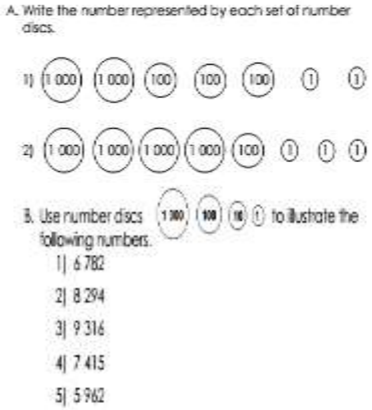
SUBJECT: MATH3 **WEEK NO. _____1____** **GRADING PERIOD: FIRST GRADING_**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: __________	**DATE: __________**	**DATE: __________**	**DATE: __________**	**DATE: __________**
Objectives: Visualize numbers 1 001 up to 5 000	**Objectives:** Visualize numbers 5 001 up to 10 000	**Objectives:** Give the place value and value of a digit in a number up to 10 000	**Objectives:** Read and write numbers up to 10 000 in symbols and in words	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Lesson 5 Rounding Off Numbers to the Nearest Tens, Hundreds and Thousands	**Subject Matter:** Lesson 2 Visualizing Numbers up to 10 000	**Subject Matter:** Lesson 3 Giving the Place Value and Value of Numbers up to 10 000	**Subject Matter:** Lesson 4 Reading and Writing Numbers up to 10 000	**WEEKLY TEST**
Reference: **LM:** _ M3NS-Ia-1.3__ **TG:** ______ **CG:** ___**30**___	**Reference:** **LM:** _ M3NS-Ia-1.3__ **TG:** ______ **CG:** ___**30**___	**Reference:** **LM:** **_M3NS-Ia-10.3 __** **TG:** ______ **CG:** ___**30**___	**Reference:** **LM:** _ M3NS-Ia-9.3__ **TG:** ______ **CG:** ___**30**___	**Evaluation:** 
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	
Evaluation: . Have pupils do the exercises under Activity 4 in the LM.	**Evaluation:** . Give Activity 4 in the LM for pupils to answer. Check their work.	**Evaluation:** Give Activity 5 in the LM. Check pupils' answers	**Evaluation:** . Have pupils work on Activity 3 in the LM.	C.Give the place value and the value of the underlined digit. 1) 1 785 ________ ________ 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: Give Activity 5 in the LM as assignment. Check pupils' work.	**Assignment:** Have pupils work on Activity 5 at home.	**Assignment:** Have pupils study the illustration in Activity 6 in the LM and let the pupils give five 4-digit numbers using the digits found in the illustration	**Assignment:** Give Activity 4 in the LM as pupils' assignment. Check their work.	3) nine thousand, one hundred thirty-two ____________ 4) seven thousand, thirty-four ____________ 5) five thousand, three hundred-one ____________
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATH3 **WEEK NO. _____2____** **GRADING PERIOD: FIRST GRADING_**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: __________	**DATE: __________**	**DATE: __________**	**DATE: __________**	**DATE: __________**
Objectives: Round off numbers to the nearest tens, hundreds, and thousands	**Objectives:** Round off numbers to the nearest tens, hundreds, and thousands	**Objectives:** Compare numbers up to 10 000 using relation symbols	**Objectives:** Order numbers up to 10 000 in increasing or decreasing order	**Objectives:** The pupils are expected to get 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-Ia-1.3__ **TG:** ______ **CG:** ___30___	**Reference:** **LM:** _ M3NS-Ia-1.3__ **TG:** ______ **CG:** ___30___	**Reference:** **LM:** _M3NS-Ib-12.3 __ **TG:** ______ **CG:** ___30___	**Reference:** **LM:** _ M3NS-Ib-13.3 __ **TG:** ______ **CG:** ___30___	**Evaluation:** Choose the number to which the given number is closer. Write your answer in your notebook. 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. 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 B. Arrange the following numbers in decreasing order. 1) 4 989 4 986 4 985 4 987 4 988 2) 9 399 9 299 9 400 8 299 8 999
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	
Evaluation: Give Activity 4 to pupils to check on their learning.	**Evaluation:** 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.	
Assignment: Pupils answer Activity 5 in the LM..	**Assignment:** Pupils answer Activity __in the LM..	**Assignment:** Pupils write the correct symbol for each pair of numbers in Activity 4 in the LM	**Assignment:** Ask the pupils to study the word problem then answer the exercises under Activity 5 in the LM.	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATH3 **WEEK NO. _____3____** **GRADING PERIOD: FIRST GRADING_**

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. 2) New Year's day is the __________ day of January. 3) Christmas is celebrated on the __________ day of December. 4) Philippine Independence Day is celebrated on the __________ of June. 5) Grandfather will turn 75 this year. He will celebrate his __________ birthday in the family's old house. 
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** E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization **H.** Application	
Evaluation: . Ask the pupils to answer the exercises under Activity 4 in the LM. Check pupils' answers	**Evaluation:** . Have pupils match the paper bill with the names of the heroes printed on the bill under Activity 4 in the LM	**Evaluation:** . Give the exercises in Activity 3 in the LM, first the oral then the written exercises.	**Evaluation:** . Give the exercises in Activity __ in the LM, first the oral then the written exercises.	
Assignment: Ask the pupils to read and answer the problem under Activity 5 in the LM.	**Assignment:** Ask pupils to identify the paper bills and coins in Activity 5 in the LM.	**Assignment:** Have pupils work on Activity 4 at home	**Assignment:** Have pupils work on Activity __ at home	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

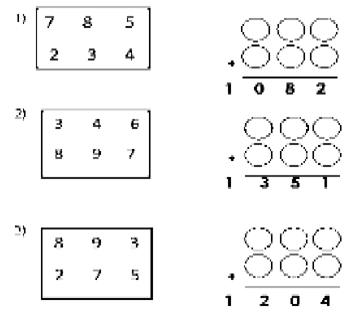
SUBJECT: MATH3 **WEEK NO. _____4____** **GRADING PERIOD: FIRST GRADING_**

DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**
DATE: __________	**DATE: __________**	**DATE: __________**	**DATE: __________**	**DATE: __________**
Objectives: Compare values of the different denominations of coins and bills through PhP500 using relation symbols	**Objectives:** Compare values of the different denominations of coins and bills through PhP1 000	**Objectives:** Add 3- to 4-digit digit numbers up to three addends with sums up to 10 000 without regrouping	**Objectives:** Add 3- to 4-digit digit numbers up to three addends with sums up to 10 000 with regrouping	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Lesson 11 Comparing Money through PhP500	**Subject Matter:** Lesson 12 Comparing Money through PhP1 000	**Subject Matter:** Lesson 13 Adding 3- to 4-Digit Numbers without Regrouping	**Subject Matter:** Lesson 14 Adding 3- to 4-Digit Numbers with Regrouping	**WEEKLY TEST**
Reference: **LM: _M3NS-Id-22.2 __** **TG: ______** **CG: ___31___**	**Reference:** **LM: _M3NS-Id-22.2 __** **TG: ______** **CG: ___31___**	**Reference:** **LM: _ M3NS-Id-27.6 __** **TG: ______** **CG: ___31___**	**Reference:** **LM:** _ M3NS-Id-27.6 31__ **TG: ______** **CG: ______**	**Evaluation:** A.Compare the following amounts using >, <, =. 1) PhP45.65 ______ PhP50.90 2) PhP97.35 ______ PhP100 3) PhP67.00 ______ PhP6.75 4) PhP430.30 ____ PhP100.50 5) PhP384.56 ______ PhP390.05 B.Have 2 separate lists of items which can be bought within the PhP500 budget. 1) 1 big can of sardines = ______________ 2) 1 kilo of white sugar = ______________ 3) 1 kilo of milk fish = ______________ 4) 1 kilo of cabbage = ______________ 5) 1 bottle of peanut butter = ______________ C.Write in column. Then, find the sum. 1) 3052, 4614, 1231 2) 5143, 1705, 2030 3) 1672, 3104, 4123 4) 6084, 1703, 2112 5) 5416, 1370, 1003
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	
Evaluation: . Ask the pupils to compare the denominations of bills and coins in Activity 4 in the LM	**Evaluation:** .Ask pupils to answer Activities 3 and 4 in the LM. Check pupils' answers.	**Evaluation:** . tell pupils to answer Activity 3 in the LM. Have them write the numbers in column before finding the sum. Let them write the answer on their pape	**Evaluation:** . Have pupils do Activity 3 in the LM. Assess the result of the test	
Assignment: Ask the pupils to work on the exercises in Activity 5 at home. Tell pupils to ask the help of their parents. Check pupils' answers.	**Assignment:** Ask the pupils to answer the tasks in Activity 5 in the LM.	**Assignment:** Let the pupils work on Activity 4 in the LM at home. Ask them to look at the picture before answering the questions.	**Assignment:** Let the pupils copy the exercises under Activity 4 and Activity 5 in their notebooks. Ask them to work on them at home.	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

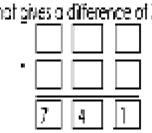
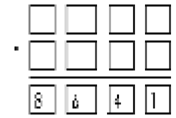
SUBJECT: MATH3 **WEEK NO. _____5____** **GRADING PERIOD: FIRST GRADING_**

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-Ie-31 __** **TG: ______** **CG: ___31___**	**Reference:** **LM:** _ M3NS-Ie-28.7 __ **TG: ______** **CG: __31____**	**Reference:** **LM:** _ M3NS-Ie-28.8__ **TG: ______** **CG: __32____**	**Reference:** **LM:** _ M3NS-Ie-28.8__ **TG: ______** **CG: __32____**	**Evaluation:** Round off the addends then estimate the sum. 1) 1198 → ___ 2) 4567 → ___ 3) 4210 → ___ + 981 → ___ + 735 → ___ + 3876 → ___ 4) 2030 → ___ 5) 6275 → ___ + 1790 → ___ + 2289 → ___ Add the following addends mentally. 1) 400 + 50 = 2) 700 + 10 = ________ 3) 800 + 90 = ________ 4) 300 + 20 = ________ 5) 300 + 300 =
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	
Evaluation: . Ask pupils to read the situation in Activity 3 of the LM. Have them answer the questions that follow. Let them do this on their papers.	**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	**Evaluation:** . Ask the pupils to work on the exercises under Activity 2 in the LM. Have them give the answers orally.	**Evaluation:** . Ask the pupils to work on the exercises under Activity ___ in the LM. Have them give the answers orally.	
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:**

