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| Description: DEPED-NEW_e78wysqt **GRADES 1 to 12** **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **IV** |
| **Teacher:** | **File created by Sir BIENVINIDO C. CRUZ JR** | **Learning Area:** | **MATHEMATICS** |
| **Teaching Dates and Time:** | **MARCH 9 – 13, 2020 (WEEK 8)** | **Quarter:** | **4th QUARTER** |

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

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| 1. **OBJECTIVES**
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| 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)* | Lesson 76: Interpreting Data Presented in Double Vertical and Double Horizontal bar Graphs | Lesson 77: Constructing Double Vertical and Double Horizontal Bar Graphs | Weekly Test (Horizontal and Vertical Bar Graphs) |
| 1. **LEARNING RESOURCES**
2. References
 |  |  |  |
| 1. Teacher’s Guide pages
 | 330-336 | 336-341 |  |
| 1. Learner’s Material pages
 | 253-256 | 257-259 |  |
| 1. Textbook pages
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| 1. Additional Materials from Learning Resource LR portal
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| 1. Other Learning Resources
 | Activity cards, pictures of double bar graphs | Activity cards, sample double horizontal and vertical bar graphs. |  |
| 1. **PROCEDURE**
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| 1. Reviewing previous Lesson or presenting new lesson
 | Conduct a review on interpreting data in a single vertical and horizontal bar graph. | Conduct a review on constructing single vertical and horizontal bar graphs (TG p. 337) |  |
| 1. Establishing a purpose for the lesson
 | Show a double horizontal bar graph and a double vertical bar graph. Introduce the term double horizontal and double vertical bar graphs. | Show sample of double vertical and horizontal bar graphs. Give the pupils time to think in interpreting the graphs. |  |
| 1. Presenting examples/ instances of the new lesson.
 | Present a double vertical and double horizontal bar graph with parts and let the pupils interpret. Talk about their interpretation ( TG p. 332) | Present the table with data and the constructed double vertical and double horizontal bar graphs. Talk about the graphs. |  |
| 1. Discussing new concepts and practicing new skills.*#1*
 | Group the pupils into four. Ask the pupils to work on the activities cooperatively. Display their outputs on the board.  | Group the pupils into four. Distribute the task cards to each group. Give them time to work on the activity. |  |

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| 1. Discussing new concepts and practicing new skills *#2.*
 | After the groups have presented, discuss with the pupils how to interpret data in a double bar graph. | After all the groups have presented their answers to the task given, discuss with them the steps to be followed in constructing a double vertical and a double horizontal bar graphs. |  |
| 1. *Developing Mastery*

*(Lead to Formative Assessment 3)* | Discuss Explore and Discover on LM p. 253. Give the activities on TG p. 334. | Discuss Explore and Discover on LM p. 257.Give the activities given on TG p. 340. |  |
| 1. *Finding practical application of concepts and skills in daily living*
 | Ask the pupils to work on items under Get Moving and the activity under Keep Moving on LM p. 254-255. | Work on the activities under Get Moving and Keep Moving on LM p. 258. Check the pupils’ answers. |  |
| 1. *Making Generalizations and Abstraction about the Lesson.*
 | Guide the pupils in giving the generalization. ( A double bar graph includes 2 axes with labels, title and scale.)Let the pupils do Apply Your Skills on LM p. 256. | Guide the pupils to give the generalization by asking questions. (TG p. 340)Work on the activity under Apply Your Skills on LM p. 259. |  |
| 1. *Evaluating Learning*
 | Do Assessment on TG p. 335. | Answer Assessment on TG p. 341. | Check on the pupils’ answers. |
| 1. Additional Activities for Application or Remediation
 | Do Home Activity on TG p. 335. | Answer Home Activity on TG p. 341.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’sCooperation 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’sCooperation 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’sCooperation 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’sCooperation 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 |