the following: 1. 9 hours =minutes 2. 3 days =hours 3. 780 seconds =minutes 4. 540 minutes =hours 5. 264 hours =days 6. 28 days =weeks 7. 330 days =years. 8. 8 weeks =days 9. 14 months =days 10. 4 years =days
Assignment:	Assignment:	Assignment:	Assignment:	
Work Activity No. 1B Page: 266	Work Activity No. 3 Page: 267	Work Activity No. 2(1-3) Page: 270	Work Activity No. 2(4-5) Page: 270	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. ____2__

GRADING PERIOD: FOURTH GRADING

DAY 3 DAY 5 DAY 2 DAY 4 DAY 1 DATE: _____ DATE: _____ DATE: _____ DATE: _____ DATE: _____ **Objectives: Objectives: Objectives: Objectives: Objectives:** Convert common units of linear Convert common units of measure Convert common units of measure The pupils are expected to get Solve problems involving conversion of time measure measure from larger unit to smaller from larger unit to smaller unit and from larger unit to smaller unit and 75% mastery level in the unit and vice versa: meter and vice versa: kilogram to gram vice versa: liter (L) to milliliter (mL) weekly tests. centimeter **Subject Matter: Subject Matter: Subject Matter: Subject Matter: Lesson 74 Problems involving Lesson 76 Converting Common Lesson 77 Converting Common WEEKLY TEST Lesson 75 Converting Common Conversion of Time Measure Units of Linear Measure Units of Mass Measure Units of Capacity Measure** Reference: Reference: Reference: Reference: **Evaluation:** LM: __271_ LM: _278__ LM: _282__ LM: _275__ A. Let them solve the problems. TG: __354____ TG: ___343___ TG: ___346___ TG: ___351___ 1. Nestor went to the province for 3 CG: 39 CG: 39 CG: 39 CG: 39 weeks. How many days did **Learning Tasks Learning Tasks Learning Tasks Learning Tasks** he stay in the province? A. Preliminary Activities A. Preliminary Activities A. Preliminary Activities A. Preliminary Activities 2. Your favorite movie is 90 minutes 1. Drill 1. Drill 1. Drill 1. Drill long. How many hours long is 2. Review 2. Review 2. Review 2. Review the movie? 3. Motivation 3. Motivation 3. Motivation 3. Motivation B. Developmental Activities B. Developmental Activities B. Developmental Activities B. Developmental Activities B. Write <,>,= .. 1. Presentation 1. Presentation 1. Presentation 1. Presentation 1. 7m 300cm+400cm 2. Discussion 2. Discussion Discussion 2. Discussion 2. 600cm – 200cm 10cm 3. Activity 3. Activity 3. Activity 3. Activity 3. 5m+6m _____20,000cm C. Generalization C. Generalization C. Generalization C. Generalization 4. 1100 cm – 900cm 2m **D.** Application **D.** Application **D.** Application **D.** Application **Evaluation: Evaluation: Evaluation: Evaluation:** C. Convert gram to kilograms and vise versa Work Activity No. 1 1. 19000 grams kilograms Page: 275 Work Activity No. 3 Work Activity No. 1 Work Activity No. 2 2. 32000 grams kilograms Convert the Following Page: 280 3. 28 kilograms grams Page: 272 Page: 283 measurement: 1. $5 \text{ m} = \underline{\hspace{1cm}} \text{cm}$ C. Convert liters to milliliters and vise 2. $300cm = ___m$ versa 3. $1/2 \text{ m} = \underline{\text{cm}}$ 1. 2500 ml = _____l 2. 5l =____ml 4. $1/4 \text{ m} = \underline{\qquad} \text{cm}$ 5. $100cm = ___m$ **Assignment: Assignment: Assignment: Assignment:** Work Activity No. 2 Work Activity No. 2B Work Activity No. 2 Work Activity No. 3 Page: 272 Page: 276 Page: 279 Page: 284 Remarks: **Remarks:** Remarks: Remarks: Remarks: **Mastery Level: Mastery Level:** Mastery Level: **Mastery Level: Mastery Level:**