SUBJECT: MATH3 **WEEK NO. _____6____** **GRADING PERIOD: FIRST GRADING_**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: __________	**DATE: __________**	**DATE: __________**	**DATE: __________**	**DATE: __________**
Objectives: Solve routine problems involving addition of whole numbers with sums of 10 000 including money using appropriate problem solving strategies and tools	**Objectives:** Solve non-routine problems involving addition of whole numbers with sums of 10 000 including money using appropriate problem solving strategies and tools	**Objectives:** Create problems involving addition of whole numbers including money with reasonable answers	**Objectives:** Create problems involving addition of whole numbers including money with reasonable answers	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Lesson 18 Solving Routine Problems involving Addition	**Subject Matter:** Lesson 19 Solving Non-Routine Problems involving Addition	**Subject Matter:** Lesson 20 Creating Problems involving Addition	**Subject Matter:** Lesson 20 Creating Problems involving Addition	**WEEKLY TEST**
Reference: **LM:** _ M3NS-If-29.3__ **TG:** ______ **CG:** ___**32**___	**Reference:** **LM:** _ M3NS-If-29.3__ **TG:** ______ **CG:** ___**32**___	**Reference:** **LM:** _ M3NS-If-30.317.__ **TG:** ______ **CG:** __**32**____	**Reference:** **LM:** _ M3NS-If-30.317.__ **TG:** ______ **CG:** __**32**____	**Evaluation:** Analyze and solve the problems. 1) Mr. Cruz harvested pineapples in two weeks. On the first week, he harvested 2 334 pineapples and 1 248 pineapples on the second week . How many pineapples were harvested in all? 2) Mr. Pura gathered 3 445 coconuts in his farm, while Mr. Flores gathered 2 766. How many coconuts did they gather in all? Arrange the scrambled digits in the circles to make an addition sentence. Let the given sums guide you. Work on this 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	
Evaluation: . Let pupils write a number sentence for each problem in Activity 3 and Activity 4 in the LM	**Evaluation:** . Ask the pupils to answer the questions under Activity 3 in the LM. Tell pupils to do these on their papers	**Evaluation:** . Have pupils work on Activity 4 of the LM. Check their answers.	**Evaluation:** . Have pupils work on Activity ___ of the LM. Check their answers.	
Assignment: Ask pupils to copy the problems in Activity 5 and Activity 6 in their notebooks. Let them analyze and solve the problems.	**Assignment:** Refer pupils to Activity 4 in the LM. Let them form 3–digit numbers from the numbers in the box that will give the least sum and the greatest sum. Have them do these in their notebooks.	**Assignment:** Ask pupils to work on Activity 5 in the LM at home. Check their answers.	**Assignment:** Ask pupils to work on Activity ___ in the LM at home. Check their answers.	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATH3 **WEEK NO.** _____7____ **GRADING PERIOD:** FIRST GRADING_

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: __________	**DATE:** __________	**DATE:** __________	**DATE:** __________	**DATE:** __________
Objectives: Subtract 3- to 4-digit numbers from 3- to 4-digit numbers without regrouping	**Objectives:** Subtract 3- to 4-digit numbers from 3- to 4-digit numbers without regrouping	**Objectives:** Subtract 3- to 4-digit numbers from 3- to 4-digit numbers with regrouping	**Objectives:** Subtract 3- to 4-digit numbers from 3- to 4-digit numbers with regrouping	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Lesson 21 Subtracting Numbers without Regrouping	**Subject Matter:** Lesson 21 Subtracting Numbers without Regrouping	**Subject Matter:** Lesson 22 Subtracting Numbers with Regrouping	**Subject Matter:** Lesson 22 Subtracting Numbers with Regrouping	**WEEKLY TEST**
Reference: **LM:** _ _M3NS-Ig-32.6_ **TG:** ______ **CG:** ___32___	**Reference:** **LM:** _ _M3NS-Ig-32.6_ **TG:** ______ **CG:** ___32___	**Reference:** **LM:** _ M3NS-Ig-32.632__ **TG:** ______ **CG:** ___32___	**Reference:** **LM:** _ M3NS-Ig-32.632__ **TG:** ______ **CG:** ___32___	**Evaluation:** 1. Using the digits 2, 3, 5, 6, 7 and 9, form a subtraction sentence that gives a difference of 741.  2. 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 difference of 8 641?  Write the numbers in a column. Then find the difference. Check your answer using addition. 1) 560 – 317 2) 782 – 539 3) 2 807 – 685 4) 4 548 – 1 922 5) 9 050 – 3 728
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** E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization **H.** Application	
Evaluation: Have the pupils do Activity 4 individually in their notebook. Arrange the numbers in column. Then find the difference. Check your answer using addition.	**Evaluation:** Have the pupils do Activity 4 individually in their notebook. Arrange the numbers in column. Then find the difference. Check your answer using addition.	**Evaluation:** . Have pupils work on Activity 4 of the LM. Check pupils' work.	**Evaluation:** . Have pupils work on Activity 4 of the LM. Check pupils' work.	
Assignment: Let the pupils copy Activity 5 and do it at home.	**Assignment:** Let the pupils copy Activity 5 and do it at home.	**Assignment:** Have pupils copy the task in Activity 5 in the LM and work this at home.	**Assignment:** Have pupils copy the task in Activity 5 in the LM and work this at home.	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATH3 **WEEK NO. _____8____** **GRADING PERIOD: FIRST GRADING_**

<table>
<tr><th>DAY 1</th><th>DAY 2</th><th>DAY 3</th><th>DAY 4</th><th>DAY 5</th></tr>
<tr><td>DATE: __________</td><td>DATE: __________</td><td>DATE: __________</td><td>DATE: __________</td><td>DATE: __________</td></tr>
<tr><td>Objectives:
Estimate the difference of two numbers with three to four digits</td><td>Objectives:
Estimate the difference of two numbers with three to four digits</td><td>Objectives:
Subtract mentally 1- to 2-digit numbers without and with regrouping using appropriate strategies</td><td>Objectives:
Subtract mentally 1- to 2-digit numbers without and with regrouping using appropriate strategies</td><td>Objectives:
The pupils are expected to get 75% mastery level in the weekly tests.</td></tr>
<tr><td>Subject Matter:
Lesson 23 Estimating Differences</td><td>Subject Matter:
Lesson 23 Estimating Differences</td><td>Subject Matter:
Lesson 24 Subtracting Mentally1- to 2-Digit Numbers without and with Regrouping</td><td>Subject Matter:
Lesson 24 Subtracting Mentally1- to 2-Digit Numbers without and with Regrouping</td><td>WEEKLY TEST</td></tr>
<tr><td>Reference:
LM: _ _ M3NS-Ih-36_
TG: ______
CG: __32____</td><td>Reference:
LM: _ _ M3NS-Ih-36_
TG: ______
CG: __32____</td><td>Reference:
LM: _ M3NS-Ih-33.5__
TG: ______
CG: ___32___</td><td>Reference:
LM: _ M3NS-Ih-33.5__
TG: ______
CG: ___32___</td><td rowspan="4">Evaluation:

Use the table below to answer the questions. Write your answer in your notebook.
<table><tr><th>Club</th><th>Ticket Sales (PHP)</th></tr><tr><td>Math</td><td>10 250</td></tr><tr><td>Science</td><td>7 525</td></tr><tr><td>Filipino</td><td>8 175</td></tr><tr><td>English</td><td>9 100</td></tr></table>
1. About how much more is the sales of the English Club than that of the Filipino 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 Math 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 Filipino Club.</td></tr>
<tr><td>Learning Tasks
A. Preliminary Activities
1. Drill
2. Review
3. Motivation
B. Developmental Activities
1. Presentation
2. Discussion
3. Activity
C. Generalization
D. Application</td><td>Learning Tasks
A. Preliminary Activities
1. Drill
2. Review
3. Motivation
B. Developmental Activities
1. Presentation
2. Discussion
3. Activity
C. Generalization
D. Application</td><td>Learning Tasks
A. Preliminary Activities
1. Drill
2. Review
3. Motivation
B. Developmental Activities
1. Presentation
2. Discussion
3. Activity
C. Generalization
D. Application</td><td>Learning Tasks
A. Preliminary Activities
1. Drill
2. Review
3. Motivation
B. Developmental Activities
1. Presentation
2. Discussion
3. Activity
C. Generalization
D. Application</td></tr>
<tr><td>Evaluation:

. Have pupils work on activity 4 in the LM. Check pupils' work.</td><td>Evaluation:

. Have pupils work on activity __ in the LM. Check pupils' work.</td><td>Evaluation:

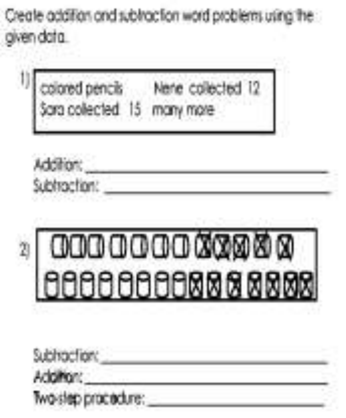
. Have pupils work on Activity 4 in the LM. Check pupils' work.</td><td>Evaluation:

. Have pupils work on Activity ___ in the LM. Check pupils' work.</td></tr>
<tr><td>Assignment:
Let pupils work on Activity 5 in the LM.</td><td>Assignment:
Let pupils work on Activity ___ in the LM.</td><td>Assignment:
Have pupils work on Activity 3 in the LM. Check pupils' work.</td><td>Assignment:
Have pupils work on Activity ___ in the LM. Check pupils' work.</td></tr>
<tr><td>Remarks:</td><td>Remarks:</td><td>Remarks:</td><td>Remarks:</td><td>Remarks:</td></tr>
<tr><td>Mastery Level:</td><td>Mastery Level:</td><td>Mastery Level:</td><td>Mastery Level:</td><td>Mastery Level:</td></tr>
</table>

