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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** | |  |  | |  |  |  | |
| 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 |  | | |  | | | |  |
| 1. Additional Materials from Learning Resource LR portal |  | | |  | | | |  |
| 1. Other Learning Resources | Activity cards, pictures of double bar graphs | | | Activity cards, sample double horizontal and vertical bar graphs. | | | |  |
| 1. **PROCEDURE** |  | | |  | | | |  |
| 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’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 |