Grade 3 Term 2, Week 9 LESSON PLAN — Explicit Teaching	
Name of Lesson	Organizing, Presenting, and Interpreting Data in Tables and Bar Graphs
Learning Area/s	Mathematics

Designed by Teacher/s	Teaching Hub
Designed for which G	3

radeLevelandSection						
No.ofSessions	**Session1**	**Session2**	**Session3**	**Session4**	**Session5**	
Ref	• Dep Ed Gra					

erences (books, websites, toolkits, etc.)	de 3 Mathematics Learners Material (LM) - Quarter 4, Unit 4. • DepEd Teacher's Guide (TG) for Grade 3 Mathematics. • MATATAG

	Curriculum Guide for Mathematics (Grade 3). • Learning Activity Sheets (LAS) on Statistics and Probability (Region/Division loca

	lized). • Graphing paper, rulers, and colored markers.
Declaration of AI use Cite	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with

how AI was used in the formulation of the lesson plan. See DO 3,	the MELCs. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.

2026 Annex A.	
Intentions.	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons

	connect with and are relevant to them.
Learning Competency: Write the competency	MATHEMATICS: Present data in tables and single bar graphs (horizontal and vertical) Interpret data in tables and single bar graphs (horizontal and vertical)

/iesfromthecurriculumthatwearetargeting,andtheconte

ntorperformancestandardsapplicabletothesession.	

Le	Or	In	Co	Pr	In

arningObjectives: Writethesmallerknowledge,skiorganizeradataintoasystematicstableusinginterpretandanalyzedatapresentedintableinstructassingleverticalbargraphbyidentifysentdatainahorizontalbargraphformatuinterpretandcompareinformationfromboth

lls, or tasks from the competency that the learners will work

gtalliesandnumericalcounts.

stoanswerspecificquestions.

ifyinganddrawingallitssessentialparts.

singappropriatescalesandlabels.

erticalandhorizontalbargraphstosolvep

onandbeabletoshowbythee ndofthesessions.						roblems.
LearnerC	Grade 3 learners are transitionally developing their literacy and numeracy					

ontext: Write your observations of your learners, and ho	skills. Most can read simple sentences and perform basic addition and subtraction. They are familiar with counting objects but require structured guidance to transition from raw counts to formal data representations like tables and graphs. This lesson uses familiar objects (fruits, toys, pets) to make data gathering relatable.

wtheyhavebeenperformingorrespondingtolearningexperi

encesrecently. Includestrengths, interests, andpossibl

ebarrierstolearning.	
LearningExperience.	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners

	gain knowledge, skills, or understanding in a purposeful way.
Pre-Lesson: Describe how you will help the	Prepare a tally chart to analyze man Flash cards showing various groups Large-scale blank graph template Gather colored markers and rulers Print activity sheets with pr

learnersgetreadyfortheleson.

ilapapershowingstudentattendanceforth

sofobjects(e.g.,5apples,3oranges)forq

ontheboard(XandYaxesreadyl).

forstudentactivities.

e-drawntableoutlinesandgraphgrids.

Flow: Describe the a	**Review (5 minute**	**Review (5 minute**	**Review (5 minute**	**Review (5 minute**	**Review (5 minute**
	past three days.	quick counting exercises.			

ctivitiesthatyoucanimplementinlormoresessionstomeet

s): Theteacherflashesacardswiththegroupsof

s): Recallpartsofatableforom Sessionl.Te

s): Reviewreadingtableddata.Ask:'Canwes

s): Quickquiz:Showagraphandask:'Isthis

s): Comparison.Showoneverticalandoneho

thelearningobjectives.ApplytheLearningDesignPrincip
objects(e.g.,8stars,4hearts).Learners
achershowsatableof'DailySnacks'andask
howdatausingpicturesorbarsinsteadofju
verticalorhorizontal?'(Useavertical on
rizontalgraphofthesamedata.Ask:'Dothe

les...