SUBJECT: MATH3 **WEEK NO. _____9____** **GRADING PERIOD: FIRST GRADING**

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-Ii-33.6__ **TG: _____** **CG: __32____**	**Reference:** **LM: _** M3NS-Ii-34.5__ **TG: _____** **CG: ___33___**	**Reference:** **LM: M3NS-Ij-35.4 __** **TG: _____** **CG: ___33___**	**Reference:** **LM: M3NS-Ij-35.4 __** **TG: _____** **CG: ___33___**	**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? 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?
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 4. M3NS-Ii-34.5Presentation 5. Discussion 6. 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	
Evaluation: . Pupils work on Activity 4 in the LM. Check pupils' work.	**Evaluation:** . Pupils work on Activity 4 in the LM. Check pupils' work.	**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.	**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.	
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.	
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: Create problems involving addition and/or subtraction of whole numbers including money with reasonable answers	**Objectives:** Create problems involving addition and/or subtraction of whole numbers including money with reasonable answers	**Objectives:** Create problems involving addition and/or subtraction of whole numbers including money with reasonable answers	**Objectives:** Create problems involving addition and/or subtraction of whole numbers including money with reasonable answers	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Lesson 28 Creating Problems involving Addition and Subtraction	**Subject Matter:** Lesson 28 Creating Problems involving Addition and Subtraction	**Subject Matter:** Lesson 28 Creating Problems involving Addition and Subtraction	**Subject Matter:** Lesson 28 Creating Problems involving Addition and Subtraction	**WEEKLY TEST**
Reference: **LM:** _ M3NS-Ij-35.4__ **TG:** ______ **CG:** **__33____**	**Reference:** **LM:** _ M3NS-Ij-35.4__ **TG:** ______ **CG:** **__33____**	**Reference:** **LM:** _ M3NS-Ij-35.4__ **TG:** ______ **CG:** **__33____**	**Reference:** **LM:** _ M3NS-Ij-35.4__ **TG:** ______ **CG:** **__33____**	**Evaluation:** 
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	
Evaluation: . Give the exercise under Activity 5 in the LM. Let them answer individually. Pupils create word problems using the given data using addition and subtraction processes. Then, they solve the problem	**Evaluation:** . Give the exercise under Activity __ in the LM. Let them answer individually. Pupils create word problems using the given data using addition and subtraction processes. Then, they solve the problem	**Evaluation:** . Give the exercise under Activity __ in the LM. Let them answer individually. Pupils create word problems using the given data using addition and subtraction processes. Then, they solve the problem	**Evaluation:** . Give the exercise under Activity __ in the LM. Let them answer individually. Pupils create word problems using the given data using addition and subtraction processes. Then, they solve the problem	
Assignment: Give Activity 6 in the LM. Have pupils create word problems based on their expenses in a day using addition, subtraction and two-step process. Then have them solve the word problem.	**Assignment:** Give Activity __ in the LM. Have pupils create word problems based on their expenses in a day using addition, subtraction and two-step process. Then have them solve the word problem.	**Assignment:** Give Activity __ in the LM. Have pupils create word problems based on their expenses in a day using addition, subtraction and two-step process. Then have them solve the word problem.	**Assignment:** Give Activity __ in the LM. Have pupils create word problems based on their expenses in a day using addition, subtraction and two-step process. Then have them solve the word problem.	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

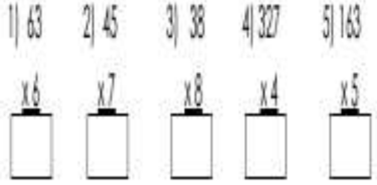
SUBJECT: MATH3 WEEK NO. _____1____ GRADING PERIOD: SECOND GRADING_

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.	**Objectives:** visualizes multiplication of numbers 1to 10 by 6,7,8 and 9.	**Objectives:** visualizes and states basic multiplication facts for numbers up to 10.	**Objectives:** visualizes and states basic multiplication facts for numbers up to10.	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Constructing and completing the multiplication tables of 6, 7, 8 and 9	**Subject Matter:** Constructing and completing the multiplication tables of 6, 7, 8 and 9	**Subject Matter:** Stating multiplication facts for numbers up to 10	**Subject Matter:** Stating multiplication facts for numbers up to 10	**WEEKLY TEST**
Reference: **LM: _ M3NS-IIa-41.2__** **TG: ______** **CG: ____33__**	**Reference:** **LM: _ M3NS-IIa-41.2__** **TG: ______** **CG: ____33__**	**Reference:** **LM: __M3NS-IIa-41.3_** **TG: ______** **CG: __33____**	**Reference:** **LM: __M3NS-IIa-41.3_** **TG: ______** **CG: __33____**	**Evaluation:** A.Find the product. 1. 6x4=_____ 2. 6x 6 = _______ 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 = _______
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	
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:**

SUBJECT: __MATH3__ **WEEK NO.** _____2____ **GRADING PERIOD:** __SECOND GRADING__

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: __________	**DATE:** __________	**DATE:** __________	**DATE:** __________	**DATE:** __________
Objectives: applies the commutative property of multiplication.	**Objectives:** multiplies 2-digit by 1-digit numbers using the distributive property of multiplication.	**Objectives:** multiplies three 1-digit numbers using the associative property of multiplication.	**Objectives:** multiplies three 1-digit numbers using the associative property of multiplication.	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: **Lesson 32 Commutative Property of Multiplication**	**Subject Matter:** **Lesson 33 Distributive Propertyof Multiplication over Addition**	**Subject Matter:** **Lesson 34 Associative Property of Multiplication**	**Subject Matter:** **Lesson 34 Associative Property of Multiplication**	**WEEKLY TEST**
Reference: **LM: _M3NS-IIb-40.4__** **TG: __149____** **CG: __33____**	**Reference:** **LM: _M3NS-IIb-40.4__** **TG: ___152____** **CG: __33____**	**Reference:** **LM: _M3NS-IIb-40.6__** **TG: ___157____** **CG: __34____**	**Reference:** **LM: _M3NS-IIb-40.6__** **TG: ___157___** **CG: __34____**	**Evaluation:** A.Write the missing factor in your notebook. 1) 7 x 4 = ___ x 7 2) 2 x ___ = 5 x 2 3) 6 x 3 = 3 x ___ 4) 8 x ___ = 4 x 8 5) ___ x 9 = 9 x 7 B Match the product in column A with the number sentence in column B. A / B 1) 57 — a. (30 x 2) + (6 x 2) = n 2) 72 — b. (4 x 70) + (4 x 3) = n 3) 270 — c. (10 x 3) + (9 x 3) = n 4) 292 — d. (20 x 6) + (8 x 6) = n 5) 435 — e. (40 x 6) + (5 x 6) = n f. (5 x 80) + (5 x 7) = n C.Group two factors that would make multiplication easy, then give the product. 1) 2 x 3 x 5 = ___________________ 2) 4 x 7 x 2 = __________________ 3) 6 x 1 x 4 = __________________ 4) 8 x 5 x 3 = __________________ 5) 9 x 4 x 5 = _______________ .
Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 4. Presentation 5. Discussion 6. 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	
Evaluation: Tell the pupils to apply commutative property of multiplication by doing Activity 4 in the LM.	**Evaluation:** Have pupils answer Activity 3 in the LM. Check their work.	**Evaluation:** Let the pupils answer Activity 4 in the LM on their paper.	**Evaluation:** Let the pupils answer Activity 3 in the LM on their paper.	
Assignment: Assign Activity 5 in the LM as their homework	**Assignment:** Ask pupils to do Activity 4 in the LM at home.	**Assignment:** Let the pupils do Activity 5 in the LM. Check pupils' answers.	**Assignment:** Let the pupils answer Activity 1 in the LM on their paper.	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATH3 **WEEK NO. _____3___** **GRADING PERIOD: SECOND GRADING**

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___**	**Reference:** **LM: _M3NS-IIc-43.2__** **TG: ______** **CG: ___34___**	**Reference:** **LM: _M3NS-IIc-43.3__** **TG: ______** **CG: __34____**	**Reference:** **LM: _M3NS-IIc-43.3__** **TG: ______** **CG: __34____**	**Evaluation:** A.Find the product. Use your flats, longs and squares to get the answer  B.Do as indicated. Show your solution in your notebook and encircle your final answer. 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?
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	
Evaluation: 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)= _____	**Evaluatio** Have pupils work on Activity 5 of the LM. Check their work.	
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:**

SUBJECT: MATH3 WEEK NO. ____4____ GRADING PERIOD: SECOND GRADING

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___**	**Reference:** **LM: _M3NS-IId-43.5__** **TG: ______** **CG: __34____**	**Reference:** **LM: _M3NS-IId-43.5__** **TG: ______** **CG: __34____**	**Reference:** **LM: _M3NS-IId-44.1__** **TG: ______** **CG: __34___**	**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? C.Estimate the prod uct. 1) 83 x 9 2) 67 x 41 3) 165 x 37 4) 122 x 56 5) 76 x 52
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	
Evaluation: Have pupils work on Activity 5 in the LM. Let them answer on their paper.	**Evaluation:** Pupils do Activity 4 in the LM. Provide the pupils an activity sheet.	**Evaluation:** 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?	**Evaluation:** Let the pupils do Activity 5 in the LM individually.	
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.	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATH3 **WEEK NO. _____5___** **GRADING PERIOD: SECOND GRADING_**

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. 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 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?
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	
Evaluation: 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?	
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:**

SUBJECT: MATH3 WEEK NO. _____6____ GRADING PERIOD: SECOND GRADING_

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	**Objectives:** creates problems involving multiplication or with addition or subtraction of whole numbers including money	**Objectives:** visualizes and states the multiples of 1-to 2-digit numbers.	**Objectives:** visualizes and states the multiples of 1-to 2-digit numbers.	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: **Lesson 43 Solving Problems involving Multiplication with Addition and/or Subtraction of Whole Numbers**	**Subject Matter:** **Lesson 43 Solving Problems involving Multiplication with Addition and/or Subtraction of Whole Numbers**	**Subject Matter:** **Lesson 45 Multiples of 1- to 2-Digit Numbers**	**Subject Matter:** **Lesson 45 Multiples of 1- to 2-Digit Numbers**	**WEEKLY TEST**
Reference: **LM: _M3NS-IIf-46.2__** **TG: ______** **CG: __35____**	**Reference:** **LM: _M3NS-IIf-46.2__** **TG: ______** **CG: __35____**	**Reference:** **LM: _M3NS-IIf-47__** **TG: ______** **CG: ___35___**	**Reference:** **LM: _M3NS-IIf-47__** **TG: ______** **CG: ___35___**	**Evaluation:** A.Solve the problems carefully. Write your answer in your notebook. 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. 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. 1) 15, 18, ___, ___, ___ 2) 27, 36, ___, ___, ___ 3) 96, 104, ___, ___, ___ 4) 105. 120. ___. ___. ___ 5) 51. 68. ___. ___. ___
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	
Evaluation: 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?	**Evaluation:** Ask pupils to answer Activities 3 in the LM individually.	**Evaluation:** Ask pupils to answer Activities 1 in the LM individually	
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?	**Assignment:** Ask pupils to answer Activities 5 in the LM individually	**Assignment:** Ask pupils to answer Activities 2 in the LM individually	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATH3 WEEK NO. _____7____ GRADING PERIOD: SECOND GRADING_

