

- JANUARY**
Makugihon
- FEBRUARY**
Mahigugmaon
- MARCH**
Matinabunon
- APRIL**
Matinahuron
- MAY**
Mahapsay og Malimpyo
- JUNE**
*Maabtik 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



4



MATHEMATICS

4th QUARTER – Module 7: DRAWING INFERENCES USING DOUBLE BAR GRAPH



Name of Learner: _____

Grade & Section: _____

Name of School: _____

Mathematics – Grade 4
Alternative Delivery Mode
Quarter 4 - Module 7: Drawing Inferences Using Double Bar Graph
First Edition, 2020

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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 in the fourth quarter of Grade 4 Mathematics as an aid to draw inferences from data presented on a double bar graph.

This module was designed to cater the academic needs of diverse learners in achieving and improving the twin goals of mathematics in basic education levels which are critical thinking and problem solving. The language used recognizes the vocabulary level of grade 4 pupils. The lessons followed a developmentally sequenced teaching and learning processes to meet the curriculum requirement.

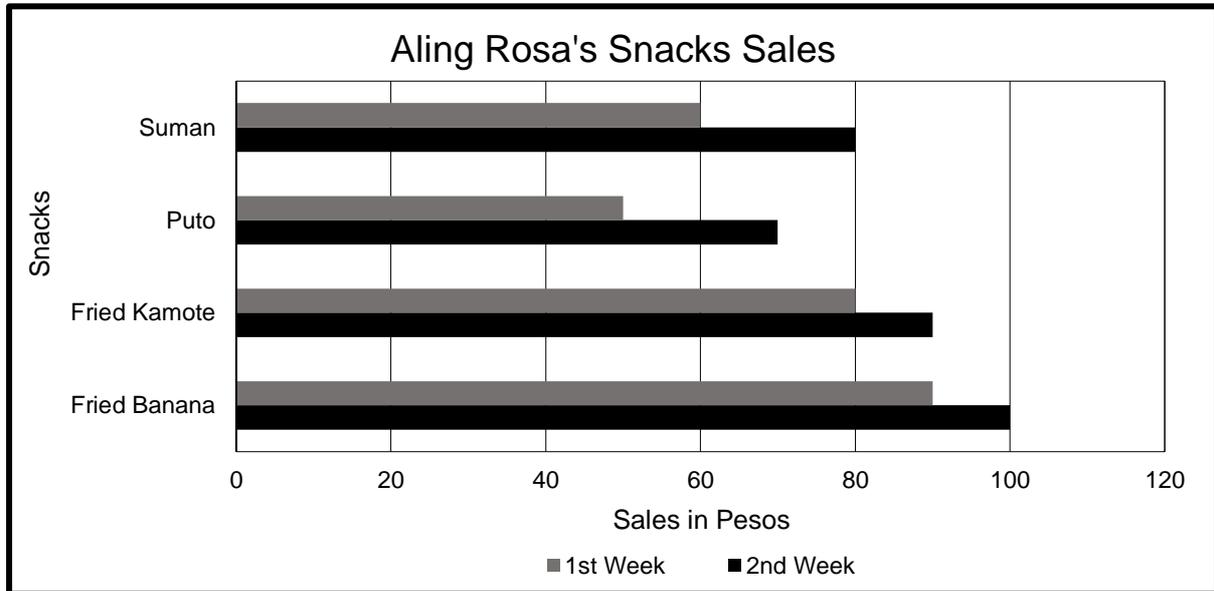
After going through the module, you are expected to draw inferences based on data presented in a double bar graph. (M4SP-IVh-5.4)

Learning is a continuous process; it is life itself. Good luck, stay safe, and God bless.



What I Know

Directions: Study the data on the horizontal bar graph. Choose the letter of the correct answer. Write your answer on separate paper.



1. Which snacks has the highest sales in both weeks?
 - a. suman
 - b. puto
 - c. fried kamote
 - d. fried banana
2. How much snacks sale was sold during the second week?
 - a. Php 250
 - b. Php 280
 - c. Php 300
 - d. Php 340
3. How much more snack sales does Aling Rosa have during the second week compared to the first week?
 - a. Php 50
 - b. Php 55
 - c. Php 60
 - d. Php 65
4. What is the trend of Aling Rosa's sale?
 - a. increasing
 - b. decreasing
 - c. alternately increasing
 - d. remained
5. What can you infer from Aling Rosa's sale of snacks?
 - a. Aling Rosa's sale in the first week is high.
 - b. Aling Rosa's sale in the second week is higher than the first week.
 - c. Aling Rosa's sale in the second week is lower than the first week.
 - d. The sales of Aling Rosa in two days did not change at all.