countandcalloutthenumbers.Teacherasks

s:'Whichsnackisthemostpopular?'Studen

stnumbers?'Introducetheconceptofabarg

e).AskwhatwouldhappeniftweturneditsideyshowthesameinformationI('Yes).'Whati

	:'How can we write these numbers so they are easy to read?'	text explain how they found the answer. **Motiv**	raph. **Motivation/Engagement (5 minutes)**	ways. **Motivation/Engagement (5 minutes)**	s different? ' (The direction of the bars).

	a story read later? (Target: Tally mark sorl	**ation/Engagement (5minutes):** 'Spot the Di	**:** 'Building Towers.' Teacher starts LEGO bl	**:** 'Race Track.' Show a picture of cars at diff	**Motivation/Engagement (5minutes):** 'The D

	ists). **Motivation/Engagement (5 minutes**	ffer ence. 'Show two tables so the same data:	ocks of different colors (5 red, 2 blue). Ask	ercent positions on a horizontal racetrack.	ataChallenge. 'Teacher asks: 'If I want to ok

	): 'The Fruit Stand Mystery.' Teacher shows	one with clear labels and one without. Ask: '	: 'Which tower is taller?' Explain that the	Explain that a **Horizontal Bar Graph** looks li	now who is the tallest in class, which graph i

	amessylistofruitsboughtbyacustomer:'	Whichoneiseasiertounderstandandwhy?'	eightshowstheamount—thisisthesecretof	kearacewherethebarsgrowfromleftttoright	sbetter?'Discussshowbothworkwell,butve

	Mango, Apple, Mango, Banana, Apple, Mango.	**Lesson Presentation (5 minutes): Focus on I**	abargraph. **Lesson Presentation (5 minute**	t. **Lesson Presentation (5 minutes): P**arts	rticalmightlookliketheightchart. **Less**

	'Ask: 'Quickly, how many Mangoes were there	**nterpreting**. Defining interpreting as 'read	**s): Part** of a **Vertical Bar Graph**: Title, Ver	of a Horizontal Bar Graph. Note the different	**on Presentation (5 minutes): D**eep dive into

	?' Discuss why the message is shared to use.	ing the story the data tells us.' Key terms: M	tical Axis (Y-axis for numbers/scale), Hor	ce: Numbers/Scale arenow on the Horizontal	**Interpretation**. Review 'Difference' (Sub

	Lesson Presentation (5 minutes): Introduc	or equal to, Less than, Greatest, Least, and To	izontal Axis (X-axis for labels), and Bars.	Axis (bottom), and Labels are on the Vertica	traction) and 'Combined' (Addition) quest

	the **Table**. Define it as a way to organized at	tal. **IDO—Teacher Modeling (7 minutes):** Te	Explain that bar sg o' up' in a vertical grap	l Axis (left side). **IDO—Teacher Modeling (**	ions using graphs. Discuss why graphs are ea

	using rows and columns. Show a complete table	a cheruse sat table 'Books Read' (Monday: 5, T	h. **IDO—Teacher Modeling (7 minutes):** Teac	**7 minutes):** Teacher models 'Vegetables Har	sier to read than lists. **IDO—Teacher Model**

	with parts: Title, CategoryName, Tallies,	uesday: 8, Wednesday: 3). Think-aloud: 'To	herdraw saverticalbargraphfor' Favoritе	vested' (Eggplant: 6, Okra: 9). Step-by-st	**ing (7minutes): U**singahorizontalgraph' S

	andTotalCount. **IDO—TeacherModeling(7m**	findthedaywiththemostbooks, Ilookatthe	IceCream'(Vanilla:4,Chocco:7).Think-all	ep:DrawtheL-shape.Labells(Eggplant,Okr	avings'(Ana:P10,Bob:P15).Modelsolving

	inutes): Teachermodelscreatingatablefo	largestnumber(8),whichisTuesday.Tofin	oud:'Step1:DrawtheL-shape.Step2:Write	a)goonthelefft.Numbersgoonthebottom.Dr	:'Howmuchmoreid Bobsavethan Ana?'15-10

	r'ColorsofBalloons'(Red:5,Blue:3,Gree	dthetotal,Iadd5+8+3.'**WEDO—GuidedPrac**	numbers0-10onthesideStep3:Drawbarsfo	awbarsgrowingsidewaysWEDO—GuidedPra	=5.Thinkaloudthesubtractionprocessus

