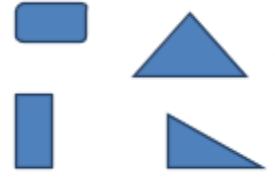
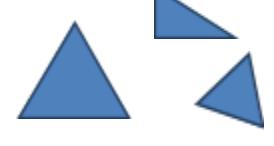


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| School: DepEdClub.com | Grade Level: IV |
| Teacher: File created by Sir BIENVINIDO C. CRUZ JR | Learning Area: MATHEMATICS |
| Teaching Dates and Time: FEBRUARY 27 – MARCH 3, 2023 (WEEK 3) | Quarter: 3RD QUARTER |

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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| A. 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 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 | Identifies and describes triangles according to sides and angles M4GE-IIIb-15 |
| CONTENT (Subject Matter) | Describing Triangles and Quadrilaterals | Describing Triangles and Quadrilaterals | Identifying and Describing Triangles | 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 | 213 – 216 |
| 2. Learners Material Pages | 160 – 161 | 160 – 161 | 162 – 163 | 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 | 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. | 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? | Process the activity by asking questions. | Process the activity by asking questions. |

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| | | | Ask the different ways of showing respect to the flag. Elicit the value of patriotism. | | |
| C. Presenting Examples/ instances of the new lesson | 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. | Let pupils answer Get Moving on LM p, 159 | 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 | Let pupils answer Get Moving on LM p, 163. | Let pupils answer Get Moving on LM p, 163. |
| D. Discussing new concepts and practicing new skills no.1. | Show the drawings made by the two girls. Ask: What do you call the first drawing? How about the second one? | Let pupils answer Keep Moving on LM p, 161 | Show the pictures of the different objects mentioned. Ask: Observe the different triangular objects? How will you describe the different triangular objects? | Let pupils answer Keep Moving on LM p, 163. Let pupils do Apply Your Skills on LM p, 163 | Let pupils answer Keep Moving on LM p, 163. Let pupils do Apply Your Skills on LM p, 163 |
| E. Discussing new concepts and practicing new skills no.2 | 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? | Give a game on identifying triangles and quadrilaterals. | Let pupils do the Performing the Activities on TG p. 214. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Name Game. Let pupils name objects that have triangular shapes. Let them defend why they are isosceles, right, etc. | Name Game. Let pupils name objects that have triangular shapes. Let them defend why they are isosceles, right, etc. |
| F. <i>Developing Mastery</i> (Leads to Formative Assessment 3.) | 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. | 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? | Do the Processing the Activity on TG p. 215 | 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. | 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. |

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| G. <i>Finding practical application of concepts and skills in daily living</i> | Allow pupils to name objects that have a triangle and a quadrilateral shapes. | Let pupils do Apply Your Skills on LM p. 161 | Give cutouts of different triangles. Let them identify what kind of angles are they. They can use ruler or protractor. | How are triangles classified? | How are triangles classified? |
| 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? | 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. | 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. |
| 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.  | Give the Home Activity on TG p. 216. 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. | Give the Home Activity on TG p. 216. 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. | | |

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| V. MGA TALA | | | | |
| VI. PAGNINILAY | | | | |
| A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya. | | | | |

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| B. Bilang ng mga-aaral na nangangailangan ng iba pang gawain para sa remediation | | | | | |
| C. Nakatulong ba ang remediation? Bilang ng mag-aaral na nakaunawa sa aralin. | | | | | |
| D. Bilang ng mga mag-aaral na magpapatuloy sa remediation | | | | | |
| E. Alin sa mga istratehiyang pagtuturo ang nakatulong ng lubos? Paano ito nakatulong? | Stratehiyang dapat gamitin: <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion | Stratehiyang dapat gamitin: <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion | Stratehiyang dapat gamitin: <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion | Stratehiyang dapat gamitin: <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion | Stratehiyang dapat gamitin: <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion |
| F. Anong suliranin ang aking naranasan na nasolusyunan sa tulong ng aking punungguro at superbisor? | Mga Suliranin aking naranasan: <input type="checkbox"/> Kakulangan sa makabagong kagamitang panturo. <input type="checkbox"/> Di-magandang pag-uugali ng mga bata. <input type="checkbox"/> Mapanupil/mapang-aping mga bata <input type="checkbox"/> Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. <input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan | Mga Suliranin aking naranasan: <input type="checkbox"/> Kakulangan sa makabagong kagamitang panturo. <input type="checkbox"/> Di-magandang pag-uugali ng mga bata. <input type="checkbox"/> Mapanupil/mapang-aping mga bata <input type="checkbox"/> Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. <input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan | Mga Suliranin aking naranasan: <input type="checkbox"/> Kakulangan sa makabagong kagamitang panturo. <input type="checkbox"/> Di-magandang pag-uugali ng mga bata. <input type="checkbox"/> Mapanupil/mapang-aping mga bata <input type="checkbox"/> Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. <input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan | Mga Suliranin aking naranasan: <input type="checkbox"/> Kakulangan sa makabagong kagamitang panturo. <input type="checkbox"/> Di-magandang pag-uugali ng mga bata. <input type="checkbox"/> Mapanupil/mapang-aping mga bata <input type="checkbox"/> Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. <input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan | Mga Suliranin aking naranasan: <input type="checkbox"/> Kakulangan sa makabagong kagamitang panturo. <input type="checkbox"/> Di-magandang pag-uugali ng mga bata. <input type="checkbox"/> Mapanupil/mapang-aping mga bata <input type="checkbox"/> Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. <input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan |
| G. Anong kagamitan ang aking nadibuhu na nais kong ibahagi sa mga kapwa ko guro? | <input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang “Suggestopedia” | <input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang “Suggestopedia” | <input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang “Suggestopedia” <input type="checkbox"/> Ang pagkatutong Task Based | <input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang “Suggestopedia” <input type="checkbox"/> Ang pagkatutong Task Based | <input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang “Suggestopedia” |

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