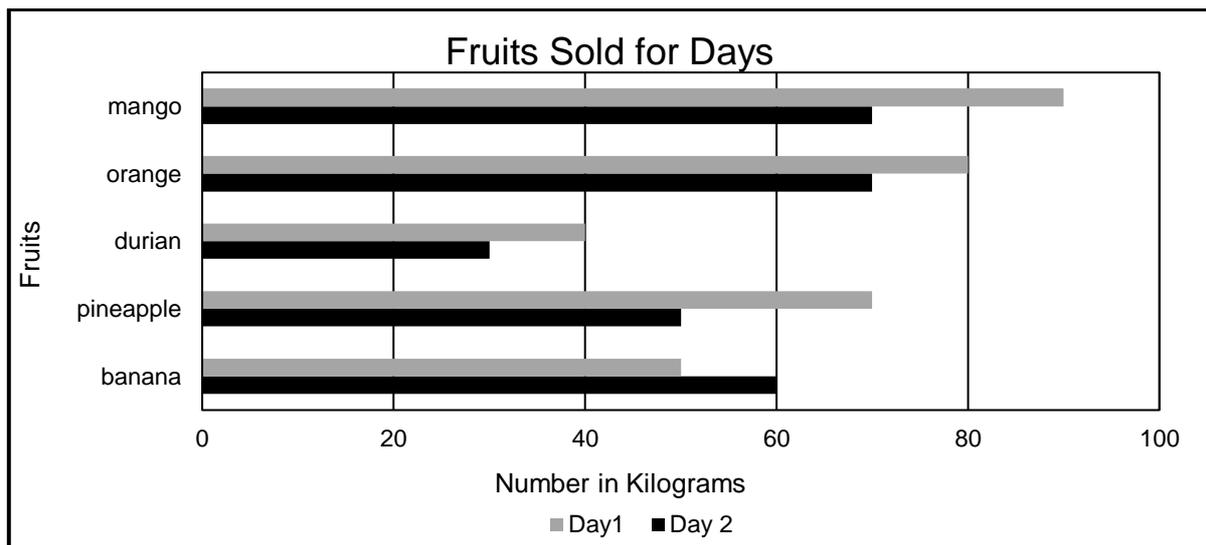
LESSON

DRAWING INFERENCES USING DOUBLE BAR GRAPH



What's In

Directions: Study the data on the graph to answer the questions below. Write your answer on your paper.



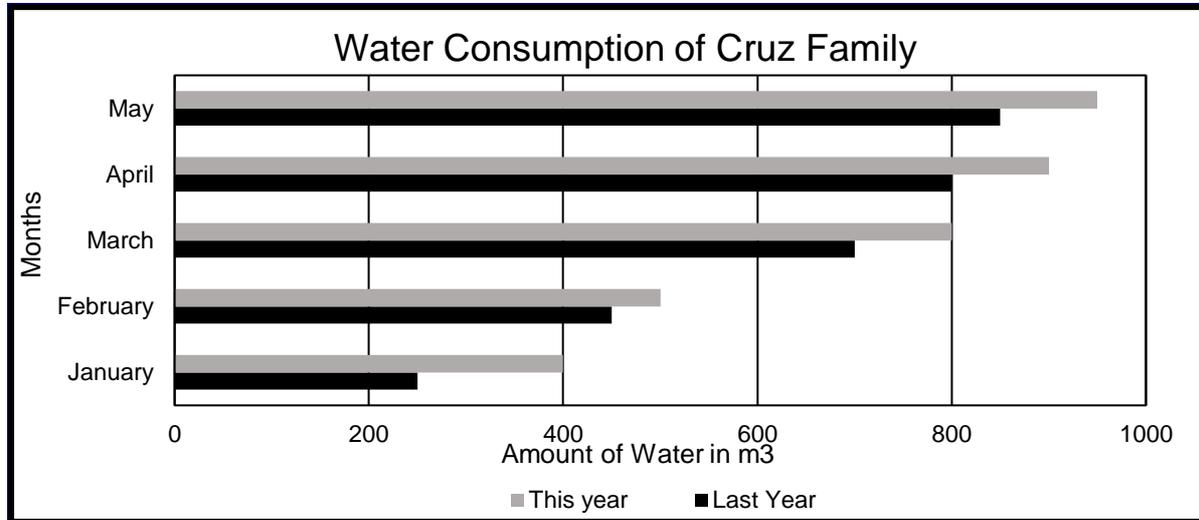
1. Which fruit has the greatest number of kilograms sold in two days?
2. How many kilograms of fruits were sold in Day1?
3. How many kilograms of fruits were sold in Day 2?
4. Which day had more kilograms of fruits sold? By how many kilograms more?
5. How many kilograms of fruits were sold in two days?