	n:2).Step1:WriteTitle.Step2:Draw3colu	**tice(7minutes):** Useatableofˈ Attendance	rVanillaupto4.ˈPointoutacommonmistake	**ctice(7minutes):** WorktogetheronˈHobbie	ingthebarends. **WEDO—GuidedPractice(7m**

	mns(Color, Tally, Number).Step3:Fillinr	perGrade'(G1:20, G2:18, G3:22).Askquest	:forgettingtostartat0. **WEDO—GuidedPra**	s'(Reading:4, Sports:8).Studentshelppl	**inutes):** Teacherdisplaysaverticalgraph

	owswhilethinkingaloud:'Isee5red,soIdr	ions:'Whichgradehasthelleast?''Howmany	**ctice(7minutes):**Classshelpsdrawagraphf	acethescale(0,2,4,6,8)onthebottomaxis	'FavoriteSubject'(Math:12,English:8,S

	aw4tallies and a diagonal line for the fifth	more area in G3 than G2? 'Solve on board together	or 'Way to School' (Walk:10, Jeep:5). Stud	and draw the horizontal bars. **YOUDO—Indep**	cience:10). Ask: 'Which subject has 2 more res

	.' **WEDO—GuidedPractice(7minutes):** Clas	er. **YOUDO—Independent Practice(6minute**	entscomeuptolabelthearxesandindicatewh	**endentPractice(6minutes):** Studentsconv	tudentsthanEnglish?'(Science).Workthr	

	shelp sorganize 'Favorite Pets' data (Dog:	**s): S**tudent slook atatable 'Rainy Days in 3M	erethe barrs shoulds top. **YOUDO—Independe**	ertasmall tableof 'Fruit Juice Sold' (Oran	ough thecom parisons teps. **YOUDO—Indepen**

	6, Cat: 4, Bird: 2). Teacher draws the frame,	onths' (June: 10, July: 15, Aug: 12) and answ	**ntPractice (6minutes): I**ndividual task: U	ge: 5, Pineapple: 3) into a horizontal bar gr	**dentPractice (6minutes): S**tudents receiv

	students dictate the tallies and numbers. T
	er 3 questions: 1. Which month had the most? 2
	singapprovided grid, drawvertical bargra
	aphontheirworksheets. **Differentiated A**
	eaworksheetwithtwodifferentgraphs(one

	eacherasks:'WhyisthetotalcolumnimportantforaTotalrainydays?3.Whichmonthhad12?**Di**	.Totalrainydays?3.Whichmonthhad12?**Di**	phfor'Coinsinmy Pocket'(1-peso:3,5-pes	**ctivity1(4minutes):**'HorizontalAligner	H,oneV).Theymustanswer4comparisonques

	ant?' (Tocheckifwecountedeveryone). **YO**	**fferentiatedActivity1(4minutes):** 'Visu	o:5,10-peso:2). **Differentiated Activit**	s.'Groupplusespopsicklesticksladhorizo	tionslike'Whichhasthemost?'and'Whatis

	UDO—Independent Practice (6 minutes): Each group will help answer the 'Group Math Questions (e.g. Helpers.' **y 1 (4 minutes):** 'Graph Builders.' 'Group plus ntally on a desktop representation data. Target: Of the total of both graphs?'				**Differentiated**

	learnerreceivesasmallstrippofpaperwit	.,'Most?')topicturesoftheheightestnumbe	escolloredstrippsofpaperto gluetoagrid	rientationawarenes s. **Differentiated Ac**	**Activity1(4minutes):**'ColorCodes.'Grou

	hrawdata: 'Toys: Car, Doll, Car, Car, Block	rinatable. Target: Vocabulary association	torepresentdata. Target: Structuralunde	**tivity2 (4minutes): '** GraphTranslators.'	plcolorsthelongestbarredandshortestba