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: __________	DATE: __________	DATE: __________	DATE: __________	DATE: __________
Objectives: visualizes division of numbers up to 100 by 6,7,8,and 9 (multiplication table of 6, 7, 8, and 9).	**Objectives:** visualizes division of numbers up to 100 by 6,7,8,and 9 (multiplication table of 6, 7, 8, and 9).	**Objectives:** visualizes and states basic division facts of numbers up to 10	**Objectives:** visualizes and states basic division facts of numbers up to 10	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: **Lesson 46 Dividing Numbers up to 100 by 6, 7, 8, and 9**	**Subject Matter:** **Lesson 46 Dividing Numbers up to 100 by 6, 7, 8, and 9**	**Subject Matter:** **Lesson 47 Stating Division Facts of Numbers up to 10**	**Subject Matter:** **Lesson 47 Stating Division Facts of Numbers up to 10**	**WEEKLY TEST**
Reference: **LM: _ M3NS-IIg-51.2 __** **TG: ______** **CG: ___35___**	**Reference:** **LM: _ M3NS-IIg-51.2 __** **TG: ______** **CG: ___35___**	**Reference:** **LM: _ M3NS-IIg-51.3 __** **TG: ______** **CG: __35____**	**Reference:** **LM: _ M3NS-IIg-51.3 __** **TG: ______** **CG: __35____**	**Evaluation:** A.Analyze and solve the problems below. 1) There are 35 pupils in a class. If the teacher will divide them equally into 7 groups, how manypupils will be in each group? 2) 24 star apples will be distributed to 6 children. How many star apples will be given to each child? B.Find the product then write the division facts for each multiplication sentence. 1) 5 x 7 = ____, ____ ÷ ____ = ____ or ____ ÷ ____ = ____ 2) 3 x 9 = ____, ____ ÷ ____ = ____ or ____ ÷ ____ = ____ 3) 8 x 6 = ____, ____ ÷ ____ = ____ or ____ ÷ ____ = ____ 4) 10 x 2 = ____, ____ ÷ ____= ____ or ____ ÷ ____ = ____ 5) 4 x 8 = ____, ____ ÷ ____ = ____ or ____ ÷ ____ = ____
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	
Evaluation: Let the pupils answer Activity 3 in the LM individually.	**Evaluation:** Let the pupils answer Activity 1 in the LM individually.	**Evaluation:** Let pupils do Activity 5 in the LM. Check pupil's work.	**Evaluation:** Let pupils do Activity 1 in the LM. Check pupil's work.	
Assignment: Let the pupils answer Activity 4 in the LM individually in their notebook.	**Assignment:** Let the pupils answer Activity 2 in the LM individually	**Assignment:** For pupils' homework, let them do Activities 7 in the LM.	**Assignment:** For pupils' homework, let them do Activities 7 in the LM.	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

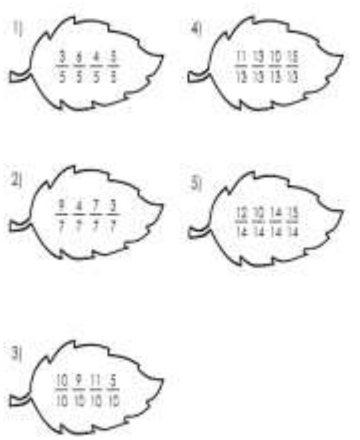
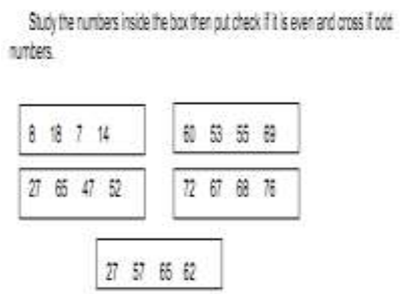
SUBJECT: MATH3 **WEEK NO. 8** **GRADING PERIOD: SECOND GRADING**

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	**Objectives:** divides 2- to 3-digit numbers by 1- to 2- digit numbers without and with remainder	**Objectives:** estimates the quotient of 2- to 3-digit numbers by 1- to 2- digit numbers.	**Objectives:** estimates the quotient of 2- to 3-digit numbers by 1- to 2- digit numbers.	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: **Lesson 48 Dividing 2- to 3-Digit Numbers by 1-Digit Numbers**	**Subject Matter:** **Lesson 48 Dividing 2- to 3-Digit Numbers by 1-Digit Numbers**	**Subject Matter:** **Lesson 49 Dividing 2- to 3-Digit Numbers by 2-Digit Numbers without and with Remainder**	**Subject Matter:** **Lesson 49 Dividing 2- to 3-Digit Numbers by 2-Digit Numbers without and with Remainder**	**WEEKLY TEST**
Reference: **LM: _M3NS-IIh-54.1__** **TG: ______** **CG: ___35___**	**Reference:** **LM: _M3NS-IIh-54.1__** **TG: ______** **CG: ___35___**	**Reference:** **LM: _M3NS-IIi-55.1__** **TG: ______** **CG: ____35__**	**Reference:** **LM: _M3NS-IIi-55.1__** **TG: ______** **CG: ____35__**	**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? .
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	
Evaluation: Let the pupils work on Activity 5 in the LM.	**Evaluation:** Let the pupils work on Activity 1 in the LM.	**Evaluation:** Refer to Activity 3 in the LM. Let the pupils fill in the blanks. Ask them to choose the answer from the numbers in the box. Have them write their answers on their papers	**Evaluation:** Let the pupils work on Activity 2 in the LM.	
Assignment: Let the pupils solve the problems in Activities 6 in the LM.	**Assignment:** Let the pupils solve the problems in Activities 2 in the LM.	**Assignment:** Refer to Activity 4 in the LM. Ask the pupils to complete the table. Let them copy the activity on their notebooks.	**Assignment:** Let the pupils solve the problems in Activities 5 in the LM.	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

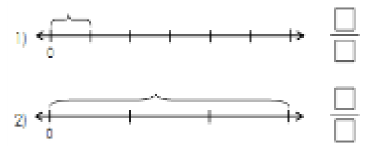
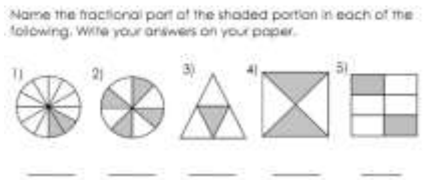
SUBJECT: MATH3 **WEEK NO. _____9____** **GRADING PERIOD: SECOND GRADING_**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: __________	**DATE: __________**	**DATE: __________**	**DATE: __________**	**DATE: __________**
Objectives: estimates the quotient of 2- to 3-digit numbers by 1- to 2- digit numbers.	**Objectives:** estimates the quotient of 2- to 3-digit numbers by 1- to 2- digit numbers.	**Objectives:** divides mentally 2-digit numbers by 1-digit numbers without remainder using appropriate strategies.	**Objectives:** divides mentally 2-digit numbers by 1-digit numbers without remainder using appropriate strategies.	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: **Lesson 50 Dividing 2- to 3-Digit Numbers by 10 and 100**	**Subject Matter:** **Lesson 50 Dividing 2- to 3-Digit Numbers by 10 and 100**	**Subject Matter:** **Lesson 51 Estimating the Quotient**	**Subject Matter:** **Lesson 51 Estimating the Quotient**	**WEEKLY TEST**
Reference: **LM: _M3NS-IIi-55.1__** **TG: ______** **CG: ___35___**	**Reference:** **LM: _M3NS-IIi-55.1__** **TG: ______** **CG: ___35___**	**Reference:** **LM: _ M3NS-IIi-52.2__** **TG: ______** **CG: __35____**	**Reference:** **LM: _ M3NS-IIi-52.2__** **TG: ______** **CG: __35____**	**Evaluation:** A. Give the missing number and write your answers on your paper. 1) 650 ÷ 10 = _____ 4) 486 ÷ 10 2) 780 ÷ _____ = 78 5) 903 ÷ 100 3) 180 ÷ _____ = 18 B. Analyze and solve. Write your answers on your paper. 1) How many 100's are there in 600? 2) Two-thousand and five hundred has how many hundreds? 3) 5 000 is how many hundreds? 4) 400 is equal to how many tens? 5) 780 has how many tens? C.Write the closest number to 38 that can be evenly divided by the following: 1) 4 ________ 2) 6 ________ 3) 8 ________ 4) 5 ________ 5) 9 _______
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	
Evaluation: Have pupils work on Activities 5 in the LM. Check their answers.	**Evaluation:** Have pupils work on Activities 6 in the LM. Check their answers.	**Evaluation:** Have pupils work on Activity 5 in the LM. Check pupils' work.	**Evaluation:** Have pupils work on Activity 2 in the LM. Check pupils' work.	
Assignment: Divide the following by 10 and then by 100. Write the answers in your notebook.	**Assignment:** Have pupils work on Activities 2 in the LM. Check their answers.	**Assignment:** Have pupils work on Activity 6 in the LM. Have them estimate the quotient.	**Assignment:** Have pupils work on Activity 4 in the LM. Have them estimate the quotient.	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

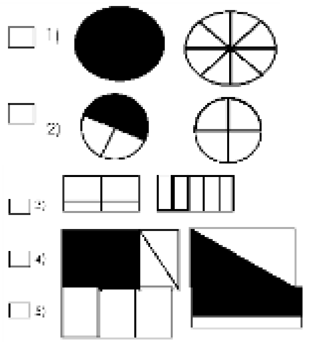
SUBJECT: MATH **WEEK NO. _____1____** **GRADING PERIOD: THIRD GRADING_**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: ___________	**DATE: ___________**	**DATE: ___________**	**DATE: ___________**	**DATE: ___________**
Objectives: Identify odd and even numbers	**Objectives:** Identify odd and even numbers	**Objectives:** Visualize fractions that are equal to one and greater than one	**Objectives:** Visualize fractions that are equal to one and greater than one	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: odd and even numbers	**Subject Matter:** odd and even numbers	**Subject Matter:** Fractions Equal to One and Greater than One	**Subject Matter:** Fractions Equal to One and Greater than One	**WEEKLY TEST**
Reference: **LM: _1__** **TG: ___256___** **CG: ___36______**	**Reference:** **LM: _1__** **TG: ___256___** **CG: ___36______**	**Reference:** **LM: _4__** **TG: ___259___** **CG: ___36______**	**Reference:** **LM: _4__** **TG: ___259___** **CG: ___36______**	**Evaluation:** A. Write E if the number is even and O if it is odd. 1) 4 639 _________ 2) 307 + 283 = _________ 3) 5 634 _________ 4) 278 ÷ 13 = ________ 5) 152 + 10 ________ B. Copy the set of fractions on your paper. Encircle the fraction that is equal to one in each set of fractions. Box the fractions that are more than one. 
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** E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization **H.** Application	
Evaluation: 	**Evaluation:** 	**Evaluation:** Who am I? Draw the shaded regions on your paper then write the 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.	**Evaluation:** Refer Math LM Activity 2 page 6.	
Assignment: List down even numbers between 1 to 20	**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 them fill up the table with fractions.	**Assignment:** Read: Reading and Writing Fractions Greater than One	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