WEEK NO. ____3_

GRADING PERIOD: <u>FOURTH</u> <u>GRADING</u>

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: Solve routine and non-routine problems involving conversions of common units of measure	Objectives: Solve routine and non-routine problems involving conversions of common units of measure	Objectives: Measure area using appropriate units	Objectives: Measure area using appropriate units	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Lesson 78 Routine and Non-Routine Problems involving Conversions of Common Units of Measure	Subject Matter: Lesson 78 Routine and Non-Routine Problems involving Conversions of Common Units of Measure	Subject Matter: Lesson 79 Measuring Area using Appropriate Units	Subject Matter: Lesson 79 Measuring Area using Appropriate Units	WEEKLY TEST
Reference: LM: _286 TG:358 CG:39 Learning Tasks A. Preliminary Activities	Reference: LM: _286 TG:358 CG:39 Learning Tasks A. Preliminary Activities	Reference: LM:290_ TG:361 CG:39 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: Work Activity No. 1 Page: 291	Reference: LM:290_ TG:361 CG:39 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation: Work Activity No. 3 Page: 292	Evaluation: A. Let pupils answer the problems. Let them use the following steps to solve the problems. 1. A can contains 1.5 liters of water. The teacher asks you to put the water in 250 mL bottles. How many bottles does the teacher need? Use the 4-step in solving word problem. 2 The class donates a box of noodles to typhoon victims. The content of a box of noodles weigh 6 kilos. If each packet of noodles weighs 60 g, how many packets are in the box? Use the 4-step in solving word problem. B. What unit of measure will be use? Sq cm or sq m? 1. Manila paper 2. Stage 3. Classroom 4. Cartolina 5. table
Assignment: Work Activity No. 3 Page: 288	Assignment: Work Activity No. 1 Page: 286	Assignment: Work Activity No. 2 Page: 291	Assignment: Look around your house. Give 5 things or figures which can be measured using square centimeters and another 5 things or places	S. table
Remarks:	Remarks:	Remarks:	which can be measured using square meters. Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. ____4___

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
Derive the formula for the area of a	Derive the formula for the area of a	Find the area of a rectangle and	Find the area of a rectangle and	The pupils are expected to get
rectangle and a square	rectangle and a square	square in square centimeter and	square in square centimeter and	75% mastery level in the
		square meters	square meters	weekly tests.
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	and the second second
Lesson 80 Area of a Rectangle and a	Lesson 80 Area of a Rectangle and a	Lesson 80 Area of a Rectangle and a	Lesson 80 Area of a Rectangle and a	WEEKLY TEST
Square	Square	Square	Square	
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM: _292	LM: _292	LM: _292	LM: _292	
TG: _365	TG: _365	TG: _365	TG: _365	
CG:40	CG:40	CG:40	CG:40	
Learning Tasks	Learning Tasks	Learning Tasks	Learning Tasks	
A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	Work Activity No. 5
1. Drill	1. Drill	1. Drill	1. Drill	•
2. Review	2. Review	2. Review	2. Review	Page: 296 - 297
3. Motivation	3. Motivation	3. Motivation	3. Motivation	- 1.8 - 1 - 1
B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	
1. Presentation	1. Presentation	1. Presentation	1. Presentation	
2. Discussion	2. Discussion	2. Discussion	2. Discussion	
3. Activity	3. Activity	3. Activity	3. Activity	
C. Generalization	C. Generalization	C. Generalization	C. Generalization	
D. Application	D. Application	D. Application	D. Application	
Evaluation:	Evaluation:	Evaluation:	Evaluation:	
		Group Activity	Group Activity	
		Materials: Activity sheet, tape measure,	Materials: Activity sheet, tape measure, plastic	
Work Activity No. 1A	Work Activity No. 2 (1&2)	piece of cloth or Manila paper (1 m by 2 m),	cover (75 cm by 75 cm), part of the room (2 m by 2 m), handkerchief (42 cm by 42 cm)	
Page: 293	Page: 294	notebook (15 cm by 20 cm), ID card (8 cm	2 m), handlefeller (12 em by 12 em)	
1 480. 275	1 480. 25 1	by 12 cm) Measure the length and the width of each	Object Shape of Length Width Formula Area	
		object then fill in the table.	Object Stape of Length Wilder Follow Aed	
		Object Shape of Length Width Formula Area		
		coject shaped target wall admitted wed	plosfic cover	
		cloth P	handkerchief	
		notebook	port of the	
		ID cord	room	
Assignment:	Assignment:	Assignment:	Assignment:	
Work Activity No. 1B	Work Activity No. 2 (3&4)	Work Activity No. 3	Work Activity No. 4	
Page: 293	Page: 294	Page: 295	Page: 296	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. ____5_