	, Doll. 'Task: Draw a simple table with 3 cate	n. **Differentiated Activity 2 (4 minutes):**	rstanding of bars. **Differentiated Activi**	Group 2 takes a vertical graph and draws it	rblue in three different graphs. Target: Ra

	gories(Car,Doll,Block)andfillitcorrec	'DataReporters.'Group2writesonesenten	**ty2(4minutes):**'LabelMasters.'Group2is	ashorizontalgraph.Target:Flexibleethi	pididentification.**DifferentiatedActi**

	tly. **DifferentiatedActivity1(4minutes**	cesummarizingthetable,e.g.,'Julyhadth	givenagraphwithbarsbutnolabels;theymu	nking. **DifferentiatedActivity3(3minut**	**vity2(4minutes):**'GraphStorytellers.'G

	): 'TableSorters'(Kinesthetic).Groupls	emostrain.'Target:Literacyintegratio	stadd theTitleandAxislabelscorrectly.T	es): 'CaptionWriters.'Group3writtesa2-s	roup2actsoutashortdialoguebasedonthesg

	ortsphysicalcut-outsoffruitsintoalarg
	n. **DifferentiatedActivity3(3minutes):**
	arget:Identifyingraphparts. **Differen**
	entencedescriptionofwhatahorizontalgr
	raphdata(e.g.,'Ihave5apples,andyouhav

	etablegridonthefloor.Targetaccuracyi	'ErrorFinderss.'Group3identifiessawrong	**tiatedActivity3(3minutes):**'ScaleChoos	aphshows.Target:Literacy/Summarizatio	e3!').Target:Social-emotional/Literac

	nsortingandcounting. **DifferentiatedAc**	statementaboutatable(e.g.,'Thetablesa	ers.'Group3determinesifascaleof1,2,or	n. **Generalization(2minutes):**'Inahoriz	y. **DifferentiatedActivity3(3minutes):**

	tivity2(4minutes): 'TheStoryWeaver'(Li	ys5,butthesentencesays10').Target:Cri	5isbestforadataasetwhereitheenumbersare1	ontalbargraph,wheredothebarsstart?'(T	'ProblemMakers.'Group3writesone'Howma

	teracy). Group2readsa3-sentencestoryab	tical analysis. **Generalization (2minute**	0, 20, 30. Target: Numeracy (scaling). **Gen**	hefts ide). 'Where is the scale?' (The bot	nymore' questionforthe irseatmatebasedo

	outagardenandextractsnumberstofillapr	**s):** 'Whatwordsdowelookforortofindthebiggs	**eralization(2minutes):** 'Whichaxisshows	tom). **Assessment(2minutes):** Directions	napprovidedgraph. Target: Peertutoring/S	

	e-printedtable.Target:Readingcomprehe	estnumber?'(Most,Greatest).'Whatoperaa	thenumbersinaverticalbargraph?'(Theve	:Choosethecorrectanswersfor5MCQsab	ynthesis. **Generalization(2minutes):'**W

nsionanddataextraction. **Differentiate**
tiondowusefortheto tal?'(Addition).
rticalaxis).'Wheredoesthetitlego?'(At
outhorizontalbargraphconstructionandf
howusegraphsinrealli fe?'(Toseeinfo

	dActivity3(3minutes):' DataDetectives'	**Assessment(2minutes):** Directions: Solve	thetop). **Assessment(2minutes):** Directi	eatures.	rmationquickly,tocomparethingseasily

	(Advanced). Group 3 looks at a completed tab	the 5 MCQs based on the 'Library Visits' tabl	ons: Complete the 5 MCQs focusing on identif		). **Assessment (2 minutes):** Directions: An

	lewithonemissingnumberandusesa'Total'	eprovidedintheassessmentsection.	yingpartsandconstructingverticalbargr		swerthefinal5MCQsregardinginterpretat

	clue to find them issing value. Target: Logi		aphs.		ion and comparison of both graph types.

	calreasoningandbasicalgebra. **Generali**				

	zation(2minutes): Teacher asks: 'What are				

	themainpartsofatable?'(Title,Headings				

	,Data).'Howdotalliieshelpus?'(Keeptrac				

	kofcounting). **Assessment(2minutes):** Di				

	r e c t i o n s : S t u d e n t s a n s w e r t h e 5 m u l t i p l e - c				

hoicequestionsontheirpapersbasedonapr

	ovidedtableof'FavoriteColors.'					
Learni	DepEdG	DepEdT	MATATA	Learni	Graphi

ngResources: List downthelearningresourcesthatwil

radde3MathematicsLearnersMaterial(LM)-

eachers'Guide(TG)forGrade3Mathematic

GCurriculumGuideforMathematics(Grade3

ngActivitySheets(LAS)onStatisticsandP

ngpaper,rulers,andcoloredmarkers.

lhelpyourreachyourobjectives.Ensurethattheyareavaila

Quarter4,Unit4.

s.