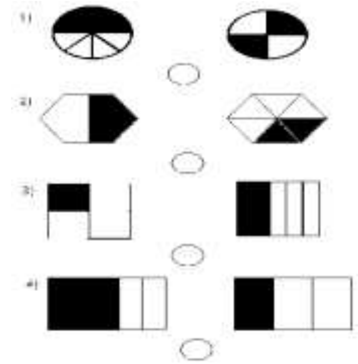
SUBJECT: MATH **WEEK NO.** _____2_____ **GRADING PERIOD:** THIRD GRADING_

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: ___________	DATE: ___________	DATE: ___________	DATE: ___________	DATE: ___________
Objectives: Read and write fractions that are greater than one in symbols and in words	**Objectives:** Read and write fractions that are greater than one in symbols and in words	**Objectives:** Represent fractions using regions, sets, and number lines	**Objectives:** Represent fractions using regions, sets, and number lines	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Reading and Writing Fractions Greater than One	**Subject Matter:** Reading and Writing Fractions Greater than One	**Subject Matter:** Representing Fractions using Regions, Sets, and Number Lines	**Subject Matter:** Representing Fractions using Regions, Sets, and Number Lines	**WEEKLY TEST**
Reference: **LM: _9__** **LG: __256____** **CG: ___36______**	**Reference:** **LM: _9__** **LG: __256____** **CG: ___36______**	**Reference:** **LM: __12_** **LG: ___268___** **CG: ____36_____**	**Reference:** **LM: __12_** **LG: ___268___** **CG: ____36_____**	**Evaluation:** A. On your paper, write the following fractions in symbols. 1. four-thirds ________ 2. eight-sevenths ________ 3. nine-sixths ________ 4. eleven-sevenths _______ 5. fifteen-thirds ______ B. Write the following fractions in words. 1) $\frac{8}{7}$ ________________ 2) $\frac{4}{3}$ ________________ 3) $\frac{10}{8}$ ________________ 4) $\frac{6}{4}$ ________________ 5) $\frac{9}{6}$ ________________ C Write the fraction shown on the number line segments. 
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	
Evaluation: Refer to Activity 3 in LM page 11. Ask the pupils to write the fractions for the names on their papers.	**Evaluation:** Refer to Activity 2 in LM page 10. Ask the pupils to write the fractions for the names on their papers.	**Evaluation:** Refer to Activity 3 in the LM page 14. Have the pupils write the fraction that names the part of the group described on their papers.	**Evaluation:**  	
Assignment: Refer to Activity 4 in LM page 11. Let the pupils work on the activity on their notebooks at home. Ask them to write the fraction in symbols and in words.	**Assignment:** Refer to Activity 1 in LM page 9. Let the pupils work on the activity on their notebooks at home. Ask them to write the fraction in symbols and in words.	**Assignment:** Refer to Activity 4A page 15 in the LM. Ask the pupils to copy the activity in their notebooks.	**Assignment:** Refer to Activity 2 page 13 in the LM. Ask the pupils to copy the activity in their notebooks.	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATH **WEEK NO.** _____3_____ **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____	**Reference:** **LM:** _17__ **LG:** _272_____ **CG:** _____36____	**Reference:** **LM:** _17__ **LG:** _272_____ **CG:** _____36____	**Reference:** **LM:** _17__ **LG:** _272_____ **CG:** _____36____	**Evaluation:** A.Look at the following illustrations. Put a checkmark (√) on your answer sheet if the given pair of fraction is dissimilar and mark (x) if not.
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	
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	**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	**Evaluation:** Refer to Activity 3 in the LM page 19. Pupils are to write D on their paper if the given sets of fraction are dissimilar	**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	C. Put a checkmark (√) on your paper if the fractions are dissimilar and mark (x) if not.
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:**

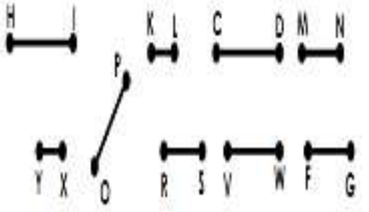
SUBJECT: **MATH** **WEEK NO.** _____4_____ **GRADING PERIOD:** **THIRD GRADING**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: ___________	**DATE:** ___________	**DATE:** ___________	**DATE:** ___________	**DATE:** ___________
Objectives: Compare dissimilar fractions	**Objectives:** Compare dissimilar fractions	**Objectives:** Arrange dissimilar fractions in increasing or decreasing order	**Objectives:** Arrange dissimilar fractions in increasing or decreasing order	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Comparing Dissimilar Fractions	**Subject Matter:** Comparing Dissimilar Fractions	**Subject Matter:** Arranging Dissimilar Fractions	**Subject Matter:** Arranging Dissimilar Fractions	**WEEKLY TEST**
Reference: **LM:** __22_ **LG:** __277____ **CG:** _____37____	**Reference:** **LM:** __22_ **LG:** __277____ **CG:** _____37____	**Reference:** **LM:** _28__ **LG:** ___283___ **CG:** ____37_____	**Reference:** **LM:** _28__ **LG:** ___283___ **CG:** ____37_____	**Evaluation:** A. Give the fractions corresponding to the shaded parts. Then compare them by writing >, < or = on your paper.  B Given: $\frac{2}{5}, \frac{3}{4}, \frac{1}{6}, \frac{3}{9}$ 1) If you arrange the fractions in increasing order, which fraction will be: a) first? ____ b) last? ____ 2) If you arrange the fractions in decreasing order, which fraction will be: a) first? ____ b) third? ____ 3) Arrange the set of fractions in: a) ascending order ____________ b) descending order ____________
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	
Evaluation: Tell the pupils to find a partner. One pupil will write a pair of fractions and the other will compare it. If the comparison is correct then it will be his/her turn to make a pair of fractions to be compared by his/he partner. This will take several rounds. The pupil who gives the most number of correct answers wins.	**Evaluation:** Refer to Activity 4A pge 26 in the LM	**Evaluation:** Arrange the following fractions in increasing order. 1) 1/2, 1/4 , 1/3 , 1/6 2) 1/2 , 4/5 , 3/4 , 2/3 3) 7/2 , 7/5 , 7/4 , 7/3 4) 2/3 , 3/4 , 5/8 , 1/2 5) 7/8 , 2/3 , 1/4 , 1/6	**Evaluation:** Arrange the following fractions in decreasing order. 1. 2/5 , 1/2 , 1/8 2. 3/4, 5/6 , 4/8 3. 5/6 , 5/3 , 5/12 4. 1/2 , 2/3 , 7/9 5. 7/4 , 7/2 , 7/3	
Assignment: Refer to Activity 5 in the LM page 27. Have them write their answers in their notebooks.	**Assignment:** Refer to Activity 4B pge 26 in the LM	**Assignment:** Refer to Activity 5 in the LM page 32.	**Assignment:** Arrange in decreasing and increasing manner. 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:**

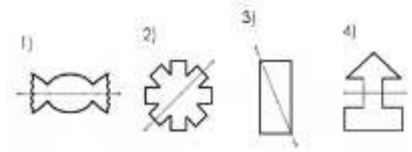
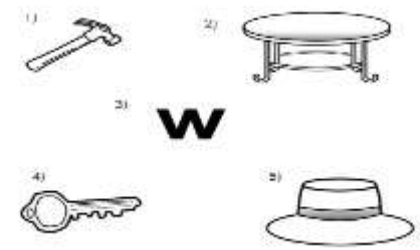
SUBJECT: **MATH** **WEEK NO. _____5_____** **GRADING PERIOD:** **THIRD GRADING_**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: ___________	**DATE: ___________**	**DATE: ___________**	**DATE: ___________**	**DATE: ___________**
Objectives: Visualize and generate equivalent fractions.	**Objectives:** Visualize and generate equivalent fractions.	**Objectives:** Recognize and draw a point, line, line segment and ray.	**Objectives:** Recognize and draw a point, line, line segment and ray.	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Equivalent Fractions	**Subject Matter:** Equivalent Fractions	**Subject Matter:** Point, Line, Line Segment and Ray	**Subject Matter:** Point, Line, Line Segment and Ray	**WEEKLY TEST**
Reference: **LM: _33__** **LG: _291_____** **CG: ___37______**	**Reference:** **LM: _33__** **LG: _291_____** **CG: ____37______**	**Reference:** **LM: __38_** **LG: __297____** **CG: ____37_____**	**Reference:** **LM: __38_** **LG: __297____** **CG: ____37_____**	**Evaluation:** **A** Give three fractions equivalent to each given fraction. 1) $\frac{5}{6}$ ☐ 2) $\frac{26}{52}$ ☐ 3) $\frac{2}{11}$ ☐ 4) $\frac{5}{4}$ ☐ 5) $\frac{42}{56}$ ☐
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	B.Choose the letter of the correct answer.
Evaluation: Group Activity "Where is my Family?" Choose 5 pupils to be leaders. Give to each leader the father or mother fraction. Distribute to the class equivalent fractions. Let the pupils wear the assigned fractions. Ask the father/mother fraction to stand in front and hold the fraction given to them. Tell the pupils who wear their equivalent fractions to go to their respective father/mother fraction. The first family who complete his/her family correctly wins.	**Evaluation:** Which of these pairs are equivalent fractions? Copy the pairs in your notebook. 1) $\frac{1}{4}, \frac{1}{8}$ 2) $\frac{3}{5}, \frac{6}{10}$ 3) $\frac{15}{20}, \frac{3}{4}$ 4) $\frac{1}{5}, \frac{5}{25}$ 5) $\frac{4}{5}, \frac{8}{15}$	**Evaluation:** Have pupils answer Activity 2 in the LM. Answer the following: 1) Name the points. 2) Identify the given line. 3) Name the line segments. 4) Identify the given rays. 	**Evaluation:** Fill in the blanks. 1) A _____ has two arrow heads. 2) The geometric figure with one endpoint and an arrowhead is called a ______. 3) A _____ has two endpoints. 4) _____ can be denoted by letters.	1) A dot is a representation of a ____________. a. line c. point b. ray d. line segment 2) ___ extend without end in opposite directions. a. Points c. Segments b. Lines d. Dots 3) A ray is a part of the line composed of endpoint and__________. a. an arrowhead c. a line b. endpoints d. dots 4) A line segment is also a part of a line defined by ________ endpoints. a. 1 c. 3 b. 2 d. 4 5) This symbol represents a __________. a. segment c. line b. ray d. point
Assignment: Refer to Activity 5a page 36 of LM.	**Assignment:** Refer to Activity 5b page 36 of LM.	**Assignment:** Let the pupils answer Activity 6 page 43 in the LM in their notebook. Let them name the points, line, and rays with letters.	**Assignment:** Let the pupils answer Activity 2page 40 in the LM in their notebook.	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

