

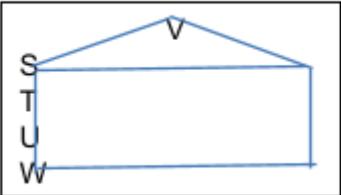
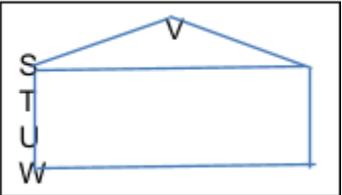
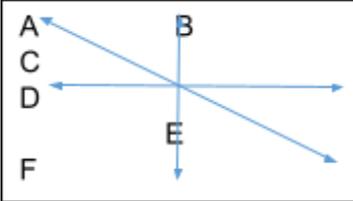


LEVEL 1 to 12
WEEKLY LESSON LOG

School:		Grade Level:	IV
Teacher:	File Created by. DEPEDTRENDS.COM	Learning Area:	MATHEMATICS
Teaching Dates and Time:	FEBRUARY 13-17, 2023	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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I. OBJECTIVES					
A. Content Standards	Demonstrates understanding of the concepts of parallel and perpendicular lines, angles, triangles and quadrilaterals				
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 and illustrates parallel, intersecting and perpendicular lines M4GE-IIIa-12.2	Draws perpendicular and parallel lines using a ruler and a set square M4GE-IIIa-12.3	Describes and illustrates different angles (right, acute and obtuse) using models M4GE-IIIb-14	Describes and illustrates different angles (right, acute and obtuse) using models M4GE-IIIb-14	Describes and illustrates different angles (right, acute and obtuse) using models M4GE-IIIb-14
CONTENT (Subject Matter)	Identifying Parallel, Inter-secing and Perpendicular Lines	Identifying Parallel, Inter-secing and Perpendicular Lines	Describing and Illustrating Different Kinds of Angles	Describing and Illustrating Different Kinds of Angles	Describing and Illustrating Different Kinds of Angles
II. LEARNING RESOURCES					
A. References					
1. Teachers Guide pages	205 – 208	205 – 208	208 – 211	208 – 211	208 – 211
2. Learners Material Pages	156 – 157	156 – 157	158 – 159	158 – 159	158 – 159
B. Other Learning Resources	Illustrations of different kinds of lines, ray, line segments, point, pentel pens, manila papers, metacards	Drawings of pair of lines, ruler, set square, pentel pen, manila paper	Illustrations of rays and different kinds of lines, three improvised wall clocks, ruler	Illustrations of rays and different kinds of lines, three improvised wall clocks, ruler	Illustrations of rays and different kinds of lines, three improvised wall clocks, ruler
III. PROCEDURES					
A. Reviewing past lesson or Presenting the new lesson	Conduct a drill on identifying lines, rays, line segment and point Review: Guessing Game “What Am I?” -I have an exact location in space. I am represented by a dot. (point)	Review the kinds of lines (Parallel, intersecting and perpendicular)	Drill: Naming rays Review: Identifying kinds of lines	Conduct a review on identifying kinds of angles.	Conduct a review on identifying kinds of angles.
B. Establishing a purpose of the new lesson	Have a game on “Forming Lines” -all those whose birth month is June will form 2 straight lines.	Ask volunteers to draw parallel lines, intersecting and perpendicular lines. Let them name the lines they have drawn.	Show a clock. Ask: What time is it now? Lead pupils to discuss what they do during recess time, lunch time, etc. Emphasize the	Group pupils into 6. Let them name objects that show an acute angle, right angle and obtuse angle. Make it a contest.	Group pupils into 6. Let them name objects that show an acute angle, right angle and obtuse angle. Make it a contest.