).

robability(Region/Divisionlocalized).

blendinclusive.
Opportunitiesforintegrat
Literacy Integration: Stud
Numeracy Integration: Prac
Social Studies Integration
Values Integration: Discus
ICT Integration: (If availa

ion: Writedownanypossibilitiestomeaningfullyanchorl

entsreadandwritesentencessummarizingd

ticingadditionto findtotalsandsubtract

:Usingdataaboutlocalcommunitylivelihoo

singfairnesswhencollectingdataandtheii

ble)Showingshowtoenterdataintoasimples

earningareas,specialtopic,ortechnology.WriteN/Aifno
atarresults(e.g.,'Themostpopularfruiti
iontoffinddifferencesbetweencategorie
odsorregionalproductstocreategraphs.
mportanceofaccuratereporting.
preadsheettoseebarsgrowautomatically.

ne.	smango.') .	s.			
Assessment.	Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction.				
Formative	1. Which para	1. Based on	1. Inavert	1. How does	1. If Graph

Assessment: Create a task, activity, or question to evaluate the student's understanding of the data in a table where Apple = 10 and Banana = 5, which is half as much as the data in a vertical bar graph, in which the direction of the other bar is opposite to that of the bar in a horizontal bar graph, and a horizontal bar graph in which the difference between the two bars is the average of the data in a vertical bar graph and a horizontal bar graph (vertical) and Graph B (horizontal) shows the

aluatelearningandprovidefeedback.(Strictly5MCQspers

bout?A.TallyB.TitleC.NumberD.Row2.If

ruitistheleastfavoriteA.AppleB.Banana

sgo?A.LefttoRightB.DownwardC.UpwardD.

lbargraph?A.Ithasnotitle.B.Thebarsgof

hesamedata,whichwillhavethelongestba

ession).
yousee4straightlinesanddiagonallinea
naC.OrangeD.Grapes2.Ifatableshows'Mo
Diagonally2.Wherearethelabels(categ
romleftto rightC.Itdoesnotusenumbers.
r?A.GraphAB.GraphBC.Bothwillhavethesa

	cross the mind at all ly, what number does it rep	nday: 4' and 'Tuesday: 6', what is the total f	ries) usually placed in a vertical bar grap	D. It only uses one color. 2. In a horizontal	meleng th rela tive to their scales D. Neith

	resent?A.5B.4C.6D.10 3.Inatablefor'Fa	orbothdays?A.2B.10C.24D.12 3.Whatdoes	h?A.Onthetop B.Onthehorizontalaxis(boot	bargraph,whereisthescale(numbers)usua	er 2.Lookingatagraphof'FavoriteSports

	vorite Toys', where should you write the name	the word 'different' mean when comparing them	tom) C. On the vertical axis (sided) D. In the	llylocated? A. On the horizontal axis (both	', Basketball is at 10 and Soccer is at 7. What

	eslike'Doll'and'Car'?A.Totalcolumn	wonumbersinatable?A.Toaddthem	iddleofthebar3.Whatisthe'scale'inab	om)B.Onthevertticalaxis(sidde)C.Abovethe	isthecombinedtotal?A.17	B.3
	B.T	ult	a	h		C.10
						D.70
						3.