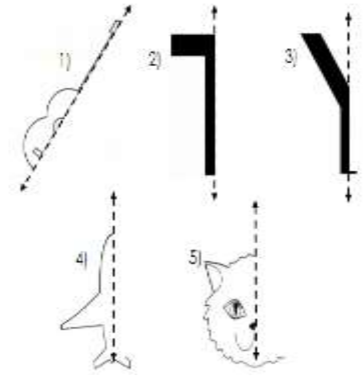
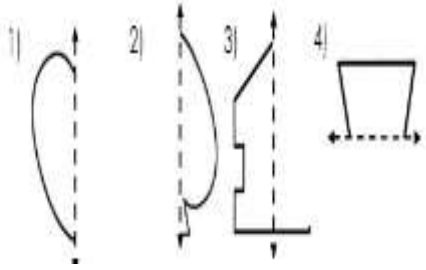
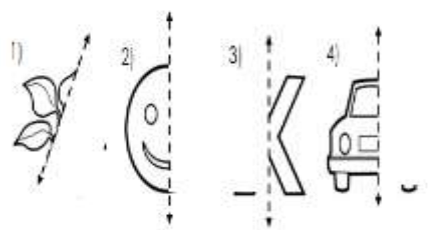
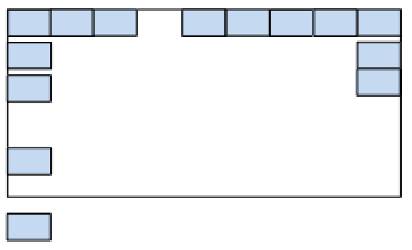
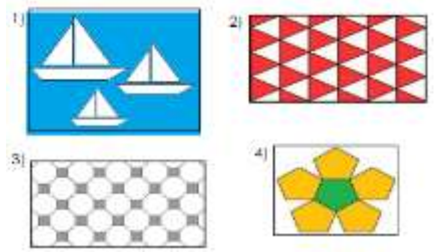
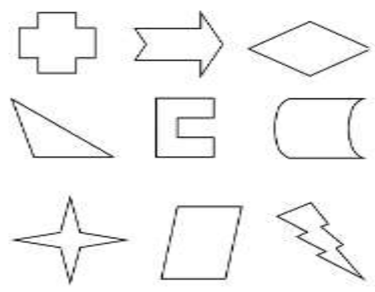
SUBJECT: MATH **WEEK NO. _____6_____** **GRADING PERIOD: THIRD GRADING_**

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	**Objectives:** Recognize and draw perpendicular lines, parallel lines and intersecting lines	**Objectives:** Visualize, identify and draw congruent line segment	**Objectives:** Visualize, identify and draw congruent line segment	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Perpendicular, Parallel and Intersecting Lines	**Subject Matter:** Perpendicular, Parallel and Intersecting Lines	**Subject Matter:** Congruent Line Segments	**Subject Matter:** Congruent Line Segments	**WEEKLY TEST**
Reference: **LM: _47__** **LG: ___304___** **CG: _____37____**	**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 2 3 B. Which pairs of segments are congruent? Measure and compare. 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	
Evaluation: Have pupils answer Activity 1page 48 in LM.	**Evaluation:** Activity 3 page 50	**Evaluation:** Activity 1 page 54	**Evaluation:** 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:**

SUBJECT: MATH **WEEK NO.** _____7_____ **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.	**Objectives:** Identify and visualize symmetry in the environment and in design.	**Objectives:** Identify and draw the line of symmetry in a given symmetrical figure	**Objectives:** Identify and draw the line of symmetry in a given symmetrical figure	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Symmetry in the Environment and in Design	**Subject Matter:** Symmetry in the Environment and in Design	**Subject Matter:** Line of Symmetry in a Given Symmetrical Figure	**Subject Matter:** Line of Symmetry in a Given Symmetrical Figure	**WEEKLY TEST**
Reference: **LM:** _52__ **LG:** __309____ **CG:** ___38______	**Reference:** **LM:** _52__ **LG:** __309____ **CG:** ___38______	**Reference:** **LM:** __55_ **LG:** ___313___ **CG:** ____38_____	**Reference:** **LM:** __55_ **LG:** ___313___ **CG:** ____38_____	**Evaluation:** 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 lines of symmetry? Explain. Draw the line of symmetry for the symmetrical figures. **0 1 2 3** **4 5 6 7** **8 9**
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	
Evaluation: Pair Activity Let each pair list down 5 objects found in their classroom that are symmetrical.	**Evaluation:** Which of the following images of animals below does not show symmetry? Name the animals. 	**Evaluation:** Tell whether the dotted line show a line of symmetry. Write yes or no on your paper. 	**Evaluation:** Does each figure appear to have a line of symmetry? If yes, trace the line of symmetry. 	
Assignment: Activity 1 page 52	**Assignment:** Activity page 53	**Assignment:** Activity 1 page 56	**Assignment:** Activity 2b page 57	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATH **WEEK NO.** _____8_____ **GRADING PERIOD:** THIRD GRADING_

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: ___________	**DATE:** ___________	**DATE:** ___________	**DATE:** ___________	**DATE:** ___________
Objectives: Complete a symmetric figure with respect to a given line of symmetry	**Objectives:** Complete a symmetric figure with respect to a given line of symmetry	**Objectives:** Tessellate the plane using triangles, squares and other shapes that can tessellate	**Objectives:** Tessellate the plane using triangles, squares and other shapes that can tessellate	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Completing a Symmetric Figure	**Subject Matter:** Completing a Symmetric Figure	**Subject Matter:** Tessellating a Plane Figure	**Subject Matter:** Tessellating a Plane Figure	**WEEKLY TEST**
Reference: **LM: _60__** **LG: __318____** **CG: _____38____**	**Reference:** **LM: _60__** **LG: __318____** **CG: ___38______**	**Reference:** **LM: __63_** **LG: _322_____** **CG: __38_______**	**Reference:** **LM: _63__** **LG: __322____** **CG: __38______**	**Evaluation:** .A Sketch the other half. Identify the resulting objects. 
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** E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization **H.** Application	
Evaluation: Draw the second half of each symmetrical shape. What shape did you form? 	**Evaluation:** Draw the other half of the shape to make it symmetrical. 	**Evaluation:** Show that these shapes tessellate by tiling the "floor". We already started it for you. 	**Evaluation:** Tell whether the given design shows tessellation. Explain 	B.Choose the figure which can tessellate. Make a cut-out of that figure using a colored paper and make a design showing tessellation 
Assignment: Bring pictures.	**Assignment:** Activity 2 page 61	**Assignment:** Draw shapes on a short bondpaper. Tessellate.	**Assignment:** Activity 2 page 64	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATH **WEEK NO. _____9_____** **GRADING PERIOD: THIRD GRADING_**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	**DATE: _____**	**DATE: _____**	**DATE: _____**	**DATE: _____**
Objectives: Determine the missing term/s in a given combination of continuous and repeating pattern	**Objectives:** Determine the missing term/s in a given combination of continuous and repeating pattern	**Objectives:** Find the missing value in a number sentence involving multiplication or division of whole numbers	**Objectives:**	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: Determining the Missing Term in a Pattern	**Subject Matter:** Determining the Missing Term in a Pattern	**Subject Matter:** Finding the Missing Value in a Number Sentence	**Subject Matter:**	**WEEKLY TEST**
Reference: **LM: _67__** **LG: _326_____** **CG: ___38_____**	**Reference:** **LM: _67__** **LG: _326_____** **CG: ___38_____**	**Reference:** **LM: _72__** **LG: __330____** **CG: ____38_____**	**Reference:** **LM: ___** **LG: _____** **CG: _____**	**Evaluation:** Copy the given pattern on your paper. Fill in the missing numbers to complete the given pattern. 1) _____ , 19 , 22 , _____ , 28, 31, 34 2) 24, ____ , 34 , 39 , 44 , 49, ____ 3) 36, 33, 30, ____ , ____ , 21 , 18 4) 525, 500, ____, _____, ____, 400, 375 B. Find the missing value in each of the following number. 1) 91 ÷ 7 = ___ 2) ___ x 4 = 72 3) 36 ÷ 6 = ___ ÷ ___ 4) 5 x ___ = ___ ÷ 3 V. Solve the following problems. 1) 54 pupils were seated around 3 tables. Each table has the same number of pupils. How many pupils were at each table?
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** E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization **H.** Application	**Learning Tasks** I. Preliminary Activities 7. Drill 8. Review 9. Motivation J. Developmental Activities 7. Presentation 8. Discussion 9. Activity K. Generalization **L.** Application	
Evaluation: Activity 1 page 68 on LM	**Evaluation:** Activity 2 page 69 on LM	**Evaluation:** Show or illustrate. Then write the number sentence and solve. 1. The 24 pupils in Ms. Tan's class work in groups of 3. How many groups of 3 are in Ms. Tan's class? 2. Harry puts 3 tapes in each box. How many boxes does he need for 21 tapes?	**Evaluation:** A. Find the missing numbers. 1) 5 x 3 = ____ ÷ 3 2) 120 ÷ 10 = ____ x ____ 3) 18 x 6 = ____ x ____ 4) 25 x 4 = ____ ÷ ____ 5) 48 ÷ 6 = ____ ÷ ____ B. Write the number sentence then solve. 1) There are 18 baskets of roses. Each basket contains 12 stems of roses. How many roses are there?	
Assignment: Activity 3 page 69 on LM	**Assignment:** Activity 5 page 71 on LM	**Assignment:** Activity 2A page 73 on LM	**Assignment:** Activity 2B page 73 on LM	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATHEMATICS WEEK NO. _____1____ GRADING PERIOD: FOURTH GRADING

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____**	**Reference:** **LM: _265__** **TG: __335____** **CG: __39____**	**Reference:** **LM: _269__** **TG: ___339___** **CG: __39____**	**Reference:** **LM: _269__** **TG: ___339___** **CG: __39____**	**Evaluation:** 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
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	
Evaluation: Work Activity No. 1A Page: 265 Convert the following: 1. 600 seconds = _____minutes 2. 5 minutes=_______ seconds 3. 360 minutes=_______hours 4. 1200 seconds = _____ minutes 5. 6 hours = _______minutes	**Evaluation:** Work Activity No. 2A & 2C Page: 266	**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	**Evaluation:** Work Activity No. 3 Page: 270 Convert the following: 1. 8weeks = _______ days 2. 3 months = _______days 3. 180 days = ______months 4. 244 days = ______weeks, ___days 5. 2 years, 20 weeks = _______days	
Assignment: Work Activity No. 1B Page: 266	**Assignment:** Work Activity No. 3 Page: 267	**Assignment:** Work Activity No. 2(1-3) Page: 270	**Assignment:** Work Activity No. 2(4-5) Page: 270	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATHEMATICS **WEEK NO. _____2___** **GRADING PERIOD: _FOURTH__GRADING**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: ___________	DATE: ___________	DATE: ___________	DATE: ___________	DATE: ___________
Objectives: Solve problems involving conversion of time measure	**Objectives:** Convert common units of linear measure from larger unit to smaller unit and vice versa: meter and centimeter	**Objectives:** Convert common units of measure from larger unit to smaller unit and vice versa: kilogram to gram	**Objectives:** Convert common units of measure from larger unit to smaller unit and vice versa: liter (L) to milliliter (mL)	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: **Lesson 74 Problems involving Conversion of Time Measure**	**Subject Matter:** **Lesson 75 Converting Common Units of Linear Measure**	**Subject Matter:** **Lesson 76 Converting Common Units of Mass Measure**	**Subject Matter:** **Lesson 77 Converting Common Units of Capacity Measure**	**WEEKLY TEST**
Reference: **LM: __271_** **TG: ___343___** **CG: ___39___**	**Reference:** **LM: _275__** **TG: ___346___** **CG: __39____**	**Reference:** **LM: _278__** **TG: ___351___** **CG: __39____**	**Reference:** **LM: _282__** **TG: __354____** **CG: __39____**	**Evaluation:** A. Let them solve the problems. 1. Nestor went to the province for 3 weeks. How many days did he stay in the province? 2. Your favorite movie is 90 minutes long. How many hours long is the movie? B. Write <,>,= .. 1. 7m ____300cm+400cm 2. 600cm – 200cm _______10cm 3. 5m+6m _______20,000cm 4. 1100 cm – 900cm ____2m C. Convert gram to kilograms and vise versa 1. 19000 grams _______ kilograms 2. 32000 grams _______kilograms 3. 28 kilograms ________ grams C. Convert liters to milliliters and vise versa 1. 2500 ml = _______l 2. 5l =________ml
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	
Evaluation: Work Activity No. 1 Page: 272	**Evaluation:** Work Activity No. 1 Page: 275 Convert the Following measurement: 1. 5 m = ______cm 2. 300cm = _____m 3. 1/2 m = ______cm 4. 1/4 m = ______cm 5. 100cm = _____m	**Evaluation:** Work Activity No. 3 Page: 280	**Evaluation:** Work Activity No. 2 Page: 283	
Assignment: Work Activity No. 2 Page: 272	**Assignment:** Work Activity No. 2B Page: 276	**Assignment:** Work Activity No. 2 Page: 279	**Assignment:** Work Activity No. 3 Page: 284	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATHEMATICS **WEEK NO.** _____3____ **GRADING PERIOD:** FOURTH GRADING

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___**	**Reference:** **LM: _286__** **TG: ___358___** **CG: ___39___**	**Reference:** **LM: __290_** **TG: __361____** **CG: __39____**	**Reference:** **LM: __290_** **TG: __361____** **CG: __39____**	**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
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	
Evaluation: Work Activity No. 2 Page: 287	**Evaluation:** Work Activity No. 4 Page: 289	**Evaluation:** Work Activity No. 1 Page: 291	**Evaluation:** Work Activity No. 3 Page: 292	
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 which can be measured using square meters.	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATHEMATICS WEEK NO. _____4____ GRADING PERIOD: FOURTH GRADING

<table>
<tr><th>DAY 1</th><th>DAY 2</th><th>DAY 3</th><th>DAY 4</th><th>DAY 5</th></tr>
<tr><td>DATE: ___________</td><td>DATE: ___________</td><td>DATE: ___________</td><td>DATE: ___________</td><td>DATE: ___________</td></tr>
<tr><td>Objectives:
Derive the formula for the area of a rectangle and a square</td><td>Objectives:
Derive the formula for the area of a rectangle and a square</td><td>Objectives:
Find the area of a rectangle and square in square centimeter and square meters</td><td>Objectives:
Find the area of a rectangle and square in square centimeter and square meters</td><td>Objectives:
The pupils are expected to get 75% mastery level in the weekly tests.</td></tr>
<tr><td>Subject Matter:
Lesson 80 Area of a Rectangle and a Square</td><td>Subject Matter:
Lesson 80 Area of a Rectangle and a Square</td><td>Subject Matter:
Lesson 80 Area of a Rectangle and a Square</td><td>Subject Matter:
Lesson 80 Area of a Rectangle and a Square</td><td>WEEKLY TEST</td></tr>
<tr><td>Reference:
LM: _292__
TG: _365____
CG: ____40__</td><td>Reference:
LM: _292__
TG: _365____
CG: ____40__</td><td>Reference:
LM: _292__
TG: _365____
CG: ____40__</td><td>Reference:
LM: _292__
TG: _365____
CG: ____40__</td><td rowspan="4">Evaluation:

Work Activity No. 5
Page: 296 - 297</td></tr>
<tr><td>Learning Tasks
A. Preliminary Activities
1. Drill
2. Review
3. Motivation
B. Developmental Activities
1. Presentation
2. Discussion
3. Activity
C. Generalization
D. Application</td><td>Learning Tasks
A. Preliminary Activities
1. Drill
2. Review
3. Motivation
B. Developmental Activities
1. Presentation
2. Discussion
3. Activity
C. Generalization
D. Application</td><td>Learning Tasks
A. Preliminary Activities
1. Drill
2. Review
3. Motivation
B. Developmental Activities
1. Presentation
2. Discussion
3. Activity
C. Generalization
D. Application</td><td>Learning Tasks
A. Preliminary Activities
1. Drill
2. Review
3. Motivation
B. Developmental Activities
1. Presentation
2. Discussion
3. Activity
C. Generalization
D. Application</td></tr>
<tr><td>Evaluation:

Work Activity No. 1A
Page: 293</td><td>Evaluation:

Work Activity No. 2 (1&2)
Page: 294</td><td>Evaluation:
Group Activity
Materials: Activity sheet, tape measure, piece of cloth or Manila paper (1 m by 2 m), notebook (15 cm by 20 cm), ID card (8 cm by 12 cm)
Measure the length and the width of each object then fill in the table.
<table>
<tr><th>Object</th><th>Shape of object</th><th>Length</th><th>Width</th><th>Formula</th><th>Area</th></tr>
<tr><td>cloth</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>notebook</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>ID card</td><td></td><td></td><td></td><td></td><td></td></tr>
</table></td><td>Evaluation:
Group Activity
Materials: Activity sheet, tape measure, plastic cover (75 cm by 75 cm), part of the room (2 m by 2 m), handkerchief (42 cm by 42 cm)
<table>
<tr><th>Object</th><th>Shape of Object</th><th>Length</th><th>Width</th><th>Formula</th><th>Area</th></tr>
<tr><td>plastic cover</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>handkerchief</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>part of the room</td><td></td><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>Assignment:
Work Activity No. 1B
Page: 293</td><td>Assignment:
Work Activity No. 2 (3&4)
Page: 294</td><td>Assignment:
Work Activity No. 3
Page: 295</td><td>Assignment:
Work Activity No. 4
Page: 296</td></tr>
<tr><td>Remarks:</td><td>Remarks:</td><td>Remarks:</td><td>Remarks:</td><td>Remarks:</td></tr>
<tr><td>Mastery Level:</td><td>Mastery Level:</td><td>Mastery Level:</td><td>Mastery Level:</td><td>Mastery Level:</td></tr>
</table>

SUBJECT: MATHEMATICS **WEEK NO. _____5____** **GRADING PERIOD: FOURTH GRADING**

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 Areas of Squares and Rectangles**	**Subject Matter:** **Lesson 81 Routine and Non-Routine Problems involving Areas of Squares and Rectangles**	**Subject Matter:** **Lesson 82 Capacity of a Container using Milliliter/Liter**	**Subject Matter:** **Lesson 82 Capacity of a Container using Milliliter/Liter**	**WEEKLY TEST**
Reference: **LM: _297__** **TG: ___371___** **CG: ___40___**	**Reference:** **LM: _297__** **TG: ___371___** **CG: ___40___**	**Reference:** **LM: _304__** **TG: _375_____** **CG: __40____**	**Reference:** **LM: _304__** **TG: _375_____** **CG: __40____**	**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? 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?
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	
Evaluation: Work Activity No. 1 Page: 298	**Evaluation:** Work Activity No. 3 Page: 300	**Evaluation:** Work Activity No. 1 Page: 304	**Evaluation:** Work Activity No. 3 Page: 306	
Assignment: Work Activity No. 2 Page: 299	**Assignment:** Work Activity No. 4 Page: 301	**Assignment:** Work Activity No. 2 Page: 305	**Assignment:** Work Activity No. 4 Page: 306	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

