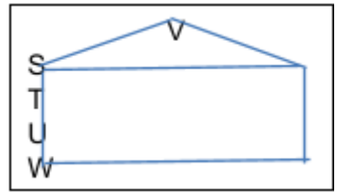
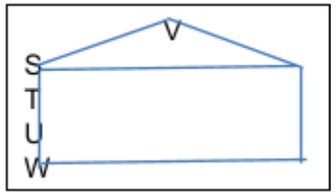
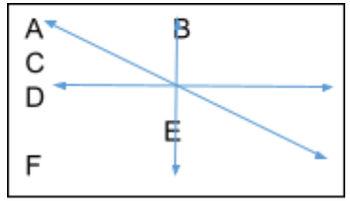
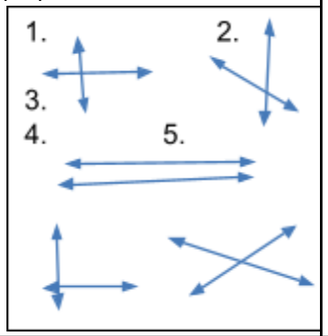
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	IV
	Teacher:	File Created by Sir BIENVINIDO C. CRUZ JR	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	JANUARY 31 – FEBRUARY 2, 2024 (WEEK 1)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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-secting and Perpendicular Lines	Identifying Parallel, Inter-secting 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. LEARNINGRESOURCES					
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	Ask volunteers to draw parallel lines, intersecting and perpendicular lines. Let them	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.

	June will form 2 straight lines. -those wearing t-shirts will form 2 lines that meet at the center, etc.	name the lines they have drawn.	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)		Present the problem: 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. Ask questions about the problem.	Ask: Do you have a pet dog? Does it have a house? Show the illustration below. 	Ask: Do you have a pet dog? Does it have a house? Show the illustration below. 
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	 What kind of lines are line AF and line BE?, etc.	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. Developing Mastery (Leads to Formative Assessment 3.)	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. Finding practical application of concepts and skills in daily living	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 reffered to. -an angle which measures less than 90˚	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

			-it forms a square corner and measures exactly 90˚, etc.		
H. Making Generalization and abstraction about the lesson	What are the different kinds of lines? How do these lines differ from each other?	Lead pupils in generalizing what parallel, intersecting and perpendicular lines are. Tell the kinds of lines referred to in each item. 1. Letter H 2. Capital letter X 3. Checkered -shirts	What are the kinds of angles? What is an acute angle? Obtuse? Right?	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.	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.
I. Evaluating learning	Tell whether the following are parallel, intersecting or perpendicular lines. 	Give the **Assessment** on TG p. 207	Write true if the statement is correct and false if wrong. 1. Write angle measures less than 90˚. 2. An opened book shows an obtuse angle. 3. An ice cream cone is an object which shows acute angle. 4. An angle which measures more than 90˚ is an obtuse angle. 5. When the hands of a clock shows 3:00 it forms an acute angle.	Write the letter of the correct answer. 1. What geometric figure is formed when two rays meet at a common endpoint? a. line b. point c. angle c. polygon (Note: the remaining 4 questions can be found in **Assessment** on TG p. 210	Write the letter of the correct answer. 1. What geometric figure is formed when two rays meet at a common endpoint? a. line b. point c. angle c. polygon (Note: the remaining 4 questions can be found in **Assessment** on TG p. 210
J. Additional activities for application and remediation	Let pupils do the **Keep Moving** on LM p. 157	Let pupils do the **Home Activity** on TG pp. 207 and 208	Give the exercises on **Home Activity-Remediation,** TG p. 211	Give the exercises on **Home Activity-Enrichment,** TG p. 211	Give the exercises on **Home Activity-Enrichment,** TG p. 211

V.REMARKS					
VI.REFLECTION					
A. No. of learners who earned 80% in the evaluation	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
B. No. 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
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson

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?	*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
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?	*Planned Innovations:* __ 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	*Planned Innovations:* __ 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	*Planned Innovations:* __ 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	*Planned Innovations:* __ 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	*Planned Innovations:* __ 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