Republic of the Philippines

Region V

Department of Education

San Jose, Pili Camarines Sur

**SCHOOL OF THE FUTURE**

Lesson Plan in Mathematics 2

**FINAL DEMONSTRATION TEACHING**

February 27, 2018

1. **Objectives**

At the end of 50 minute discussion, 75% of the pupils should be able to:

1. Identify the parts of a pictograph.
2. Relate the idea of pictograph in a life situation, and
3. Create a pictograph
4. **Subject Matter**
5. **Topic:** Creating Pictograph
6. **Instructional Materials:**

* **Visual Aids-** to be used in the discussion of the lesson.
* **LED TV and Laptop**
* **Pictures**

1. **Skills:**  Creativity and numeracy skills
2. **Values Integration:** teamwork, Good nutritional awareness
3. **21st Century Skills:** Critical thinking skills, collaborative skills and creativity skills
4. **Teaching Methodology:** Explicit Method
5. **Key Concept:** Pictograph uses pictures or symbols to give meaning or information.
6. **Time allocation: 50 minutes**
7. **MOI: Mother Tongue (tagalog)**
8. **References:**

* [**https://www.statcan.gc.ca/edu/power-pouvoir/ch9/picto-figuratifs/5214825-eng.htm**](https://www.statcan.gc.ca/edu/power-pouvoir/ch9/picto-figuratifs/5214825-eng.htm)
* **http://www.beaconlearningcenter.com/weblessons/alltheparts/default.htm**
* **Mathematics Teacher’s Guide.**

