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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **IV** |
| **Teacher:** |  | **Learning Area:** | **MATHEMATICS** |
| **Teaching Dates and Time:** | **MARCH 2 – MARCH 6, 2020 (WEEK 7)** | **Quarter:** | **4th QUARTER** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |

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| 1. **OBJECTIVES** |  | | |
| 1. Content Standards | The learner demonstrates understanding of the concepts of bar graphs and simple experiments | | |
| 1. Performance Standards | The learner is able to create and interpret simple representations of data (tables and bar graphs) and describes outcomes in simple experiments | | |
| 1. Learning Competencies/ Objectives   *( Write the LCcode for each)* | 77. collects data on two variables using any source  **M4SP-IVg-1.4**  78. organizes data in tabular form and presents them in a single/double horizontal or vertical graph.  **M4SP-IVg-2.4**  79. interprets data presented in different kinds of bar graphs ( vertical/horizontal, single/double bars  **M4SP-IVg-3.4** | | |
| 1. **CONTENT**   *( Subject Matter)* | Pre-Test (Graphs) | Lesson 74: Interpreting Data Presented in Single Vertical and Horizontal Graph | Lesson 75:Constructing Single Vertical and Horizontal Bar Graphs |
| 1. **LEARNING RESOURCES** 2. References |  |  |  |
| 1. Teacher’s Guide pages | 316-318 | 319-325 | 325-330 |
| 1. Learner’s Material pages |  | 246-249 | 250-252 |
| 1. Textbook pages |  |  |  |
| 1. Additional Materials from Learning Resource LR portal |  |  |  |
| 1. Other Learning Resources |  | Activity sheets, pictures of single horizontal and vertical graphs | Activity cards, sample of vertical and horizontal bar graphs |
| 1. **PROCEDURE** |  |  |  |
| 1. Reviewing previous Lesson or presenting new lesson |  | Have a drill on skip counting by 2’s, 5’s and 10’s.  Have a review on interpreting data presented in a pictograph. | Have a drill on arranging numbers from least to greatest.  Conduct a review on interpreting data presented in single vertical and horizontal bar graphs. |
| 1. Establishing a purpose for the lesson |  | Show the single vertical bar graph and horizontal bar graph (TG p. 320). Talk about the graphs. | Show samples of constructed single vertical and horizontal bar graphs.  Ask pupils to observe the sample bar graphs. Talk about them. |
| 1. Presenting examples/ instances of the new lesson. |  | Present a vertical and horizontal graph with parts. Let the pupils interpret the data. (TG p. 321) | Present the table with data on TG p. 327.  Discuss the graphs given. |
| 1. Discussing new concepts and practicing new skills.*#1* |  | Group the pupils into four. Give activity sheets involving vertical bar graph and horizontal bar graph to each group for interpretation. | Group the pupils into four. Distribute task cards with data table to be presented in a graph by each group. Display their outputs. |

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| 1. Discussing new concepts and practicing new skills *#2.* |  | Each group will discuss its interpretation of the data of each vertical and horizontal bar graph guided by the teacher. | After all the groups have presented, discuss with them thee steps to be followed in constructing a single vertical graph and a single horizontal graph. |
| 1. *Developing Mastery*   *(Lead to Formative Assessment 3)* |  | Discuss Explore and Discover on LM p. 246-247.  Interpret the data on the vertical bar graph and horizontal bar graph on TG p. 323. | Discuss Explore and Discover on lm p. 250.  Ask the pupils to think how they can construct a single vertical and horizontal bar graphs. (TG p. 329) |
| 1. *Finding practical application of concepts and skills in daily living* |  | Work on items under Get Moving and for more practice, answer Keep Moving on p. 247-248.  Check the pupils’ answers. | Ask pupils to work on items under Get Moving and Keep Moving on LM p. 251. |
| 1. *Making Generalizations and Abstraction about the Lesson.* |  | Guide the pupils in giving the generalization (TG p. 323)  Let the pupils do Apply Your Skills on LM p. 249. | Guide the pupils in giving the generalization (TG p. 329)  Work on items under Apply Your Skills on LM p. 252. |
| 1. *Evaluating Learning* |  | Do Assessment on TG p. 324. | Answer Assessment on TG p. 329. |
| 1. Additional Activities for Application or Remediation |  | Do Home Activity on TG p. 324-325. | Answer Home Activity on TG p. 330.  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more |

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| **V.REMARKS** |  |  |  |  |  |
| **VI.REFLECTION** |  |  |  |  |  |
| No. of learners who earned 80% in the evaluation | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above |
| No. of learners who require additional activities for remediation who scored below 80% | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lessons work? No. of learners who have caught up with the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson |
| No. of learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation |
| Which of my teaching strategies worked well? Why did these work? | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Power Point Presentation  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion  \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Power Point Presentation  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion  \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Power Point Presentation  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion  \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Power Point Presentation  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion  \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Power Point Presentation  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion  \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks |
| What difficulties did I encounter which my principal or supervisor can help me solve? | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils |
| What innovation or localized materials did I use/discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_Pictures | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_Pictures | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_Pictures | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_Pictures | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_Pictures |