

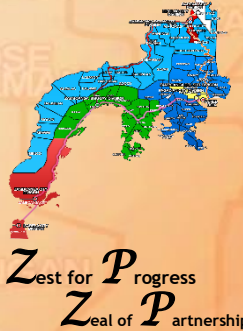
JANUARY	<i>Makugihon</i>
FEBRUARY	<i>Mahigugmaon</i>
MARCH	<i>Matinabunon</i>
APRIL	<i>Matinahuron</i>
MAY	<i>Mahapsay og Malimpyo</i>
JUNE	<i>Maabtik og Masunod sa Dhaklong Oras</i>
JULY	<i>Maantigo og Maabilidad</i>
AUGUST	<i>Maginhuhunon para sa Urban</i>
SEPTEMBER	<i>Madaginton</i>
OCTOBER	<i>Matinud-anon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



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



3



MATHEMATICS

4th QUARTER – Module 7:

INFERRING AND INTERPRETING DATA USING BAR GRAPHS



Name of Learner: _____

Grade & Section: _____

Name of School: _____

Mathematics – Grade 3
Alternative Delivery Mode
Quarter 4 - Module 7: Inferring and Interpreting Data Using Bar Graphs
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

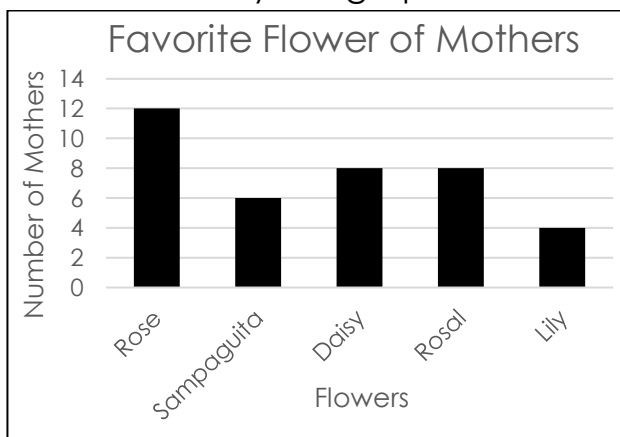
LEARNING COMPETENCY:

Infers and interprets data presented in different kinds of bar graphs (vertical / horizontal)



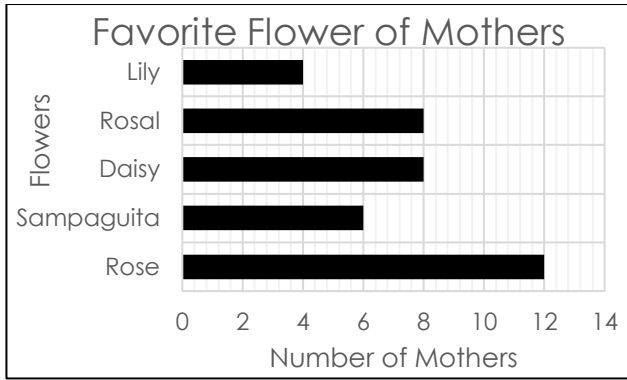
What I Know

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



GUIDE QUESTIONS:

1. What is the title of the graph?
2. What information is given at the vertical side?
3. What information is given at the horizontal side?



- Which flower is the most favorite flower of mothers?
- What kind of graph were illustrated above?

LESSON
1

Inferring and Interpreting Data Presented in Different Kinds of Bar Graphs (vertical/horizontal)



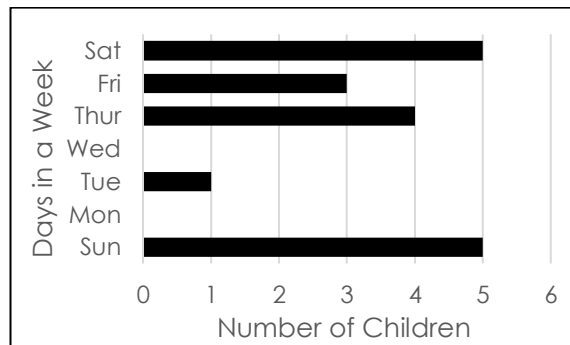
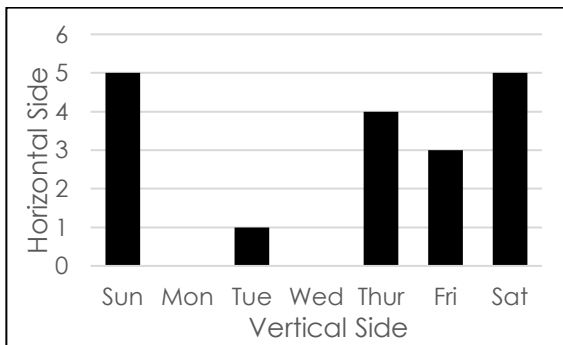
What's In