The following activities will give more ideas on the use of double bar graph. The graph is a useful tool to analyze data. The trends of the graph will draw inferences that will lead us to make a wise decision.



What's New

Directions: Study the horizontal bar graph. Answer the questions that follow.



1. How much water was consumed in January of last year?
2. In which month was the highest water consumption?
3. How much more water was consumed in this year than last year?
4. Looking at the data of water consumption of Cruz Family, what trend in the graph was shown?
5. What can you infer from the water consumption of the Cruz Family of last year and this year?



What is It

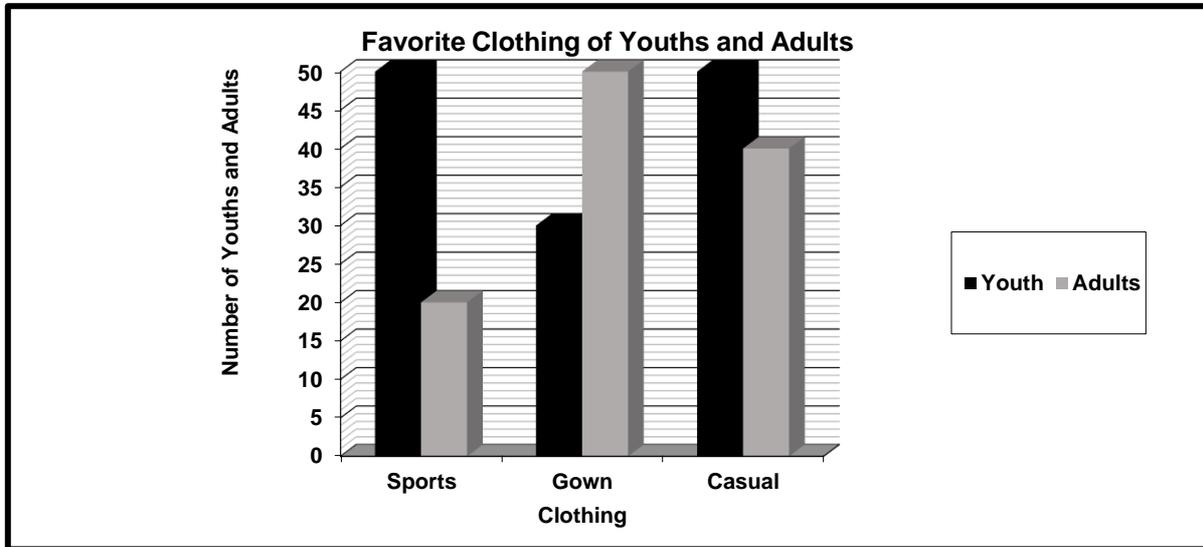
The graph shows that the Cruz's Family highest consumption was in May. The trend of the Cruz's Family water consumption is increasing. Hence, we can infer that the water consumption of the Cruz Family this year is higher than last year and it is increasing gradually every month.

- Trends can be seen with the data presented in a graph.
- Inference is an intelligent guess.
- Observing the trend of data in the graph can help in forming inferences on what is likely to happen and in making a wise decision.



What's More

Directions: Study the vertical bar graph and answer the questions that follow.



1. What is the title of the double vertical bar graph?
2. How many more youth preferred sports clothing than adults?
3. How many adults like gown more than the youth?
4. Which clothing got the greatest number of youth and adults' preference?
5. What can you infer from the favorite clothing of youths and adults?



What I Have Learned

Directions: Fill in the blank with the word found in the box to complete the sentence. Write your answer on separate sheet.

Trend

Inference

Observing

1. _____ is an intelligent guess.

