

- JANUARY**  
*Makugihon*
- FEBRUARY**  
*Mahigugmaon*
- MARCH**  
*Matinabunon*
- APRIL**  
*Matinahuron*
- MAY**  
*Mahapsay og Malimpyo*
- JUNE**  
*Maabik og Masunod sa  
Dhaklong Oras*
- JULY**  
*Maantigo og Maabilidad*
- AUGUST**  
*Maginhuhunon  
para sa Urban*
- SEPTEMBER**  
*Madaginton*
- OCTOBER**  
*Matinud-anon*
- NOVEMBER**  
*Masaligan*
- DECEMBER**  
*Maalampunon*



Republic of the Philippines  
**Department of Education**  
 Regional Office IX, Zamboanga Peninsula



1



# MATHEMATICS

## 4<sup>th</sup> QUARTER – Module 7: INTERPRETING PICTOGRAPH



**Name of Learner:** \_\_\_\_\_

**Grade & Section:** \_\_\_\_\_

**Name of School:** \_\_\_\_\_

**Mathematics – Grade 1**  
**Alternative Delivery Mode**  
**Quarter 4 - Module 7: INTERPRETING PICTOGRAPH**

**First Edition, 2020**

**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalty.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education  
Secretary: Leonor Magtolis Briones  
Undersecretary: Diosdado M. San Antonio

<b>Development Team of the Module</b>	
<b>Writer:</b>	<b>Randal Jay M. Ramos</b>
<b>Editors:</b>	<b>Maria Luisa C. Pagarigan</b> <b>Jasmin A. San Luis</b>
<b>Layout Artist:</b>	<b>Abdurauf J. Baldomero</b>
<b>Reviewers: EPS Mathematics</b>	<b>Vilma A. Brown, Ed. D.</b>
<b>Head Teacher</b>	<b>Rowel G. Carpio</b>
<b>Management Team: SDS</b>	<b>Roy C. Tuballa, EMD, JD, CESO VI</b>
<b>ASDS</b>	<b>Jay S. Montealto, CESO VI</b>
<b>ASDS</b>	<b>Norma T. Francisco, DM, CESE</b>
<b>EPS Mathematics</b>	<b>Vilma A. Brown, Ed. D.</b>
<b>EPS LRMS</b>	<b>Aida F. Coyne, Ed. D.</b>

Printed in the Philippines  
Department of Education – Region IX, Zamboanga Peninsula  
Office Address: Tiguma, Airport Road, Pagadian City  
Telefax: (062) – 215 – 3751; 991 – 5975  
E-mail Address: region9@deped.gov.ph

# Introductory Message

This Self – Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you can proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. Read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



## What I Need to Know

This module was written as an aid in Mathematics Grade 1, lesson for the fourth quarter module number 8. The module shows the given data in a pictograph.

This module was designed to help pupils interpret simple representations of data using tables and pictographs without scales. The lessons followed a developmentally sequenced teaching and learning processes to meet the curriculum requirement.

After going through the module, you are expected to infer and interpret data presented in a pictograph without scales. e.g. finding out from the title what the pictograph is all about, comparing which has the least or greatest. (M1SP-IVh-3.1)

Believe that learning can continue amidst the health crisis. Good luck, stay safe, and God bless.



## What I Know

**Directions:** The pictograph shows the number of loaves of bread baked by each groups of Grade One Ramos. Use the pictograph to answer the following questions.

GROUP	NUMBER OF BREAD	TOTAL
Beth's Group		4
Raul's Group		2
Hermi's Group		3
Susan's Group		5
Mark's Group		3

- What does the data in the pictograph shows?
  - The number of breads baked per group of Grade One-Ramos.
  - The data of people in the community.
  - The data of each group in Grade Singing Contest.
- Whose group has the least number of bread.?
  - Raul's Group.
  - Beth's Group
  - Susan's Group
- What is the highest number of loaves?
  - 2
  - 5
  - 3

# LESSON

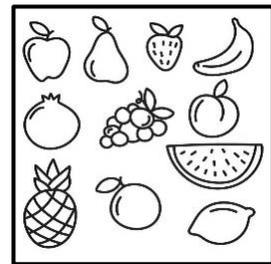
# INTERPRETING PICTOGRAPH



## What's In

Look at the pictures to answer the questions below.  
Write your answer on a separate sheet.

1. What do we have in the box?
2. How many fruits do we have in all?
3. How many pineapples do we have?



## What's New

**Directions:** Read the short selection from the box to answer the questions. Write your answer on a separate sheet.

### "Nutrition Month 2020"

Last Nutrition Month, teacher Fer asked her children to bring some fruits to display in their booth for their class.

FRUITS			
NO. OF CHILDREN			

1. What fruits brought by most children?
2. How many children brought banana?
3. How many children brought pineapple?



## What is It

A **pictograph** shows a representation of objects in a story. It also has a title and data that we need to know.



## What's More

**Directions:** Fill in the table with the correct number of ice cream being sold each day.

DAY	Number of Ice Cream	Total
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

**Directions:** Match the days in column A with its correct number of ice cream sold in column B. Write your answer on a separate sheet.

- |              |                       |       |
|--------------|-----------------------|-------|
| 1. Monday    | <input type="radio"/> | A. 10 |
| 2. Tuesday   | <input type="radio"/> | B. 14 |
| 3. Wednesday | <input type="radio"/> | C. 11 |
| 4. Thursday  | <input type="radio"/> | D. 7  |
| 5. Friday    | <input type="radio"/> | E. 8  |



## What I Have Learned

Remember a pictograph shows data that represents objects in a story. A pictograph has a title and data needed for interpretation.



## What I Can Do

**Directions:** Answer the questions on a separate sheet.

1. What is a Pictograph?
2. How important is pictograph in our daily life?

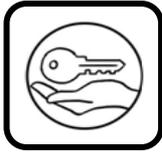


## Assessment

**Directions:** Count the number of pupils according to their favorite item found in the surrounding.

Item	Number of Pupils	Total
		4
		6
		8
		2

1. What does the data in the pictograph shows?
  - a. The data of Top 10 in Class.
  - b. The data of people in the community.
  - c. The data of Pupils favorite item in the surroundings.
2. Which item is the most favorite?
  - a. Curacha
  - b. Vinta.
  - c. Shell
3. What is the least favorite item?
  - a. Vinta
  - b. Curacha
  - c. Hat
4. How many pupils picked Vinta as their favorite?
  - a. 8 pupils
  - b. 4 pupils
  - c. 6 pupil



## Answer Key

**What I Know:** 1. A 2. A 3. B

**What's In:** 1. Fruits 2. 11 3. 1

**What's New:** 1. Banana 2. 6 3. 2

**What's More:** 1. E 2. A 3. D 4. C 5. B  
Monday – 8, Tuesday – 10, Wednesday – 7, Thursday – 11, Friday – 14

**What I Have Learned:** Remember the concept and uses of a pictograph.

**What I Can Do:** A pictograph shows a representation of objects in a story or any situation.

**Assessment:** 1. C 2. A 3. C 4. B

## Reference:

Anita Perez-Bernardo et al., *MATH Today*, Pasig City, Rex bookstore publishing, INC. 2014, 45-46.