

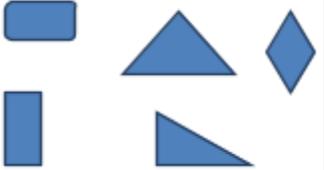
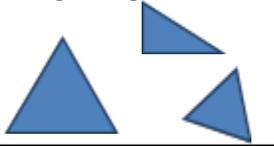


**GRADES 1 to 12
DAILY LESSON LOG**

School:	DepEdClub.com	Grade Level:	IV
Teacher:		Learning Area:	MATHEMATICS
Teaching Dates and Time:	FEBRUARY 5 – 9, 2024 (WEEK 2)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. OBJECTIVES	Demonstrates understanding of the concepts of parallel and perpendicular lines, angles, triangles and quadrilaterals				
A. Content Standards					
B. Performance Objective	Construct and describe parallel and perpendicular lines, angles, triangles and quadrilaterals in designs, drawings and models				
C. Learning Competencies/ Objectives (Write the LC code for each)	Describes the attributes/ Properties of triangles and quadrilaterals using concrete objects or models M4GE-IIIb-15	Describes the attributes/ Properties of triangles and quadrilaterals using concrete objects or models M4GE-IIIb-15	Identifies and describes triangles according to sides and angles M4GE-IIIb-15	Identifies and describes triangles according to sides and angles M4GE-IIIb-15	Summative Test/ Weekly Test
CONTENT (Subject Matter)	Describing Triangles and Quadrilaterals	Describing Triangles and Quadrilaterals	Identifying and Describing Triangles	Identifying and Describing Triangles	
II. LEARNING RESOURCES					
A. References					
1. Teachers Guide pages	211 – 213	211 – 213	213 – 216	213 – 216	
2. Learners Material Pages	160 – 161	160 – 161	162 – 163	162 – 163	
B. Other Learning Resources	Flashcards and drawings of the different kinds of lines and angles and their definitions, line segments, geoboard	Flashcards and drawings of the different kinds of lines and angles and their definitions, line segments, geoboard	Recycled cardboards, recycled cloth, picture and cutouts of different triangular objects, Philippine flag	Recycled cardboards, recycled cloth, picture and cutouts of different triangular objects	
III. PROCEDURES					
A. Reviewing past lesson or Presenting the new lesson	Group pupils into six teams. Provide each group with the definition of the different kinds of lines and angles. Flash the cards with drawings one at a time and let pupils post the meaning on the board.	Who am I? -I am a closed figure made up of several line segments. -I am a three-sided polygon. -I am a four-sided polygon	Drill: “Feeling Quiz Bee” (Kinds of lines and angles) Review: Let pupils recall the relationship of a quadrilateral and a triangle. Let them give the description of each.	Divide the class into 4. Show cutouts of different triangles. Instruct pupils what kinds of triangles are they by writing their answers on the metacards.	
B. Establishing a purpose of the new lesson	Let them look around. Ask what shapes they can see. Elicit the idea that everything around us has shapes.	Group pupils into four. Distribute geoboards/ graphing paper. Tell them to form a triangle or a quadrilateral. Let them say something about their output.	Show the Philippine flag. Ask: What can you see in the flag? What plane figures can you see? Ask the different ways of showing respect to the flag. Elicit the value of patriotism.	Process the activity by asking questions.	