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives: 1. Solve routine and non-routine problems involving areas of squares and rectangles 2. Create word problems involving area with reasonable answer Value Focus	Objectives: 1. Solve routine and non-routine problems involving areas of squares and rectangles 2. Create word problems involving area with reasonable answer Value Focus	Objectives: 1. Find the capacity of a container using milliliter/liter 2. Convert liter to milliliter and vice versa	Objectives: 1. Find the capacity of a container using milliliter/liter 2. Convert liter to milliliter and vice versa	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Lesson 81 Routine and Non- Routine Problems involving	Subject Matter: Lesson 81 Routine and Non- Routine Problems involving	Subject Matter: Lesson 82 Capacity of a Container using Milliliter/Liter	Subject Matter: Lesson 82 Capacity of a Container using Milliliter/Liter	WEEKLY TEST
Areas of Squares and Rectangles Reference: LM: _297 TG:371 CG:40 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation:	Reference: LM: _297 TG:371 CG:40 Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application Evaluation:	Reference: LM: _304 TG: _375 CG:40 Learning Tasks A. Preliminary Activities	Reference: LM: _304 TG: _375 CG: _40 Learning Tasks A. Preliminary Activities	Evaluation: Solve for the area. 1. A table top that is two meters long and one meter wide. 2. A small door that is 30 cm long and 20 cm wide. 3. A window that is 50 cm long and 30 cm wide. 4. What is the area of a handkerchief which has 25 cm. on all sides? 5. A square-shaped lawn is 5 meters on its side. What is the area?
Work Activity No. 1 Page: 298	Work Activity No. 3 Page: 300	Work Activity No. 1 Page: 304	Work Activity No. 3 Page: 306	B. Solve A recipe calls for ½ L of vinegar, 1/4 L of soy sauce and ¾ L of water. How many milliliters will each liquid contain? How many liters of liquid are there in the recipe? milliliters of liquid?
Assignment: Work Activity No. 2	Assignment: Work Activity No. 4	Assignment: Work Activity No. 2	Assignment: Work Activity No. 4	
Page: 299	Page: 301	Page: 305	Page: 306	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. _____6___