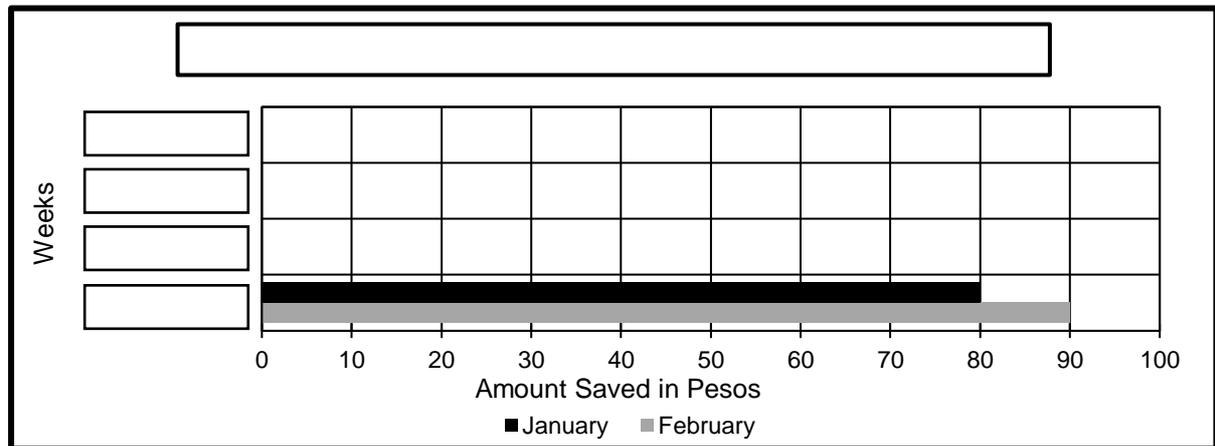
- _____ the trend of data in the graph can help in forming inferences on what is likely to happen and in making wise decisions.
- _____ is the prevailing tendency or inclination. It can be seen with the data presented in the graph.



What I Can Do

Directions: Complete the double bar graph on Kyla's savings for two months on your paper, then answer the questions below.

Kyla's Weekly Savings	Months	
	January	February
Week 1	PhP 80.00	PhP 90.00
Week 2	PhP 60.00	PhP 70.00
Week 3	PhP 50.00	PhP 60.00
Week 4	PhP 70.00	

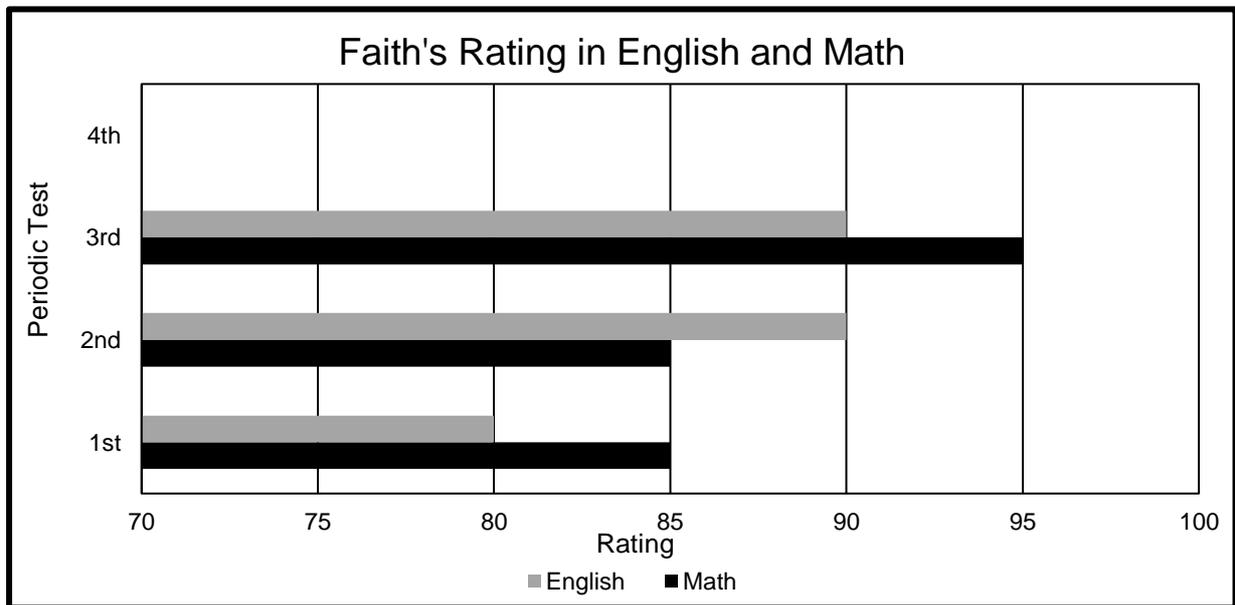


- Looking at the data on your graph from first week to fourth week of January and from first week to third week of February, what would you infer about Kyla's saving on the fourth week of February?
- How will you infer Kyla's savings from January to February?