Can you still remember the two kinds of bar graphs? These are the following:

Horizontal Bar Graph

Vertical Bar Graph

Number of Children at the Beach

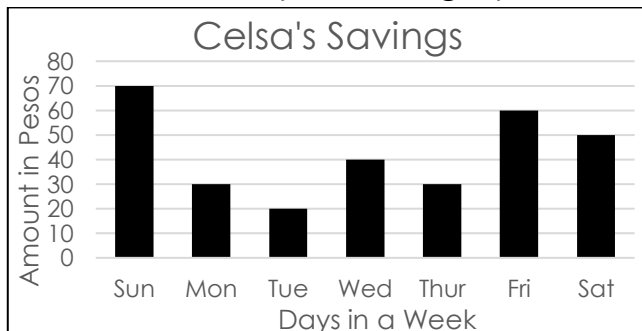


The main parts of a graph are the title, label, and legend.



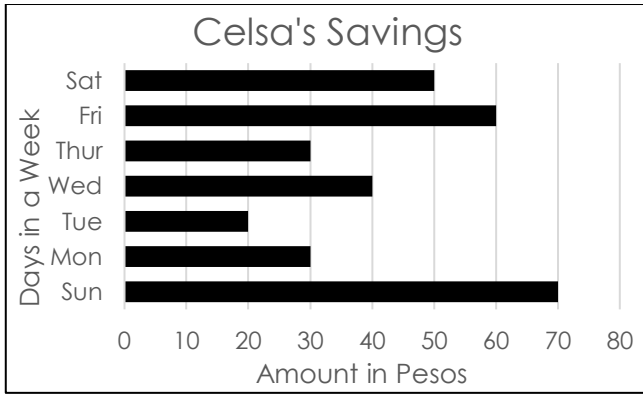
What's New

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



Questions:

- What is the title of the graph?
- How much saving does Celsa have on a Sunday?
- What kind of bar graph is presented on the left?



Try to answer the same questions given earlier in number 1 and 2 using the horizontal bar graph.

4. Did you get the same answers?
5. What kind of graph is presented?



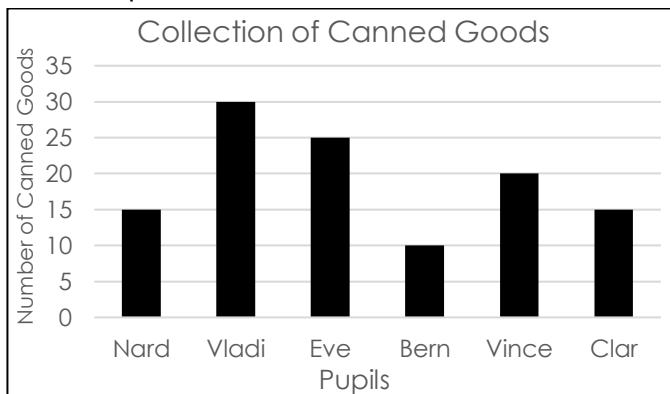
What is It

A **bar graph** is another kind of graph that uses bars to present and compare numbers or information. There are two kinds of bar graph – the **horizontal bar graph** and the **vertical bar graph**.