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
Solve routine and non-routine	Solve routine and non-routine	Solve routine and non-routine	Solve routine and non-routine	The pupils are expected to get
problems involving capacity	problems involving capacity	problems involving capacity	problems involving capacity	75% mastery level in the
measure	measure	measure	measure	weekly tests.
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	
Lesson 83 Routine and Non-routine	Lesson 83 Routine and Non-routine	Lesson 83 Routine and Non-routine	Lesson 83 Routine and Non-routine	VALLET A TECT
Problems involving Capacity	Problems involving Capacity	Problems involving Capacity	Problems involving Capacity	WEEKLY TEST
Measure	Measure	Measure	Measure	
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM: _309	LM: _309	LM: _309	LM: _309	
TG:382	TG:382	TG:382	TG:382	
CG:40	CG:40	CG:40	CG:40	
Learning Tasks A. Preliminary Activities	Learning Tasks A. Preliminary Activities	Learning Tasks	Learning Tasks A. Preliminary Activities	
1. Drill	1. Drill	A. Preliminary Activities 1. Drill	1. Drill	
2. Review	2. Review	2. Review	2. Review	VV1- A -4::4 NJ - C
3. Motivation	3. Motivation	3. Motivation	3. Motivation	Work Activity No. 6
B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	Page:316
1. Presentation	1. Presentation	1. Presentation	1. Presentation	_
2. Discussion	2. Discussion	2. Discussion	2. Discussion	
3. Activity	3. Activity	3. Activity	3. Activity	
C. Generalization	C. Generalization	C. Generalization	C. Generalization	
D. Application Evaluation:	D. Application Evaluation:	D. Application Evaluation:	D. Application Evaluation:	
Evaluation.	Evaluation.	Evaluation.	Let pupils work in triads. Provide one problem for	
			each group. (Note: 2 or more groups may work on	
Work Activity No. 1	Work Activity No. 3	Work Activity No. 5	1 problem.)	
<u> </u>	_	_	Read the problem carefully and draw pictures to solve them.	
Page: 310	Page: 312	Page: 315	1. A water container can hold 4000 ml of liquid.	
			How many liters can the water contain?	
			2. Carlo fetched 4 liters of water, Aldrin 5000 ml and Lester 6 L. Who fetched the greatest amount	
			of water? the least?	
			3. Ms. Megan needs 250 milliliters of liquid wax	
			to shine the floor each week. How many liters of liquid wax does she need in 2 months?	
Assignment:	Assignment:	Assignment:	Assignment:	
Work Activity No. 2	Work Activity No. 4	Work Activity No.		
Page: 311	Page: 314	Page:		
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

GRADING PERIOD: FOURTH GRADING

WEEK NO. _____7___ DAY 3 DAY 5 DAY 2 DAY 4 DAY 1 DATE: _____ DATE: _____ DATE: _____ DATE: _____ DATE: _____ **Objectives: Objectives: Objectives: Objectives: Objectives:** The pupils are expected to get 1. Collect data on one variable 1. Collect data on one variable 1. Organize data in tabular form 1. Organize data in tabular form 75% mastery level in the using existing records using existing records and present this into a vertical and and present this into a vertical and 2. Collect and organize data in a 2. Collect and organize data in a horizontal and vertical graph. horizontal and vertical graph. weekly tests. table 2. Construct a bar graph 2. Construct a bar graph table **Subject Matter: Subject Matter: Subject Matter: Subject Matter: Lesson 85 Organizing and Presenting Lesson 84 Collecting Data on One Lesson 84 Collecting Data on One Lesson 85 Organizing and Presenting WEEKLY TEST Data in Tables and Bar Graphs Data in Tables and Bar Graphs** Variable Variable Reference: Reference: Reference: Reference: **Evaluation:** LM: _321__ LM: _321__ LM: _317__ LM: _317__ TG: _392____ TG: ___386___ TG: ___386___ TG: _392____ CG: 40 CG: 40 **Learning Tasks Learning Tasks Learning Tasks Learning Tasks** A. Work Activity No. 3 A. Preliminary Activities A. Preliminary Activities A. Preliminary Activities A. Preliminary Activities Page: 320 1. Drill 1. Drill 1. Drill 1. Drill 2. Review 2. Review 2. Review 2. Review 3. Motivation 3. Motivation 3. Motivation 3. Motivation B. Work Activity No. 4 B. Developmental Activities B. Developmental Activities B. Developmental Activities B. Developmental Activities Presentation 1. Presentation 1. Presentation 1. Presentation Page: 325 2. Discussion 2. Discussion Discussion 2. Discussion 3. Activity 3. Activity 3. Activity 3. Activity C. Generalization C. Generalization C. Generalization C. Generalization **D.** Application **D.** Application **D.** Application **D.** Application **Evaluation: Evaluation: Evaluation: Evaluation:** Let pupils conduct an interview among Work Activity No. 1 Work Activity No. 1 Work Activity No. 3 their family members about their Page: 324 Page: 318 Page: 322 favorite food. Ask them to organize their data using a table. Create two problems based on their table. **Assignment: Assignment: Assignment: Assignment:** Work Activity No. 2 Work Activity No. 2 Page: 319 Page: 323 **Remarks:** Remarks: Remarks: Remarks: Remarks: **Mastery Level: Mastery Level: Mastery Level:** Mastery Level: Mastery Level:

SUBJECT: MATHEMATICS GRADING PERIOD: FOURTH GRADING WEEK NO. DAY 1 DAY 2 DAY 3 DAY 4 DAY 5 DATE: _____ DATE: _____ DATE: _____ DATE: _____ DATE: _____ **Objectives: Objectives: Objectives: Objectives: Objectives:** 1. Interpret data presented in different The pupils are expected to get kinds of bar graph kinds of bar graph kinds of bar graph kinds of bar graph 75% mastery level in the 2. Solve routine and non-routine problems 2. Solve routine and non- routine problems 2. Solve routine and non- routine problems 2. Solve routine and non- routine problems weekly tests. using data presented in a single bar graph single bar graph single bar graph single bar graph 3. Draw inferences based on data presented in a single bar graph **Subject Matter: Subject Matter: Subject Matter: Subject Matter: WEEKLY TEST** Lesson 86 Interpreting Data in a Bar Graph Bar Graph Bar Graph Bar Graph Reference: Reference: Reference: Reference: **Evaluation:** LM: _326__ LM: _326__ LM: _326__ LM: _326__ Study the graph and answer the TG: __401____ TG: __401____ TG: __401____ TG: __401____ following questions. CG: ____41__ CG: ____41__ CG: ____41__ CG: ____41__ **Learning Tasks** Learning Tasks Learning Tasks Learning Tasks A. Preliminary Activities A. Preliminary Activities A. Preliminary Activities A. Preliminary Activities 1. Drill 1. Drill 1. Drill 1. Drill 2. Review 2. Review 2. Review 2. Review Motivation 3. Motivation 3. Motivation 3. Motivation B. Developmental Activities B. Developmental Activities B. Developmental Activities B. Developmental Activities 1. Presentation 1. Presentation 1. Presentation 1. Presentation 2. Discussion 2. Discussion 2. Discussion 2. Discussion 3. Activity 3. Activity 3. Activity 3. Activity 1500 C. Generalization C. Generalization C. Generalization C. Generalization Number of Kaing Harvested **D.** Application **D.** Application **D.** Application **D.** Application 1) How many kaingof lanzoneswere harvested in 2011? **Evaluation: Evaluation: Evaluation: Evaluation:** 2) How many more kaing of lanzones were Show the graph below to the pupils. Ask Analyze the graph. Analyze the graph. harvested in 2010 than 2011? questions to help pupils analyze and interpret 3rd Graden! Favorite Colors Favorite Flower of Mothers 3) In which year was the greatest harvest? Work Activity No. the graph. 4) What was the difference between the Number Page: harvest in 2009-2013? 5) In 2016, do you think the harvest of Mothers Mang Jose will be increasing or decreasing? Why? 6) If it is increasing, by how many will be the increase? If decreasing, Flowers it will decrease by how many? **Assignment: Assignment: Assignment: Assignment:** 7) What do you think are the factors that Work Activity No. Work Activity No. Work Activity No. Work Activity No. might affect the increase or decrease of the harvest? Explain your Page: Page: Page: Page: answer. Remarks: **Remarks:** Remarks: Remarks: Remarks: **Mastery Level: Mastery Level:** Mastery Level: Mastery Level: Mastery Level:

WEEK NO. _____9

GRADING PERIOD: <u>FOURTH</u> <u>GRADING</u>

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
1. Interpret data presented in different	The pupils are expected to get			
kinds of bar graph	75% mastery level in the			
2. Solve routine and non- routine problems using data presented in a	2. Solve routine and non- routine problems using data presented in a	2. Solve routine and non- routine problems using data presented in a	2. Solve routine and non- routine problems using data presented in a	weekly tests.
single bar graph	single bar graph	single bar graph	single bar graph	
3. Draw inferences based on data presented				
in a single bar graph				
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	
Lesson 86 Interpreting Data in a	WEEKLY TEST			
Bar Graph	Bar Graph	Bar Graph	Bar Graph	
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM: _326	LM: _326	LM: _326	LM: _326	
TG:401	TG:401	TG:401	TG:401	
CG:41	CG:41	CG:41	CG:41	
Learning Tasks A. Preliminary Activities				
1. Drill	1. Drill	1. Drill	1. Drill	Work Activity No. 6
2. Review	2. Review	2. Review	2. Review	Page: 336-337
3. Motivation	3. Motivation	3. Motivation	3. Motivation	8
B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	
1. Presentation	1. Presentation	1. Presentation	1. Presentation	
2. Discussion	2. Discussion	2. Discussion	2. Discussion	
3. Activity	3. Activity	3. Activity	3. Activity	
C. Generalization D. Application	C. Generalization D. Application	C. Generalization D. Application	C. Generalization D. Application	
Evaluation:	Evaluation:	Evaluation:	Evaluation:	
Evaluation:	Evaluation.	Evaluation.	Evaluation.	
Work Activity No. 1	Work Activity No. 2	Work Activity No. 3	Work Activity No. 4	
Page: 327	Page: 329	Page: 331	Page: 333	
1 ago. 327	1 ugo. 329	1 ugo. 331	1 ugo. 333	
Assignment:	Assignment:	Assignment:	Assignment:	
Work Activity No.	Work Activity No.	Work Activity No.	Work Activity No. 5	
Page:	Page:	Page:	Page: 334	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

WEEK NO. _____10___

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE:	DATE:	DATE:	DATE:	DATE:
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
1. Tell whether an event is sure, likely,	1. Tell whether an event is sure, likely,	1. Tell whether an event is sure, likely,	1. Tell whether an event is sure, likely,	The pupils are expected to get
equally likely, unlikely, and impossible	75% mastery level in the			
to happen	to happen	to happen	to happen	weekly tests.
2. Describe events in real-life situations	weekily tests.			
using the phrases "sure to happen,"				
likely to happen", "equally likely to				
happen", "unlikely to happen", and				
"impossible to happen"	"impossible to happen"	"impossible to happen"	"impossible to happen"	
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	
Lesson 87 Likelihood of an Event	WEEKLY TEST			
Reference:	Reference:	Reference:	Reference:	Evaluation:
LM:338_	LM:338_	LM:338_	LM:338_	
TG:408	TG:408	TG:408	TG:408	
CG:41	CG:41	CG:41	CG:41	
Learning Tasks	Learning Tasks	Learning Tasks	Learning Tasks	
A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	A. Preliminary Activities	
1. Drill	1. Drill	1. Drill	1. Drill	
Review Motivation	Review Motivation	Review Motivation	2. Review 3. Motivation	
B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	B. Developmental Activities	Work Activity No. 7
1. Presentation	1. Presentation	1. Presentation	1. Presentation	Page: 350
2. Discussion	2. Discussion	2. Discussion	2. Discussion	1 480. 35 0
3. Activity	3. Activity	3. Activity	3. Activity	
C. Generalization	C. Generalization	C. Generalization	C. Generalization	
D. Application	D. Application	D. Application	D. Application	
Evaluation:	Evaluation:	Evaluation:	Evaluation:	
Work Activity No. 1	Work Activity No. 2	Work Activity No. 3	Work Activity No. 4	
Page: 339	Page: 340	Page: 343	Page: 345	
rage. 339	Page. 540	Page. 343	rage. 343	
Assignment:	Assignment:	Assignment:	Assignment:	
Work Activity No.	Work Activity No.	Work Activity No. 5	Work Activity No. 6	
Page:	Page:	Page: 348	Page: 349	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level: