DAILY LESSON LOG OF M7SP-IVd-e-1 (Week Five-Day Six)

School		Grade Level	7
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Second

I. OBJECTIVES	*Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment Strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.*
A. Content Standards	The learner demonstrates understanding of key concepts, uses and importance of Statistics, data collection/gathering and the different forms of data representation, measures of central tendency, measures of variability, and probability
B. Performance Standards	The learner is able to collect and organize data systematically and compute accurately measures of central tendency and variability and apply these appropriately in data analysis and interpretation in different fields.
C. Learning Competencies/ Objectives	Learning Competency: Uses appropriate graphs to represent organized data: pie chart, bar graph, line graph, histogram, and ogive (**M7SP-IVd-e-1**) Learning Objectives: 1. Describe an ogive graph; 2. Use an ogive graph to represent data and; 3. Demonstrate appreciation of using the ogive graph in presenting data.
II. CONTENT	Statistics and Probability: Presenting Data Using Ogive Graph (Greater than type)
III. LEARNING RESOURCES	reference books
A. References	
1. Teacher's Guide pages	
2. Learner's Materials pages	
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	
B. Other Learning Resources	Grade 7 Mathematics Patterns and Practicalities (Pages 430-437)
IV. PROCEDURES	*These steps should be done across the week. Spread out the activities appropriately so that pupils/students will learn well. Always be guided by demonstration of learning by the pupils/ students which you can infer from formative assessment activities. Sustain learning systematically by providing pupils/students with multiple ways to learn new things, practice the learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.*
A. Review previous lesson or presenting the new lesson	Review previous lesson by asking questions like: (5 minutes) 1. What is an ogive graph? 2. How do you construct an ogive graph (less than type)? Answer Key: 1. Ogive graph is also known as cumulative frequency plots that allows us to quickly estimate the number of observations that are less than or equal to a particular value. 2. To construct a less than type ogive graph , make first a cumulative frequency table from the given data and then plot using the a pair of (upper limit, cumulative frequency).
B. Establishing a purpose for the lesson	The teacher lets the students explore to use graphs or charts in presenting data and helps them realize when to use such kind of graph or chart.
C. Presenting examples/ instances of the new lesson	The teacher lets the students, in groups, do the activity. (8 minutes) Complete the cumulative frequency table by finding a pattern from the given data. (table below)

Number of Text Messages Sent from Cellular Phones in a Day

No. of Text Messages	Frequency	Upper Boundary	Less than cumulative frequency	Greater than cumulative frequency
0-4	2	4	2	30
5-9	8	9	10	28
10-14	12			
15-19	5			8
20-24	3		30	
	30			

Answer Key:

Number of Text Messages Sent from Cellular Phones in a Day				
No. of Text Messages	Frequency	Upper Limit	Less than cumulative frequency	Greater than cumulative frequency
0-4	2	4	2	30
5-9	8	9	10	28
10-14	12	14	22	20
15-19	5	19	27	8
20-24	3	20	30	3
	30			

D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students how they were able to derive the values needed to complete the table. He/she lets the students describe the cumulative frequency table leading on how to get the greater than cumulative frequency. Furthermore he/she tells them that the presented cumulative frequency table is used for a greater than ogive graph.	
E. Discussing new concepts and practicing new skills #2		
F. Developing mastery (leads to formative assessment 3)	Working in pairs, the teacher lets the students graph the data of the previous activity using the cumulative frequency table. Guide them that the greater than cumulative frequency will be used. (5 minutes)

Answer Key:

| |
| **G. Finding practical applications of concepts and skills in daily living** | | |
| **H. Making generalizations and abstractions about the lesson** | The teacher summarizes the significance of using the ogive graph through questions like:
1. What is the importance of an ogive graph?
2. Based from the derived graph of the previous activity, what is the difference of a less than type ogive graph and the greater than type ogive graph?

Answer Key:
1. It allows us to quickly estimate the number of observations that are less than or equal to a particular value.
2.

Less than Ogive	More than Ogive
- frequencies are added starting from the upper limit of the 1st class interval of the frequency distribution - the cumulative total tends to increase - the graph is rising	- frequencies are added starting from the lower limit of the 1st class interval of the frequency distribution - the cumulative total tends to decrease - the graph is falling		
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. (12 minutes) The weights of dressed chicken at a certain supermarket are grouped into a distribution as follows:

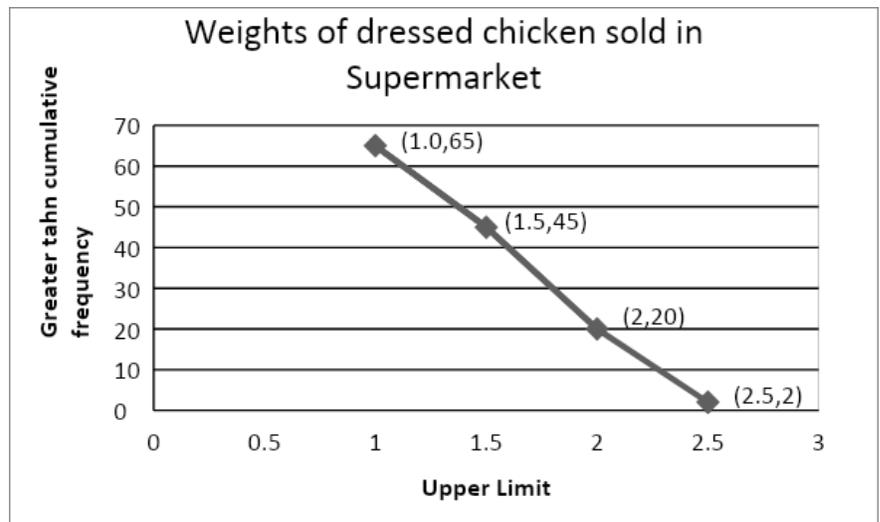| Weight (kilograms)	Number of Chickens
0.6-1.0	20
1.1-1.5	25
1.6-2.0	18
2.1-2.5	2		

1. Make a cumulative frequency distribution table (more than type).
2. Use a greater than type ogive graph to represent the data.

Answer Key:
1.

Weight (kilograms)	Number of Chickens	Upper Limit	more than cumulative frequency
0.6-1.0	20	1.0	65
1.1-1.5	25	1.5	45
1.6-2.0	18	2.0	20
2.1-2.5	2	2.5	2
	65		

2.

J.	Additional activities or remediation	
V. REMARKS		
VI. REFLECTION		*Reflect on your teaching and assess yourself as a teacher. Think about your students' progress. What works? What else needs to be done to help the pupils/students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.*
A.	No. of learners who earned 80% of the evaluation	
B.	No. of learners who require additional activities for remediation who scored below 80%	
C.	Did the remedial lesson work? No. of learners who have caught up with the lesson.	
D.	No. of learners who continue to require remediation	
E.	Which of my teaching strategies worked well? Why did these work?	
F.	What difficulties did I encounter which my principal or supervisor can help me solve?	
G.	What innovation or localized materials did I use/ discover which I wish to share with other teachers	