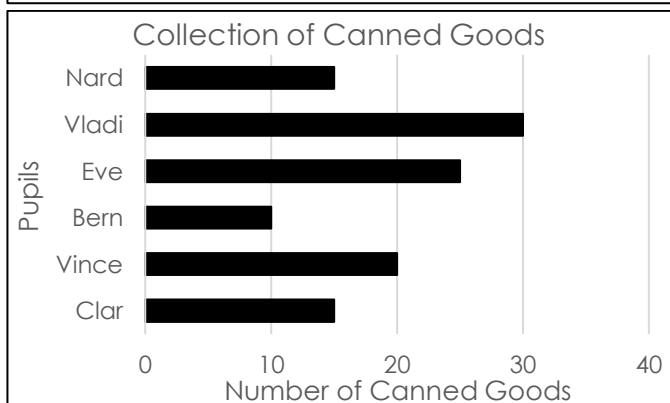
What's More

Directions: Use the bar graph to answer the questions. Write your answer on a separate sheet.



Questions:

1. How many canned goods did Vladi collect?
2. Who among the pupils collected the same number of canned goods?
3. Who collected the least canned goods?
4. How many canned goods did Eve collect?
5. How many canned goods did they collect in all?





What I Have Learned

How do we read and interpret a bar graph?

Identify the title of the bar graph. Read and analyze the information given in the horizontal and vertical axis.



What I Can Do

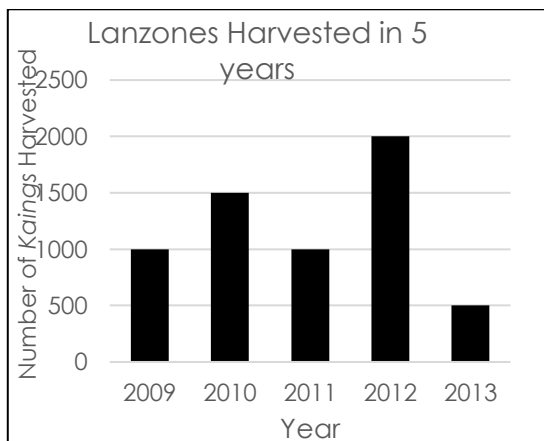
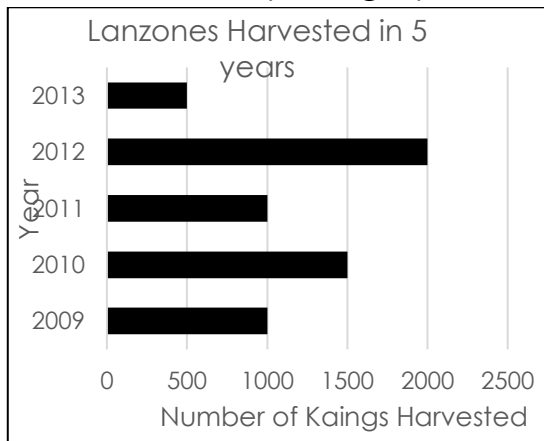
Directions: Answer the questions below.

1. Why are vertical/horizontal bar graphs useful in solving problems?
2. How important is it to know how to read and interpret bar graph?

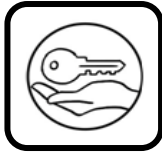


Assessment

Directions: Study the graphs. Choose the letter of the correct answer.



1. How many *kaings* of lanzones were harvested in 2011?
 - a. 1000
 - b. 1500
 - c. 2000
 - d. 500
2. How many more *kaings* of lanzones were harvested in 2010 than in 2011?
 - a. 500
 - b. 800
 - c. 1000
 - d. 700
3. In which year was the least harvest?
 - a. 2009
 - b. 2010
 - c. 2011
 - d. 2013
4. Which year has the same harvest?
 - a. 2011 and 2013
 - b. 2010 and 2012
 - c. 2009 and 2011
 - d. 2009 and 2010
5. What is the most number of kaings harvested?
 - a. 1000
 - b. 2000
 - c. 1500
 - d. 500



Answer Key

What I Know:
1. Favorite Flower of Mothers
2. Number of Mothers
3. Flowers
4. Rose
5. Vertical / Horizontal Graph

What's New:
1. Celsa's Savings
2. 70 pesos
3. Vertical Graph
4. Yes
5. Horizontal Graph

What's More:
1. 30
2. Nard and Clari
3. Bern
4. 25
5. 115

Assessment:
1. A
2. A
3. D
4. C
5. B

References:

Ofelia G. Chingcuangco, et. al. Mathematics 3 Teachers Guide Pasig City, DepEd. 2015.

Aileen G. Tiu, Realistic Math, Mandaluyong City, SIBS Publishing House, Inc. 2001

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.”