



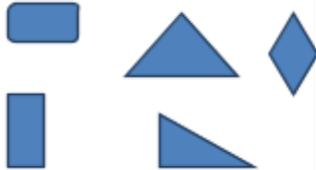
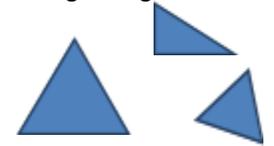
**LEVELS 1 to 12**  
**WEEKLY LESSON LOG**

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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<b>A. OBJECTIVES</b>	Demonstrates understanding of the concepts of parallel and perpendicular lines, angles, triangles and quadrilaterals				
<b>A. Content Standards</b>					
<b>B. Performance Objective</b>	Construct and describe parallel and perpendicular lines, angles, triangles and quadrilaterals in designs, drawings and models				
<b>C. Learning Competencies/ Objectives</b> ( Write the LC code for each )	Describes the attributes/ Properties of triangles and quadrilaterals using concrete objects or models <b>M4GE-IIIb-15</b>	Describes the attributes/ Properties of triangles and quadrilaterals using concrete objects or models <b>M4GE-IIIb-15</b>	Identifies and describes triangles according to sides and angles <b>M4GE-IIIb-15</b>	Identifies and describes triangles according to sides and angles <b>M4GE-IIIb-15</b>	Identifies and describes triangles according to sides and angles <b>M4GE-IIIb-15</b>
<b>CONTENT</b> ( Subject Matter )	Describing Triangles and Quadrilaterals	Describing Triangles and Quadrilaterals	Identifying and Describing Triangles	Identifying and Describing Triangles	Identifying and Describing Triangles
<b>II. LEARNING RESOURCES</b>					
<b>A. References</b>					
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>B. Other Learning Resources</b>	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
<b>III. PROCEDURES</b>					
<b>A. Reviewing past lesson or Presenting the new lesson</b>	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>B. Establishing a purpose of the new lesson</b>	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.

			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 <b>Get Moving</b> 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 <b>Get Moving</b> on LM p, 163.	Let pupils answer <b>Get Moving</b> 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 <b>Keep Moving</b> 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 <b>Keep Moving</b> on LM p, 163. Let pupils do <b>Apply Your Skills</b> on LM p, 163	Let pupils answer <b>Keep Moving</b> on LM p, 163. Let pupils do <b>Apply Your Skills</b> 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 <b>Performing the Activities</b> on TG p. 214. Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> 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 <b>Processing the Activity</b> 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.

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 <b>Apply Your Skills</b> 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 <b>Home Activity</b> 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 <b>Home Activity</b> 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 <b>Home Activity</b> on TG p. 213.	Cutouts examples of triangles according to sides and angles.		

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

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?	<b>Stratehiyang dapat gamitin:</b> <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	<b>Stratehiyang dapat gamitin:</b> <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	<b>Stratehiyang dapat gamitin:</b> <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	<b>Stratehiyang dapat gamitin:</b> <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	<b>Stratehiyang dapat gamitin:</b> <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?	<b>Mga Suliraning aking naranasan:</b> <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	<b>Mga Suliraning aking naranasan:</b> <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	<b>Mga Suliraning aking naranasan:</b> <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	<b>Mga Suliraning aking naranasan:</b> <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	<b>Mga Suliraning aking naranasan:</b> <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 nadibuho 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”

	__ Ang pagkatutong Task Based __ Instraksyunal na material	__ Ang pagkatutong Task Based __ Instraksyunal na material	__ Instraksyunal na material	__ Instraksyunal na material	__ Ang pagkatutong Task Based __ Instraksyunal na material
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