<p>C. Presenting Examples/ instances of the new lesson</p>	<p>Present this problem. The Math class of Mr. Reposas draws two kinds of polygons. Two girls showed their drawings. Dioleta drew a 3-sided polygon, while Lolita had a 4-sided polygon.</p>	<p>Let pupils answer Get Moving on LM p, 159</p>	<p>Present this situation to the class. Miss Fina assigned some of her pupils to bring different objects with the shape of a triangle. Benilda brought a picture of a house, Grace showed the picture of a traffic sign and Jocelyn prepared a triangular flaglet. Let pupils analyze the problem by asking questions</p>	<p>Let pupils answer Get Moving on LM p, 163.</p>
<p>D. Discussing new concepts and practicing new skills no.1.</p>	<p>Show the drawings made by the two girls. Ask: What do you call the first drawing? How about the second one?</p>	<p>Let pupils answer Keep Moving on LM p, 161</p>	<p>Show the pictures of the different objects mentioned. Ask: Observe the different triangular objects? How will you describe the different triangular objects?</p>	<p>Let pupils answer Keep Moving on LM p, 163.</p>
<p>E. Discussing new concepts and practicing new skills no.2</p>	<p>What is a polygon? (A polygon is a closed figure made up of several line segments that are joined together? What do you call a 3-sided polygon? What about a 4-sided polygon?</p>	<p>Give a game on identifying triangles and quadrilaterals.</p>	<p>Let pupils do the Performing the Activities on TG p. 214.</p>	<p>Let pupils do Apply Your Skills on LM p, 163</p>
<p><i>F. Developing Mastery (Leads to Formative Assessment 3.)</i></p>	<p>Paste cut outs of triangles and Quadrilaterals. Let pupils group them according to number of sides and let them give the name of each group.</p>	<p>Group pupils into 6. Let them form a quadrilateral if their answer to the question is yes and form a triangle if their answer is no. -Do all quadrilaterals have four sides and angles? -Do all quadrilaterals can be divided into 2 triangles? -Is any 3-sided polygon a triangle? -Is any 4-sided polygon a quadrilateral?</p>	<p>Do the Processing the Activity on TG p. 215</p>	<p>Name Game. Let pupils name objects that have triangular shapes. Let them defend why they are isosceles, right, etc. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</p>
<p><i>G. Finding practical application of concepts and skills in daily living</i></p>	<p>Allow pupils to name objects that have a triangle and a quadrilateral shapes.</p>	<p>Let pupils do Apply Your Skills on LM p, 161</p>	<p>Give cutouts of different triangles. Let them identify what kind of angles are they. They can use ruler or protractor.</p>	<p>Matching game. Call volunteers. One will hold the strips with descriptions of triangles and the other one with the illustration. At the signal, let them match each other.</p>

H. <i>Making Generalization and abstraction about the lesson</i>	What is a polygon? Describe a triangle and a quadrilateral.	Ask these questions to lead pupils give the following generalizations: What is a triangle? What is a Quadrilateral?	What are the different triangles according to sides? According to angles?	How are triangles classified?	
I. <i>Evaluating learning</i>	Identify if the illustrations below are triangles or quadrilaterals. 	Draw a triangle if the object mentioned represents a triangle. Draw a quadrilateral if it is not. 1. Abe is reading a book. 2. Ian is using a tripod in doing his experiment. 3. Amado is opening the door. 4. Gani is holding an ice cream cone. 5. Rafael is writing on the chalkboard.	A. Identify the triangles according to sides.  B. Identify the triangles according to angles. 	Name the triangle described in each item. 1. It is a triangle which has the right angle. 2. It is a triangle which has an obtuse angle. 3. It is a triangle which has 3 acute angles. 4. It is a triangle which has 2 equal sides. 5. It is a triangle which has no equal sides.	
J. Additional activities for application and remediation	Draw 3 different triangles and 3 different quadrilaterals	Give the Home Activity on TG p. 213.	Cutouts examples of triangles according to sides and angles.	Give the Home Activity on TG p. 216.	
IV. REMARKS					
V. REFLECTION					
A. No. of learner who earned 80%					
B .No. of learner who scored below 80% (needs remediation)					
C. No. of learners who have caught up with the lesson					
D. No of learner who continue to require remediation					
E. Which of my teaching strategies work well? Why?	<hr/> <hr/>				
F. What difficulties did I encounter which my principal /supervisor can help me solve?	<hr/> <hr/>				
G. What innovation or localized materials did I use/discover which I wish to share w/other teacher?	<hr/> <hr/>				