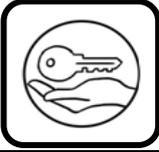


Assessment

Directions: Study the horizontal double bar graph and answer the questions that follow. Write your answer on your paper.



1. What was Faith's rating in Math during her first periodic test?
2. How higher was Faith's rating in English than Math in the second periodic test?
3. In which subject did Faith get a higher rating during her third periodic test?
4. What observation can be drawn from Faith's periodic test in both learning areas?
5. Give your inference to Faith's fourth periodic test result in Math.



Answer Key

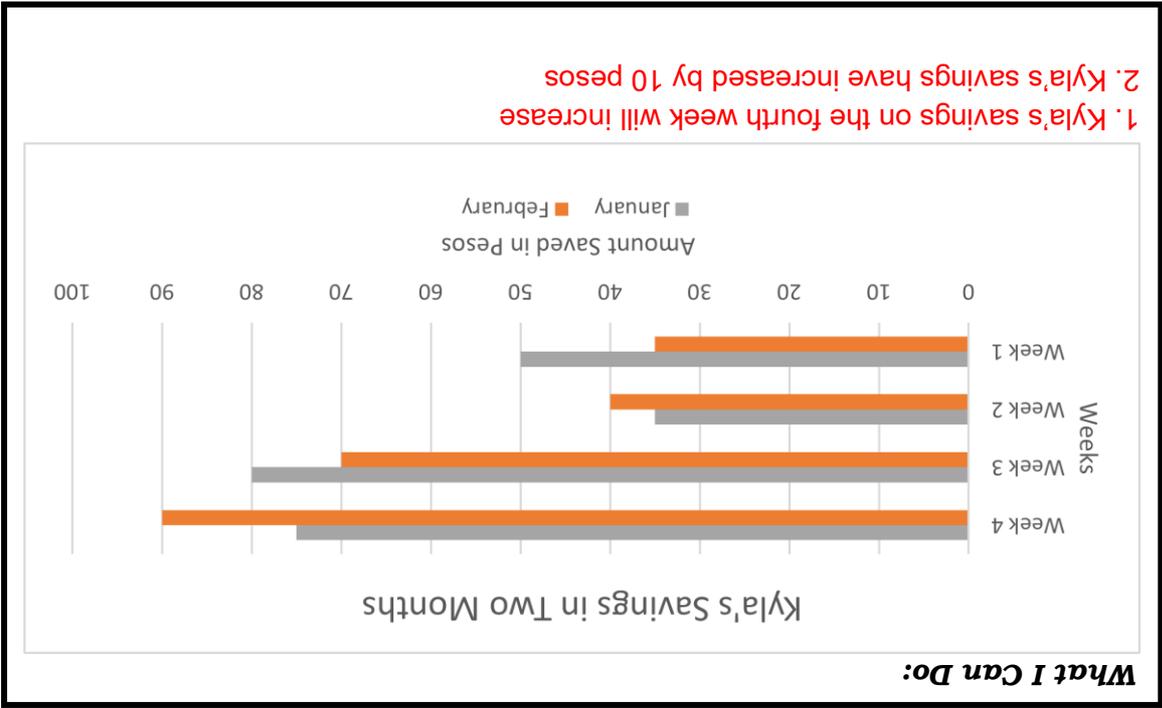
What I Know:
 1. d
 2. d
 3. c
 4. a
 5. b

What's In:
 1. mango
 2. 330
 3. 280
 4. Day 1, 50
 5. 610

What's New :
 1. 250
 2. May
 3. 500
 4. increasing
 5. The water consumption of the Cruz Family from January to May for both years is getting higher.

What's More:
 1. Favorite Clothing of Youth and Adults
 2. 30 youth
 3. 20 adults
 4. Casual clothing
 5. Youths prefer sports clothing while adults prefer gown. Both like casual but youth like it more. (answer may vary)

What I Have Learned:
 1. Inference.
 2. Observing
 3. Trend



Assessment:
 1. 85
 2. 5
 3. Math
 4. increasing
 5. will be higher

Reference:

Ofelia G.Chingcuangco,M.A.Ed., *Soaring High with Mathematics 4*, Bloombooks, Inc. Unit A 5218 Que Grade Sulok St. Ugong, Valenzuela City, Saint Matthew's Publishing, 2019.

