

School:		Grade Level:	IV
Teacher:		Learning Area:	MATHEMATICS
Teaching Dates and			
Time:	DECEMBER 5-9, 2022 (WEEK 5)	Quarter:	2 ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
			<u>.</u>			
A. OBJECTIVES						
A. Content Standards	The learner demonstrates understanding of improper fractions and mixed numbers					
B. Performance Standards	The learner is able to recognize	and represent improper fractions a	nd mixed numbers in various forms a	nd contexts		
C. Learning Competencies/ Objectives (Write the LCcode for each)	30. identifies proper fractions, improper fractions, and mixed numbers M4NS-IIe-79.2	31. changes improper fractions to M4NS-IIe-80	o mixed numbers and vice versa	32. changes fractions to lowest terms M4NS-IIe-81		
I. CONTENT (Subject Matter)	Lesson 31: Identifying Proper fractions, Improper Fractions, and Mixed Numbers	Lesson 32: Changing Improper Fractions to Mixed Numbers and Vice Versa Lesson 33: C		Lesson 33: Changing Fractions to Lowest Terms		
I. LEARNING RESOURCES A. References						
1. Teacher's Guide pages	132-135	135-139 139-142		.42		
2. Learner's Material pages	103-106	107-108		109-111		
3. Textbook pages						
Additional Materials from Learning Resource LR portal						
B. Other Learning Resources	Pictures showing fractional parts	Flash cards (divisio	n and multiplication)	Flash cards, charts		
III. PROCEDURE						
A. Reviewing previous Lesson or presenting new lesson	Have a review on representing fractions through sets, regions, etc.	Conduct a review on identifying p and mixed numbers through a gai	proper fractions, improper fractions me (Pass the Ball)	Review the process on writing a number as a product of its prime factors. Give exercises.		

	Establishing a purpose for the lesson	Have a drill on visualizing and identifying fractions using pictures.	Use flash cards for the basic facts in multiplication and division.	Conduct a review on finding the GCF. Give a drill on finding the GCF of two numbers.
	Presenting examples/ instances of the new lesson.	Read and understand the problem under presentation on TG p. 132. Have each group answer the presented problem.	Present the problems 1 and 2 on TG p. 136-137. Read and analyze them.	Present the problem on LM p. 109, Explore and Discover. Analyze the problem.
	Discussing new concepts and practicing new skills.#1	Discuss the concept of proper fractions, improper fractions and mixed numbers	Let the pupils work in groups in solving the problems. Have them present their answers.	Let the pupils work in pairs in solving the problem. Have them present the answers on the board.
E.				

F. Discussing new concepts and		Discuss/emphasize the process on		
practicing new skills #2.	Have a game on identifying proper fractions, improper fractions and mixed numbers	how to change improper fractions to mixed numbers and vice versa. Discuss the concept on how to change fractions to lowest terms.		
G. Developing Mastery (Lead to Formative Assessment 3)	Discuss the problem under Explore and Discover. Give additional exercises (TG p. 134)	Discuss the problem under Explore and Discover on LM p. 106-107. Give other exercises about the lesson.	Answer the exercises A, B, and C of Get Moving on LM p. 109-110. Check the pupils' answers.	
H. Finding practical application of concepts and skills in daily living	Answer the items under Get Moving on LM p. 104, and for mastery answer Keep Moving on LM p. 104-105.	Let the pupils answer the exercises under Get Moving and Keep Moving on LM p. 107-108.	Do exercises A and B of Keep Moving on LM p. 110-111. Check the pupils' answers.	
I. Making Generalizations and Abstraction about the Lesson.	Lead the pupils to generalize what are proper fractions, improper fractions and mixed numbers. Do Apply Your Skills on LM p. 105.	Summarize the lesson by leading the pupils in giving the generalization. Do apply Your Skills on LM p. 108.	Lead the pupils in giving the generalization. Work on the problems on Apply Your Skills on LM p. 111.	
J. Evaluating Learning	Do Assessment on TG p. 134-135.	Do Assessment on TG p. 139.	Do Assessment on TG p. 141.	
K. Additional Activities for Application or Remediation	Answer Home Activities on TG p. 135.	Answer Home Activities on TG p. 139.	Answer Home Activities on TG p. 141-142.	
V.REMARKS				
VI.REFLECTION				

ANo. of learners who earned 80% in the evaluation	of Learners who earned 80% above					
BNo. of learners who require additional activities for remediation who scored below 80%	of Learners who require additional activities for remediation	of Learners who require additional activities for remediation	of Learners who require additional activities for remediation	of Learners who require additional activities for remediation	of Learners who require additional activities for remediation	
CDid the remedial lessons work? No. of learners who have caught up with the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	
DNo. 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	
EWhich of my teaching strategies worked well? Why did these work?	Strategies used that work well: 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 Why? Complete IMs Availability of Materials Pupils' eagerness to learn Group member's Cooperation in doing their tasks	Strategies used that work well: 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 Why? Complete IMs Availability of Materials Pupils' eagerness to learn Group member's Cooperation in doing their tasks	Strategies used that work well: 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 Why? Complete IMs Availability of Materials Pupils' eagerness to learn Group member's Cooperation in doing their tasks	Strategies used that work well: 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 Why? Complete IMs Availability of Materials Pupils' eagerness to learn Group member's Cooperation in doing their tasks	Strategies used that work well: 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 Why? Complete IMs Availability of Materials Pupils' eagerness to learn Group member's Cooperation in doing their tasks	
FWhat difficulties did I encounter which my principal or supervisor can help me solve?	Bullying among pupils Pupils' behavior/attitude Colorful IMs Unavailable Technology	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	Bullying among pupils Pupils' behavior/attitude Colorful IMs Unavailable Technology Equipment (AVR/LCD) Science/ Computer/ Internet Lab Additional Clerical worksReading ReadinessLack 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	

GWhat innovation or localized	Planned Innovations:	Planned Innovations:	Planned Innovations:	Planned Innovations:	Planned Innovations:
materials did I use/discover which I	Localized Videos	Localized Videos	Localized Videos	Localized Videos	Localized Videos
wish to share with other teachers?	Making use big books from	Making use big books from	Making use big books from	Making use big books from	Making use big books from
	views of the locality	views of the locality	views of the locality	views of the locality	views of the locality
	Recycling of plastics to be	Recycling of plastics to be used	Recycling of plastics to be used as	Recycling of plastics to be used	Recycling of plastics to be used
	used as Instructional Materials	as Instructional Materials	Instructional Materials	as Instructional Materials	as Instructional Materials
	local poetical composition	local poetical composition	local poetical composition	local poetical composition	local poetical composition
	Fashcards	Fashcards	Fashcards	Fashcards	Fashcards
	Pictures	Pictures	Pictures	Pictures	Pictures