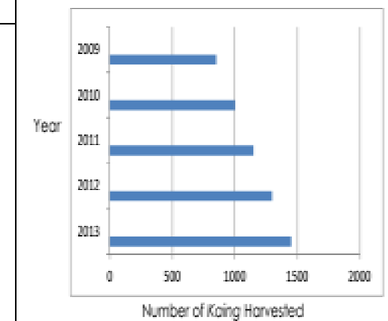
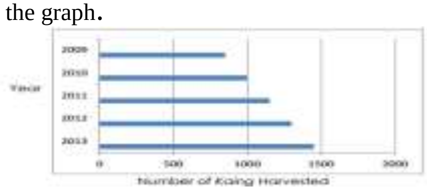
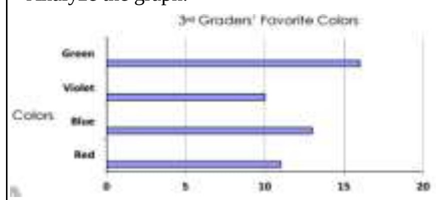
SUBJECT: MATHEMATICS **WEEK NO. _____6____** **GRADING PERIOD: FOURTH GRADING**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: ___________	**DATE: ___________**	**DATE: ___________**	**DATE: ___________**	**DATE: ___________**
Objectives: Solve routine and non-routine problems involving capacity measure	**Objectives:** Solve routine and non-routine problems involving capacity measure	**Objectives:** Solve routine and non-routine problems involving capacity measure	**Objectives:** Solve routine and non-routine problems involving capacity measure	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: **Lesson 83 Routine and Non-routine Problems involving Capacity Measure**	**Subject Matter:** **Lesson 83 Routine and Non-routine Problems involving Capacity Measure**	**Subject Matter:** **Lesson 83 Routine and Non-routine Problems involving Capacity Measure**	**Subject Matter:** **Lesson 83 Routine and Non-routine Problems involving Capacity Measure**	**WEEKLY TEST**
Reference: **LM: _309__** **TG: ___382___** **CG: ____40__**	**Reference:** **LM: _309__** **TG: ___382___** **CG: ____40__**	**Reference:** **LM: _309__** **TG: ___382___** **CG: ____40__**	**Reference:** **LM: _309__** **TG: ___382___** **CG: ____40__**	**Evaluation:** Work Activity No. 6 Page:316
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	
Evaluation: Work Activity No. 1 Page: 310	**Evaluation:** Work Activity No. 3 Page: 312	**Evaluation:** Work Activity No. 5 Page: 315	**Evaluation:** Let pupils work in triads. Provide one problem for each group. (Note: 2 or more groups may work on 1 problem.) Read the problem carefully and draw pictures to solve them. 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: Work Activity No. 2 Page: 311	**Assignment:** Work Activity No. 4 Page: 314	**Assignment:** Work Activity No. Page:	**Assignment:**	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATHEMATICS **WEEK NO.** ____7____ **GRADING PERIOD:** FOURTH GRADING

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: __________	DATE: __________	DATE: __________	DATE: __________	DATE: __________
Objectives: 1. Collect data on one variable using existing records 2. Collect and organize data in a table	**Objectives:** 1. Collect data on one variable using existing records 2. Collect and organize data in a table	**Objectives:** 1. Organize data in tabular form and present this into a vertical and horizontal and vertical graph. 2. Construct a bar graph	**Objectives:** 1. Organize data in tabular form and present this into a vertical and horizontal and vertical graph. 2. Construct a bar graph	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: **Lesson 84 Collecting Data on One Variable**	**Subject Matter:** **Lesson 84 Collecting Data on One Variable**	**Subject Matter:** **Lesson 85 Organizing and Presenting Data in Tables and Bar Graphs**	**Subject Matter:** **Lesson 85 Organizing and Presenting Data in Tables and Bar Graphs**	**WEEKLY TEST**
Reference: **LM: _317__** **TG: ___386___** **CG: __40____**	**Reference:** **LM: _317__** **TG: ___386___** **CG: __40____**	**Reference:** **LM: _321__** **TG: _392_____** **CG: ____40__**	**Reference:** **LM: _321__** **TG: _392_____** **CG: ____40__**	**Evaluation:** A. Work Activity No. 3 Page: 320 B. Work Activity No. 4 Page: 325
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	
Evaluation: Work Activity No. 1 Page: 318	**Evaluation:** Let pupils conduct an interview among their family members about their favorite food. Ask them to organize their data using a table. Create two problems based on their table.	**Evaluation:** Work Activity No. 1 Page: 322	**Evaluation:** Work Activity No. 3 Page: 324	
Assignment: Work Activity No. 2 Page: 319	**Assignment:**	**Assignment:** Work Activity No. 2 Page: 323	**Assignment:**	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATHEMATICS **WEEK NO.** _____8____ **GRADING PERIOD:** FOURTH GRADING

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: ___________	**DATE:** ___________	**DATE:** ___________	**DATE:** ___________	**DATE:** ___________
Objectives: 1. Interpret data presented in different kinds of bar graph 2. Solve routine and non- routine problems using data presented in a single bar graph 3. Draw inferences based on data presented in a single bar graph	**Objectives:** 1. Interpret data presented in different kinds of bar graph 2. Solve routine and non- routine problems using data presented in a single bar graph 3. Draw inferences based on data presented in a single bar graph	**Objectives:** 1. Interpret data presented in different kinds of bar graph 2. Solve routine and non- routine problems using data presented in a single bar graph 3. Draw inferences based on data presented in a single bar graph	**Objectives:** 1. Interpret data presented in different kinds of bar graph 2. Solve routine and non- routine problems using data presented in a single bar graph 3. Draw inferences based on data presented in a single bar graph	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: **Lesson 86 Interpreting Data in a Bar Graph**	**Subject Matter:** **Lesson 86 Interpreting Data in a Bar Graph**	**Subject Matter:** **Lesson 86 Interpreting Data in a Bar Graph**	**Subject Matter:** **Lesson 86 Interpreting Data in a Bar Graph**	**WEEKLY TEST**
Reference: **LM: _326__** **TG: __401____** **CG: ____41__**	**Reference:** **LM: _326__** **TG: __401____** **CG: ____41__**	**Reference:** **LM: _326__** **TG: __401____** **CG: ____41__**	**Reference:** **LM: _326__** **TG: __401____** **CG: ____41__**	**Evaluation:** Study the graph and answer the following questions.  1) How many kaingof lanzoneswere harvested in 2011? 2) How many more kaing of lanzones were harvested in 2010 than 2011? 3) In which year was the greatest harvest? 4) What was the difference between the harvest in 2009- 2013? 5) In 2016, do you think the harvest of Mang Jose will be increasing or decreasing? Why? 6) If it is increasing, by how many will be the increase? If decreasing, it will decrease by how many? 7) What do you think are the factors that might affect the increase or decrease of the harvest? Explain your answer.
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	
Evaluation: Show the graph below to the pupils. Ask questions to help pupils analyze and interpret the graph. 	**Evaluation:** Analyze the graph.  	**Evaluation:** Analyze the graph.  	**Evaluation:** Work Activity No. Page:	
Assignment: Work Activity No. Page:	**Assignment:** Work Activity No. Page:	**Assignment:** Work Activity No. Page:	**Assignment:** Work Activity No. Page:	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATHEMATICS **WEEK NO. _____9____** **GRADING PERIOD: _FOURTH _GRADING**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: ___________	**DATE: ___________**	**DATE: ___________**	**DATE: ___________**	**DATE: ___________**
Objectives: 1. Interpret data presented in different kinds of bar graph 2. Solve routine and non- routine problems using data presented in a single bar graph 3. Draw inferences based on data presented in a single bar graph	**Objectives:** 1. Interpret data presented in different kinds of bar graph 2. Solve routine and non- routine problems using data presented in a single bar graph 3. Draw inferences based on data presented in a single bar graph	**Objectives:** 1. Interpret data presented in different kinds of bar graph 2. Solve routine and non- routine problems using data presented in a single bar graph 3. Draw inferences based on data presented in a single bar graph	**Objectives:** 1. Interpret data presented in different kinds of bar graph 2. Solve routine and non- routine problems using data presented in a single bar graph 3. Draw inferences based on data presented in a single bar graph	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: **Lesson 86 Interpreting Data in a Bar Graph**	**Subject Matter:** **Lesson 86 Interpreting Data in a Bar Graph**	**Subject Matter:** **Lesson 86 Interpreting Data in a Bar Graph**	**Subject Matter:** **Lesson 86 Interpreting Data in a Bar Graph**	**WEEKLY TEST**
Reference: **LM: _326__** **TG: __401____** **CG: ____41__**	**Reference:** **LM: _326__** **TG: __401____** **CG: ____41__**	**Reference:** **LM: _326__** **TG: __401____** **CG: ____41__**	**Reference:** **LM: _326__** **TG: __401____** **CG: ____41__**	**Evaluation:** Work Activity No. 6 Page: 336-337
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	
Evaluation: Work Activity No. 1 Page: 327	**Evaluation:** Work Activity No. 2 Page: 329	**Evaluation:** Work Activity No. 3 Page: 331	**Evaluation:** Work Activity No. 4 Page: 333	
Assignment: Work Activity No. Page:	**Assignment:** Work Activity No. Page:	**Assignment:** Work Activity No. Page:	**Assignment:** Work Activity No. 5 Page: 334	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**

SUBJECT: MATHEMATICS WEEK NO. _____10___ GRADING PERIOD: FOURTH GRADING

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: ___________	DATE: ___________	DATE: ___________	DATE: ___________	DATE: ___________
Objectives: 1. Tell whether an event is sure, likely, equally likely, unlikely, and impossible to happen 2. Describe events in real-life situations using the phrases "sure to happen," likely to happen", "equally likely to happen", "unlikely to happen", and "impossible to happen"	**Objectives:** 1. Tell whether an event is sure, likely, equally likely, unlikely, and impossible to happen 2. Describe events in real-life situations using the phrases "sure to happen," likely to happen", "equally likely to happen", "unlikely to happen", and "impossible to happen"	**Objectives:** 1. Tell whether an event is sure, likely, equally likely, unlikely, and impossible to happen 2. Describe events in real-life situations using the phrases "sure to happen," likely to happen", "equally likely to happen", "unlikely to happen", and "impossible to happen"	**Objectives:** 1. Tell whether an event is sure, likely, equally likely, unlikely, and impossible to happen 2. Describe events in real-life situations using the phrases "sure to happen," likely to happen", "equally likely to happen", "unlikely to happen", and "impossible to happen"	**Objectives:** The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter: **Lesson 87 Likelihood of an Event**	**Subject Matter:** **Lesson 87 Likelihood of an Event**	**Subject Matter:** **Lesson 87 Likelihood of an Event**	**Subject Matter:** **Lesson 87 Likelihood of an Event**	**WEEKLY TEST**
Reference: **LM: __338_** **TG: __408____** **CG: __41____**	**Reference:** **LM: __338_** **TG: __408____** **CG: __41____**	**Reference:** **LM: __338_** **TG: __408____** **CG: __41____**	**Reference:** **LM: __338_** **TG: __408____** **CG: __41____**	**Evaluation:** Work Activity No. 7 Page: 350
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	
Evaluation: Work Activity No. 1 Page: 339	**Evaluation:** Work Activity No. 2 Page: 340	**Evaluation:** Work Activity No. 3 Page: 343	**Evaluation:** Work Activity No. 4 Page: 345	
Assignment: Work Activity No. Page:	**Assignment:** Work Activity No. Page:	**Assignment:** Work Activity No. 5 Page: 348	**Assignment:** Work Activity No. 6 Page: 349	
Remarks:	**Remarks:**	**Remarks:**	**Remarks:**	**Remarks:**
Mastery Level:	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**	**Mastery Level:**