I AM A FILIPINO

by Carlos P. Romulo

I am a Filipino – inheritor of a glorious past, hostage to the uncertain future. As such, I must prove equal to a two-fold task – the task of meeting my responsibility to the past, and the task of performing my obligation to the future.

I am sprung from a hardy race – child many generations removed of ancient Malayan pioneers. Across the centuries, the memory comes rushing back to me: of brown-skinned men putting out to sea in ships that were as frail as their hearts were stout. Over the sea I see them come, borne upon the billowing wave and the whistling wind, carried upon the mighty swell of hope – hope in the free abundance of the new land that was to be their home and their children’s forever.

This is the land they sought and found. Every inch of shore that their eyes first set upon, every hill and mountain that beckoned to them with a green and purple invitation, every mile of rolling plain that their view encompassed, every river and lake that promised a plentiful living and the fruitfulness of commerce, is a hollowed spot to me.

By the strength of their hearts and hands, by every right of law, human and divine, this land and all the appurtenances thereof – the black and fertile soil, the seas and lakes and rivers teeming with fish, the forests with their inexhaustible wealth in wild and timber, the mountains with their bowels swollen with minerals – the whole of this rich and happy land has been for centuries without number, the land of my fathers. This land I received in trust from them, and in trust will pass it to my children, and so on until the world is no more.

I am a Filipino. In my blood runs the immortal seed of heroes – seed that flowered down the centuries in deeds of courage and defiance. In my veins yet pulses the same hot blood that sent Lapulapu to battle against the alien foe, that drove Diego Silang and Dagohoy into rebellion against the foreign oppressor.

That seed is immortal. It is the self-same seed that flowered in the heart of Jose Rizal that morning in Bagumbayan when a volley of shots put an end to all that was mortal of him and made his spirit deathless forever; the same that flowered in the hearts of Bonifacio in Balintawak, of Gregorio del Pilar at Tirad Pass, of Antonio Luna at Calumpit, that bloomed in flowers of frustration in the sad heart of Emilio Aguinaldo at Palanan, and yet burst forth royally again in the proud heart of Manuel L. Quezon when he stood at last on the threshold of ancient Malacanang Palace, in the symbolic act of possession and racial vindication. The seed I bear within me is an immortal seed.

It is the mark of my manhood, the symbol of my dignity as a human being. Like the seeds that were once buried in the tomb of Tutankhamen many thousands of years ago, it shall grow and flower and bear fruit again. It is the insigne of my race, and my generation is but a stage in the unending search of my people for freedom and happiness.

I am a Filipino, child of the marriage of the East and the West. The East, with its languor and mysticism, its passivity and endurance, was my mother, and my sire was the West that came thundering across the seas with the Cross and Sword and the Machine. I am of the East, an eager participant in its struggles for liberation from the imperialist yoke. But I know also that the East must awake from its centuried sleep, shake off the lethargy that has bound its limbs, and start moving where destiny awaits.

For I, too, am of the West, and the vigorous peoples of the West have destroyed forever the peace and quiet that once were ours. I can no longer live, a being apart from those whose world now trembles to the roar of bomb and cannon shot. For no man and no nation is an island, but a part of the main, and there is no longer any East and West – only individuals and nations making those momentous choices that are the hinges upon which history revolves. At the vanguard of progress in this part of the world I stand – a forlorn figure in the eyes of some, but not one defeated and lost. For through the thick, interlacing branches of habit and custom above me I have seen the light of the sun, and I know that it is good. I have seen the light of justice and equality and freedom, my heart has been lifted by the vision of democracy, and I shall not rest until my land and my people shall have been blessed by these, beyond the power of any man or nation to subvert or destroy.

I am a Filipino, and this is my inheritance. What pledge shall I give that I may prove worthy of my inheritance? I shall give the pledge that has come ringing down the corridors of the centuries, and it shall be compounded of the joyous cries of my Malayan forebears when first they saw the contours of this land loom before their eyes, of the battle cries that have resounded in every field of combat from Mactan to Tirad Pass, of the voices of my people when they sing:

“I am a Filipino born to freedom, and I shall not rest until freedom shall have been added unto my inheritance—for myself and my children and my children’s children—forever.”