1. **Lesson Proper**

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| **Time** | **Teaching Hints** | **Teacher’s Activity** | **Pupils’ Activity** | **IM’s** |
| **5mins.**  **3mins.**  **8 mins**  **2mims**  **15 mins**  **10 mins**  **8 mins**  **5mins**  **3mins** | **PRELIMINARY ACTIVITIES**  **Greetings**  **Opening Prayer**  **Securing the cleanliness**  **Checking of attendance**  **Checking of Assignment**  **Recall**    **Motivation**  **Presentation of the lesson**  **Teaching/ Modelling**  **Guided Practice**  **Group practice**  **Generalization**  **Values Integration**  **Individual Practice** | Good Afternoon Children!  Mark, kindly lead the prayer.  Before you take your seats, arrange it properly and pick up the pieces of trash on the floor.  Group leader’s kindly, check the attendance of your group mates.  Group representatives, are there any absentees among your group?  Do we have an assignment?  Submit it to me later after our discussion.  What was our last topic yesterday?  That’s right!  What do we do when we collect data?  Then after you gathered it what will you do next?  Why do we need to organize it?  Very Good! I’m glad that you can still remember our past lesson.    Who among you eat chocolate?  Okay, it seems that all of you are chocolate lover.  Now, we will know among the class who eats these chocolates you may raise your hands if you want that chocolate. Remember you may choose only one.  (the teacher will ask the following chocolates.)  Goya  Tobleron  Nips  Snickers  I will share a story about pupils that are chocolate lovers. These pupils are like you they love to eat chocolates everyday. One day their teacher ask from them which of these chocolates they love. The following chocolates are Goya, Tobleron, Nips and Snickers. She counted every vote of the pupils. He gathered 9 students for Goya, 6 students for Tobleron, 3 students for Nips and 5 students for Snickers.  (the teacher will present the data gathered said in the story)  Data gathered:  Goya-9  Tobleron- 6  Nips- 3  Snickers- 5  Today class we will be organizing this data into a more wonderful and attractive way. Which is through Pictograph.  We will be making a pictograph But first what is a pictograph do you have any idea?  From the word “picto” what comes into your mind?  That is right!  Therefore, what is a pictograph?  Very Good!  (the teacher will present the meaning of pictograph)  Let us have this blank pictograph. Let’s use the data we had in our story earlier.  Data gathered:  Goya-9  Tobleron- 6  Nips- 3  Snickers- 5    Favourite Chocolates  Goya-  Tobleron-  Nips-  Snickers-  We will complete this pictograph. Later you will see what a pictograph really is.  Based from the data how many pupils love Goya?  That is right!.  (The teacher will put 9 symbols in the graph.)  What about Tobleron?  That is right!  How many symbols we will place in the pictograph?  Ok, what about NIPS?  Let’s put a symbol on it.  How many symbols?  And the last is the Snickers.  How many children loves Snickers?  Ok, I will put a symbol on it.  Favourite Chocolates  Image result for stick manImage result for stick manImage result for stick manGoya-  Image result for stick manImage result for stick manImage result for stick manImage result for stick man  Image result for stick manImage result for stick man  Image result for stick manImage result for stick manImage result for stick manTobleron-  Image result for stick manImage result for stick manImage result for stick man  Image result for stick manImage result for stick manImage result for stick manNips-  Image result for stick manImage result for stick manSnickers-  Image result for stick manImage result for stick manImage result for stick man  Image result for stick manLegend:1 is is equal to 1 pupil.  In this graph what parts can you see?  What is the title?  What other parts?  What are labels?  The Data is also called symbols.  What symbol was used?  That is right!  What about the one in below. What do you call that?  So legend is the number of data per symbol.  Let us have another story.  There was once a group of kids who shared their favorite pets. Then one of the kids said what if we count those who have the same favorite pet.  The data shows  Cat- 10  Dog- 4  Rabbit- 6  Favorite pets  Cat-  Dog-  Rabbit-  1Legend: 1 is equal to 2 children.  Let’s complete this pictograph but this time we will work together.  11If 1 s equal to 2 children we will put 5  on the Cat because 10÷2 is 5 .  (the teacher will put it on the graph)  What about the Dog, how many children loves the pet dog?  1So how many we will put in the pictograph?  Anyone who would like to try?  And the last pet is Rabbit, how many children loves Rabbit?  So how many symbols we will put?  Image result for pictograph  What is the title of the pictograph?  Very Good!  What are the labels?  What symbol was used?  Let’s us have another data.  Ice Cream Served for the Student’s Party.  Cherry- 9  Chocolate- 18  Strawberry- 6  Vaniilla- 9  What do you think could be the title of the pictograph based from the data?  Very Good!  What could be the possible labels?  Ok let’s see.  Ice cream serve to students at the School party.  Cherry-  Chocolate  Strawberry  Vanilla  Image result for minecraft clipart  Legend 1 is equal to 3 students  Let’s create a pictograph  Who would like to put the symbol in cherry?  How many symbols in cherry?  Very Good! What about chocolate?  Ok, that is right!  What about vanilla and Strawberry?  Let’s study the completed graph.  Related image  You will create a pictograph.  You will use this data:  Most Played Games of Grade 2 pupils  Habol- habolan- 12  Dodge ball- 20  Parasahan bola- 6  Before you do that I will show you the rubrics:  Teamwork- 25%  Group Discipline- 20%  Time management- 15%  Output- 40%  ( will be presented in a pictograph form)  I will give you 5 minutes to do it and afterwards you will select a reporter to present your work  (the teacher will provide the activity sheet and material in an envelope)  How did you make your output?  So, based from that, do you think you can have your own meaning of pictograph?  What is it?  What are the parts of it?  Ok very good!  For you as a student, how does pictograph help you?  Okay. Very good.  Create a pictograph using this data.  Most played gadgets by Grade 2 pupils  Tablet-8 pupils  Videogames- 12 pupils  Legend 1 is equal to 4 pupils.  Do it in 3 minutes only. | Good Afternoon Teacher Ed!  (pupil lead the prayer)  “Our father”  (the pupils will do what the teacher says)  (The leader will check the attendance of his group mates.)  None, teacher.  Yes, Sir.  Ok, Sir!  Our last topic was all about collecting and organizing data.  Collecting is gathering facts about a thing.  It will be organized.  To have meaningful information.  (the pupils will raise their hands)    It is about pictures.  It is a graph that uses pictures to represent a data.    9 pupils.  6 pupils.  6 symbols  3 pupils.  3 symbols  5 pupils.  Title  Favorite Chocolates  Label and data.  Goya  Tobleron  Nips  Snickers  Man.  Legend.  4 children  2  (The pupils raise their hands)  6 children  3 symbols  Favorite pets  Cat  Dog  Rabbit  Animal paws  Ice cream serve to students at the School party.  Cherry  Chocolate  Vanilla  Strawberry  (The pupils raise their hands)  3 because 9 ÷3 is equal to 3  6 because 18÷3 is 6.  3 for vanilla and 2 for Strawberry.  (the pupils will do the activity)  We follow the instructions and we used are learnings to do the pictograph.  Pictograph is a data pictures.  Title, label symbol and legend  It allow us to organize data in a more creative way.  (the pupils will do it) | **Wrappers of the chocolate**  **Visual Aids/ traditional or ICT-based**  **Visual aids:tradi**  **tional or ICT-based**  **Visual aids:tradi**  **tional or ICT-based**  **Visual aids: tradi**  **tional/ ICT based**  **Visual aids: tradi**  **tional/ ICT based**  **Visual aids: tradi**  **tional/ ICT based** |

1. Evaluation. Gumawa ng pictograph galing sa kuwento. Sagutan ang mga tanong na sumusunod.

Si Mang Ambo ay umani ng kanyang pananim. Ang kanyang mga pananim ay palay, mais, tubo at asukal. Umani siya ng 8 sakong palay, 6 na sakong mais, 10 sakong tubo at 12 na sako ng kamote.

|  |  |
| --- | --- |
|  | Inani ni Mang Ambo |
| Palay |  |
| Mais |  |
| Tubo |  |
| Kamote |  |

Legend: Isang \_\_\_ ay katumbas ng dalawang sako.

Tanong:

1. Ano ang pamagat ng pictograph?
2. Ano ang mga label ng pictograph?
3. Ano ang ginamit na simbolo?
4. Ilana ang katumbas ng isang \_\_\_
5. Assignment: Gumawa ng pictograph ng iyong pang-araw araw na gastusin.

Lunes

Martes

Miyerkules

Huwebes

Biyernes

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**BEED**