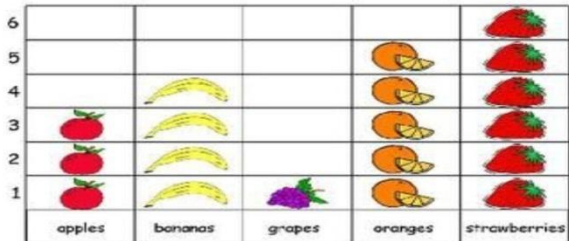


 DAILY LESSON PLAN	School	Guadalupe Elementary School	Grade Level	3	ANNOTATIONS
	Teacher	ARIAN P. DE GUZMAN Teacher I	Section Time	Grapes	
	Teaching Date				
	CHECKED BY	CHERRY ANN M. PACULDAS Teacher-in-Charge	Quarter	4th QUARTER	
		ENGLISH			
I. OBJECTIVES					
A. Content Standards		The learner demonstrates understanding of useful strategies for purposeful literacy learning			
B. Performance Standards		The learner uses strategies independently in accomplishing literacy-related tasks			
C. Learning Competencies / Objectives Write the LC code for each		Interpret a pictograph EN3SS- IVc-d-1.2.7			
II. CONTENT		Interpreting a Pictograph			
III. LEARNING RESOURCES					
A. Reference					
1. Teacher's Guide pages		393-394			
2. Learner's Material pages		348-349			
3. Textbook pages					

4. Additional Materials from Learning Resource (LR) portal	Pinterest	
B. Other Learning Resources	Pictograph, pictures, word cards	KRA 3 Objective 9
IV. PROCEDURES		
A. Reviewing previous lesson or presenting the new lesson	Drill: “Around the World Game” using division and multiplication facts Distribute cards to the pupils. The pupils with the start ‘card’ begins and he/she reads aloud, “I have the start card”, and the first question. Each pupil then looks at his/her card to see if he/she has the matching answer. Then, the pupil with the “matching answer” reads the answer and then poses his/her question. All learners then look for the match and the game continues until they get to the learners with the end card. Multiplication and Division Tasks I have the start card. Who has the quotient of $25/5$? I have 5. Who has $12/3$? I have 4. Who has 5×2? I have 12. Who has 6×2? I have 2. Who has the product 4×2? I have 8. Who has 3×2? I have 6. Who has $9/3$? I have 3. Who has $14/2$? I have 7. Who has the product of 4×4? I have 16. Who has 5×3? I have 15. Who has the product of 5×0? I have 0. I have the end card. Review: What are the different graphs that we have learned?	KRA 1 Objective 1 Objective 2 Objective 7
B. Establishing a purpose for the lesson	Let pupils do a “Pinoy Henyo” game. 1. Ask pairs of volunteers from the class to guess the magic words, one word at a time.	Objective 7

	2. The words/pictures to be guessed are common fruits known by elementary pupils. 3. Prepare the 3 pictures/words to be guessed in a minute. 4. The pair with the fastest time to give the correct answer wins the game. Which among the fruits given would you like to eat? Why? Why is it important to eat fruits? What does it give to our body? As a child, how will you take care of your body?	Objective 3						
C. Presenting examples/instances of the new lesson	Now let's create our own pictograph. Favorite Fruit of Grade 3 Class Legend: 1 pupil=1 <table border="1"><tr><td>Apple</td><td></td></tr><tr><td>Orange</td><td></td></tr><tr><td>Mango</td><td></td></tr></table> Ask: What fruit is the most favorite of grade 3 pupils? How many boys like apple? Girls? How many boys like orange? Girls? How many boys like mango? Girls?	Apple		Orange		Mango		Objective 7
Apple								
Orange								
Mango								
D. Discussing new concepts and practicing new skills #1	Show sample pictograph.	Objective 7						

	Miss Apple asked class 1 to bring in a fruit for morning break. This graph shows the fruit the children had brought.  Types of fruits - How many children brought apples? _____ - Which was the most popular fruit? _____ - Which fruit did only one child bring? _____ - How many bananas were brought? _____ - How many children brought oranges? _____ - How many fruits were brought in altogether? _____ Say: This is a pictograph. What do you see on a pictograph? Say: A pictograph tells information. It is read with the help of a legend. Look at the pictograph. What information does it tell? (Look at the title). Let us interpret the pictograph by answering the questions	
E.Discussing new concepts and practicing new skills #2	Show another example of pictograph.	Objective 7

	<table><tr><th colspan="2">Mang Nanding's Monthly Mango Harvest</th></tr><tr><td>January</td><td>       </td></tr><tr><td>February</td><td>         </td></tr><tr><td>March</td><td>  </td></tr><tr><td>April</td><td>    </td></tr><tr><td>May</td><td>       </td></tr><tr><td>June</td><td>    </td></tr><tr><td>July</td><td>    </td></tr><tr><td>August</td><td>  </td></tr><tr><td>September</td><td> </td></tr><tr><td>October</td><td>  </td></tr><tr><td>November</td><td>  </td></tr><tr><td>December</td><td>    </td></tr></table> Legend:  is equal to 10 kilos Ask: Refer to the legend. What does stand for? (10 kilos) How many kilos of mango did Mang Nanding harvest in May? What month did Mang Nanding have the most harvest? What month did Mang Nanding have the least harvest?	Mang Nanding's Monthly Mango Harvest		January	       	February	         	March	  	April	    	May	       	June	    	July	    	August	  	September	 	October	  	November	  	December	    	
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F.Developing mastery Leads to Formative Assessment 3)	Group the class into 3 groups. Distribute Activity Card for each group. Group 1 Conduct a survey among your group members about their favorite colors. Group 2 Conduct a survey among your group members about their favorite subject. Group 3 Conduct a survey among your group members about their favorite game. Each group should organize the data into table and pictograph. Create also 3 questions about the graph. Rubric in Assessing Group Output <table><tr><th>Indicators</th><th>5</th><th>3</th><th>1</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Indicators	5	3	1					KRA 2 Objective 4 Objective 6 KRA 3 Objective 7																		
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	Rubric in Assessing Group Performance (Self-Assessment) Direction: Assess your group performance in accomplishing the task provided.																																						
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G.Finding practical applications of concepts and skills in daily living (Application/Valuing)	If you are going to count the number of votes during election, are you going to use pictograph in data gathering? Why? Why not?			Objective 3 Objective 5 Objective 7																																			
H.Making generalizations and abstractions about the lesson	How do we read and interpret a pictograph? Identify the title of the pictograph. Read and analyze the information given in the horizontal and vertical axis.			Objective 7																																			

I.Evaluating learning

Interpreting a Pictograph

Interpret the pictograph by answering the questions that follow.
Favorite Food of Grade 6 Section 1 Pupils of San Mateo Elementary School

Food	Number of Pupils
 cheesecake	 
 chocolate	
 pizza	    
 Lumpia Shanghai	   
 ice cream	  

Legend:  =10 pupils

Questions:

1. What is the pictograph about?
2. What is meant by the given legend?
3. What are the favorite foods of the pupils?
4. What are the symbols used in the graph?
5. What is their most favorite food? How many likes this?

Objective 7

KRA 4 Objective 10

J.Additional activities	 Tomato Fest! Reading a Pictograph Harvest season begins! Farmers are busy picking tomatoes. The numbers of tomatoes are shown in the pictograph below. Note: each tomato in the pictograph stands for 5 tomatoes picked. Use the information provided to answer questions. <table><thead><tr><th>Day</th><th>Picked Tomato</th></tr></thead><tbody><tr><td>Day 1</td><td></td></tr><tr><td>Day 2</td><td></td></tr><tr><td>Day 3</td><td></td></tr><tr><td>Day 4</td><td></td></tr></tbody></table> Questions:  = 5 tomatoes 1. How many tomatoes did the farmer pick on the first day? 2. What day did the farmer pick the most tomatoes? 3. Which days did the farmer pick the most tomatoes? How many did he pick in total both of those days? 4. What's the difference between the number of tomatoes picked on Day 3 and Day 4? 5. How many tomatoes in total did he pick for this season? <td>Objective 7</td>	Day	Picked Tomato	Day 1	     	Day 2	   	Day 3	   	Day 4	  	Objective 7
Day	Picked Tomato											
Day 1	     											
Day 2	   											
Day 3	   											
Day 4	  											
V.REMARKS												
VI.REFLECTION												
A. No. of learner who earned 80%	_____ of Learners who earned 80% above											
B. No. of learner who scored below 80% (needs remediation)	_____ of Learners who require additional activities for remediation											

C. Did the remedial lessons work?	_____ Yes _____ No	
No. of learners who have caught up with the lesson	_____ of Learners who caught up the lesson	
D. No of learner who continue to require remediation	_____ of Learners who continue to require remediation	
E. Which of my teaching strategies work well? Why?	Integration of Math and MTB-MLE	
F. What difficulties did I encounter which my principal /supervisor can help me solve?		
G. What innovation or localized materials did I use/discover which I wish to share w/other teacher?		