		-those wearing t-shirts will form 2 lines that meet at the center, etc.		importance of spending time wisely.		
C. Presenting Examples/ instances of the new lesson	Show illustrations of the different kinds of lines (parallel, perpendicular and intersecting)			<p>Present the problem:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;"> <p>Rosh, Lhei and Clare attend piano lessons every Saturday. Rosh starts her lesson at 3:00 p.m., Lhei at 2:00 p.m., and Clare at 12:45 p.m.</p> </div> <p>Ask questions about the problem.</p>	<p>Ask:</p> <p>Do you have a pet dog? Does it have a house? Show the illustration below.</p> 	<p>Ask:</p> <p>Do you have a pet dog? Does it have a house? Show the illustration below.</p> 
D. Discussing new concepts and practicing new skills no.1.	Discuss the characteristics of each kind of lines. Give different illustrations of the kinds of lines. Let them identify each.	Let pupils do the Performing the Activities on TG p 206 Let pupils say something about the activity.	Let pupils work in pairs. Ask them to draw the hand positions of the clock based on the situation given.	Name right angles, acute angles and obtuse angles from the illustration.	Name right angles, acute angles and obtuse angles from the illustration.	
E. Discussing new concepts and practicing new skills no.2	Let pupils answer Get Moving on LM p. 156	 <p>What kind of lines are line AF and line BE?, etc.</p>	Do the Performing the Activities on TG p. 209	Do Get Moving on LM p 159	Do Get Moving on LM p 159 Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
F. <i>Developing Mastery (Leads to Formative Assessment 3.)</i>	Conduct a contest on naming lines	Do the Processing the Activities on TG p. 206	Do the Processing the Activities on TG p 209	Let pupils do the Keep Moving on LM p159.	Let pupils do the Keep Moving on LM p159.	
G. <i>Finding practical application of concepts and skills in daily living</i>	Let pupils name objects wherein parallel, intersecting and perpendicular lines can be seen.	Do Apply Your Skills on LM p. 157	Group pupils into 4. Give a pentel pen and metacards to each group. Identify the kinds of angles being referred to. -an angle which measures less than 90° -it forms a square corner and measures exactly 90°, etc.	Group pupils and let them do Apply Your Skills on LM p 159	Group pupils and let them do Apply Your Skills on LM p 159	

<p>H. <i>Making Generalization and abstraction about the lesson</i></p>	<p>What are the different kinds of lines? How do these lines differ from each other?</p>	<p>Lead pupils in generalizing what parallel, intersecting and perpendicular lines are. Tell the kinds of lines referred to in each item.</p> <ol style="list-style-type: none"> Letter H Capital letter X Checkered -shirts 	<p>What are the kinds of angles? What is an acute angle? Obtuse? Right?</p>	<p>Lead pupils to state the generalization by asking questions and let them answer the exercises on Applying to New and Other Situations, TG page 210.</p>	<p>Lead pupils to state the generalization by asking questions and let them answer the exercises on Applying to New and Other Situations, TG page 210.</p>
<p>I. <i>Evaluating learning</i></p>	<p>Tell whether the following are parallel, intersecting or perpendicular lines.</p> <div data-bbox="543 477 892 818" style="border: 1px solid black; padding: 5px;"> </div>	<p>Give the Assessment on TG p. 207</p>	<p>Write true if the statement is correct and false if wrong.</p> <ol style="list-style-type: none"> Write angle measures less than 90°. An opened book shows an obtuse angle. An ice cream cone is an object which shows acute angle. An angle which measures more than 90° is an obtuse angle. When the hands of a clock shows 3:00 it forms an acute angle. 	<p>Write the letter of the correct answer.</p> <ol style="list-style-type: none"> What geometric figure is formed when two rays meet at a common endpoint? a. line b. point c. angle c. polygon <p>(Note: the remaining 4 questions can be found in Assessment on TG p. 210</p>	<p>Write the letter of the correct answer.</p> <ol style="list-style-type: none"> What geometric figure is formed when two rays meet at a common endpoint? a. line b. point c. angle c. polygon <p>(Note: the remaining 4 questions can be found in Assessment on TG p. 210</p>
<p>J. Additional activities for application and remediation</p>	<p>Let pupils do the Keep Moving on LM p. 157</p>	<p>Let pupils do the Home Activity on TG pp. 207 and 208</p>	<p>Give the exercises on Home Activity-Remediation, TG p. 211</p>	<p>Give the exercises on Home Activity-Enrichment, TG p. 211</p>	<p>Give the exercises on Home Activity-Enrichment, TG p. 211</p>

<p>V.REMARKS</p>					
<p>VI.REFLECTION</p>					
<p>A. No. of learners who earned 80% in the evaluation</p>	<p>___ of Learners who earned 80% above</p>				
<p>B. No. of learners who require additional activities for remediation who scored below 80%</p>	<p>___ of Learners who require additional activities for remediation</p>	<p>___ of Learners who require additional activities for remediation</p>	<p>___ of Learners who require additional activities for remediation</p>	<p>___ of Learners who require additional activities for remediation</p>	<p>___ of Learners who require additional activities for remediation</p>
<p>C. Did the remedial lessons work? No. of learners who have caught up with the lesson</p>	<p>___Yes ___No ___ of Learners who caught up the lesson</p>	<p>___Yes ___No ___ of Learners who caught up the lesson</p>	<p>___Yes ___No ___ of Learners who caught up the lesson</p>	<p>___Yes ___No ___ of Learners who caught up the lesson</p>	<p>___Yes ___No ___ of Learners who caught up the lesson</p>

D. 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
E. Which of my teaching strategies worked well? Why did these work?	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
F. 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
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> ___ 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	<i>Planned Innovations:</i> ___ 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	<i>Planned Innovations:</i> ___ 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	<i>Planned Innovations:</i> ___ 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	<i>Planned Innovations:</i> ___ 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