	allycolumnC.HeadingCategorycolumnD.T	iplythemC.Tosubtractthesmallerfromthe	rgraph?A.Thenameofthegraph B.Thecolloro	etitledD.Behindthebars 3.Ifyouaredrawi	Whymightsomeonechooseahorizontalbargr

	itle 4. Why do we use tall lies instead of writ	larger D. To ignore them 4. Instable of scor	f the bars C. The number sthat shows the unit so	ngahorizontal bar for 'Cats: 4', where do yo	aphover ertical one? A. It is always more a

	ingnumbersrightawaywhencounting?A.Itl	es,Joyhasl5andBenhasl2.Howmanymorepoi	fmeasurementD.Therulerusedtodrawit4.	ustartthebar?A.Attherightside.Fromth	curate.B.Itisbetterforcategoriesswith

	ooksmorebeautifull.Itmakesiteasiertoo	ntsdoesJohavethanBen?A.3B.27C.15D.5	Whichpartofthegraphhelpsyouknowwhatth	etopC.Fromtheleftvertexcalaxis D.Fromth	longnames.C.Itusesslesslink.D.Verticalg

	keep track as we count one by one. C. It is the o	5. If the total number in a table is 20, and one	bar represent a 5? A. The scale B. The grid lin	bottom 4. Which of these is a necessary par	raphs are for adults only. 4. A graphs show st

	nlywaytodomath.D.Itusesslesspaper.5.L	categoryisl5,whatmustthetheircategory	esC.Thelabelsd.Thepapersize5.Ifabari	tofahorizontalbargraph?A.Apicturefth	hatGrade3read50booksandGrade2read30bo

	ookatthisdata:'Red,Blue,Red,Red'.Howm	be?A.35B.10C.5D.0 AnswerKey:1-B,2-B,3	naverticalgraphreachestheenumber8onthe	edataB.AtitleC.AsignaturedD.Acirclearo	oks.Howmanymoreidentifiers3readd?A.80B.20

	anytalliesshouldbeinthe'Red'row?A.1	-C,4-A,5-C	side,whatisthevalueofthatcategory?A.0	undthebars5.Whenreadingahorizontalba	C.50D.10 5.Whatisthefirststepinterp

	B.3C.4D.2 AnswerKey:1-B,2-A,3-C,4-B,5		B.4C.8D.10 AnswerKey:1-C,2-B,3-C,4-C,	rgraph,youlookatthe_____ofthebartoo	retinganybargraph?A.Coloringthebars B.

	-B		5-C	findthevalue.A.WidthB.ColorC.Rightend	Countingthesquaresc.Readingthetitlean

				D. Left end	dlabelsD. Addingallthenumbers AnswerKe
				Answer Key: 1-B, 2-A, 3-C, 4-B, 5	

				-C	y: 1-C, 2-A, 3-B, 4-B, 5-C
Ways Forward.	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.				

Extended learning opportunities: Suggest th
Ask learners to count the number of windows,
Challenge learners to find a graph in a newsp
Have students conduct a survey of 5 neighbor
Provide a 'Mistake Mystery' worksheet wher
Learners create a 'My Daily Activity' ba

erlearningexperiencesoutsidetheclassroom/classhours

doors, andchairsintheirhouseandpresent

aperformagazineandbringittoclassstoexpl

sabouttheirfavoritelocalfoodandcreate

estudentsmustfixabargraphthathasthew

rgraphshowingshowmanyhourstheyspendsle

thatlearnersmaywanttoaccesstoreinforcewhatthey havel

thedatainatable.

aintstitle.

atallychart.

ongscale.

epiing, playing, andstudying.

earned...
Reflections: Think about what you need to c
(To be filled out after the lesson) **Reflec**
(To be filled out after the lesson) **Reflec**
(To be filled out after the lesson) **Reflec**
(To be filled out after the lesson) **Reflec**
(To be filled out after the lesson) **Reflec**

hangefortheneextsessionbasedonwhathappenedtoday.
tionPromopt: Didthelearnerseasilygraspthecoreco
tionPromopt: Didtheguideddpracticeeffectivelytraa
tionPromopt: Whichpartofthecollaborativetaskcha
tionPromopt: Howwelldidtheformativeassessmentre
tionPromopt: Whatpercentageoftheclassreachedpro

	nceptintroducedtoday?	nslateintoindependentsuccess?	llengedthestudentsthemost?	flectthelearningobjectives?	ficiencybytheendoftheweek?
Prepared by: **Teaching Hub** Teacher			**Checked by:** Principal / Head		