MATATAG
Bansang Makabata Batang Makabansa
BAGONG PILIPINAS

School Logo

Name of School:		*Quarter:*	*4th Quarter*
Grade Level & Section:	*Grade 7*	*Week:*	*Week 1 Day 4*
Subject:	*MATH*	*Date and Time:*	
Topic:		*Teacher:*	

I. CONTENT, STANDARDS AND LEARNING COMPETENCIES		*ANNOTATIONS*
A. CONTENT STANDARDS	The learners should have knowledge and understanding of the solution of simple equations	
B. PERFORMANCE STANDARDS	By the end of the lesson, the learners can solve simple equations. and substitute it into an algebraic expression to evaluate the expression.	
C. LEARNING COMPETENCIES AND LEARNING OBJECTIVES	**The learners can:** 1. Distinguish a variable from a constant in an algebraic expression. 2. Translate verbal phrases into algebraic expressions. 3. Evaluate algebraic expressions given the value/s of the variables.	
I. CONTENT		
Algebraic Expression (Weeks 1 & 2)		
II. LEARNING RESOURCES		
A. REFERENCES	CK-12 Foundation. (2024, January 11). Evaluating algebraic expressions and equations. https://flexbooks.ck12.org/cbook/ck-12-algebra-ii with-trigonometry-concepts/section/1.4/primary/lesson/evaluating-algebraic-expression	

	s-and-equations-alg-ii/ Department of Education. (2020). Mathematics quarter 2 – module 4: algebraic expressions. (1). Khan Academy. (2015, September 12). What are terms, factors, and coefficients in algebraic expressions? | 6th grade | Khan Academy. YouTube. https://www.youtube.com/watch?v=9_VCk9tWT0Y Miacademy Learning Channel. (2021, March 31). Let's learn about terms, factors, & coefficients [Video]. YouTube. https://www.youtube.com/watch?v=pdTmDdKg554 Miacademy Learning Channel. (2021, April 24). What's a variable? YouTube. https://www.youtube.com/watch?v=70-qzr3x6Ys
B. OTHER LEARNING RESOURCES	

III. TEACHING AND LEARNING PROCEDURE

BEFORE/PRE-LESSON PROPER

ACTIVATING PRIOR KNOWLEDGE

Short Review

Instructions: Categorize the following terms according to their corresponding mathematical symbols. Write the words that correspond to the operation.

Terms:

•plus	•equal to	•less than
•more than	•minus	•decreased by
•times	•the product of	•the same as
•ratio of	•not equal to	•not the same as
•increased by	•greater than	•is
•subtracted by	•diminished by	•is less than or equal to
•multiplied by	•equivalent	•is at most
•less	•the sum of	
•the quotient of	•the difference of	

Operation	Words
+	
-	
.	
÷	
=	
≠	
>	
<	
≤	
≥	

How does categorizing mathematical terms according to their corresponding symbols help in problem-solving and communicating mathematical ideas effectively? Provide examples to support your explanation.

After completing the activity, review the classifications as a class and discuss questions and clarifications from students.

Operation	Words
+	plus, increased by, the sum of, more than, equivalent, the same as
-	subtracted by, diminished by, less, decreased by, the difference of
x	times, multiplied by, the product of
÷	ratio of, the quotient of, divided by
=	equal to, equivalent, the same as
≠	not equal to, not the same as
>	greater than, exceeds, is at most
<	less than, is less than or equal to
≤	less than or equal to
≥	greater than or equal to

When guiding students through activities converting verbal phrases into math expressions, urge them to use operation symbols with letters and numbers.

		Emphasize connecting keywords with their matching mathematical operations.
LESSON PURPOSE/INTENTION	**Unscramble the jumbled letters to find the correct algebraic term.** **1. Smu → _____** **2. Dniefferc → _____** **3. Tcprod → _____** **4. Tuoqien → _____** **5. Seoducead → _____** **6. Nuqera → _____**	**Answer:** 1.Sum 2.Difference Product Quotient Decreased Squared
LESSON LANGUAGE PRACTICE	**Fill in the blanks** 1. The _____ of a number and 10 is written as x+10x + 10x+10. 2. The _____ of a number and 6 is written as x×6x \times 6x×6. 3. If a number is _____ by 4, it means you subtract 4 from the number, written as x−4x - 4x−4. 4. The _____ of a number and 2 is written as x2\frac{x}{2}2x. 5. The number is _____ by 5 when you add 5 to it, written as x+5x + 5x+5.	**1. Sum** **2. Product** **3. Decreased** **4. Quotient** **5. Increased**
DURING/LESSON PROPER		
READING THE KEY IDEA/STEM		
DEVELOPING UNDERSTANDING OF THE KEY IDEA/STEM	**Activity No. 6: Translate & Match: A Verbal Phrases to Algebraic Expressions Game** **Objective(s):** ● To practice translating verbal phrases to algebraic expressions ● To promote critical thinking by identifying relationships between mathematical operations and verbal descriptions **Materials Needed:** ● Game cards with verbal phrases (printed or written on index cards) ● Game board or playing area (optional) ● Markers or tokens for each player **Instructions:** 1. Shuffle the game cards and place them face down on the table or playing area. 2. Each player takes turns drawing a card from the deck. 3. Read the verbal phrase on the card aloud. 4. Using the verbal phrase, mentally or aloud, convert it into an algebraic expression.	Consider organizing the activity as a group task, allowing students to collaborate and discuss their classifications with their peers. Answer Key: 1.A 6. N 11. Q 2.L 7. A 12. U 3.L 8. R 13. A 4.M 9. E 14. L 5.E 10. E 15. !

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<td>5. Players then race to find the matching algebraic expression on a separate set of cards or on the game board.
6. The player who finds the matching algebraic expression first earns a point.
7. Continue playing until all cards have been drawn and matched.
8. The player with the most points at the end of the game wins.
Example of Game Cards:
<table>
<tr><td>"THE SUM OF A NUMBER AND 5."</td><td>"THREE TIMES THE DIFFERENCE BETWEEN A NUMBER AND 7"</td><td>"TEN LESS THAN TWICE A NUMBER"</td><td>"TWICE THE SUM OF A NUMBER AND 4."</td></tr>
<tr><td>THE PRODUCT OF A NUMBER AND 9 DECREASED BY 6."</td><td>AB</td><td>3(x−7)</td><td>2x−10</td></tr>
<tr><td>2(x+4)</td><td>x+5</td><td>9x−6</td><td>THE PRODUCT OF A AND B</td></tr>
</table>
How did you find the activity? Did you enjoy it? Why or why not?</td>
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<tr>
<td>DEEPENING UNDERSTANDING OF THE KEY IDEA/STEM</td>
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<tr><th colspan="3">AFTER AFTER/POST-LESSON</th></tr>
<tr>
<td>MAKING GENERALIZATION AND ABSTRACTIONS</td>
<td>Reflection on Learning
After completing the exercises, use this checklist to evaluate your mastery of the objectives of this section.
<table>
<tr><th>I can</th><th>Confidently</th><th>With some Help</th><th>No, I didn't get it</th></tr>
<tr><td>Identify terms, coefficients, constants and variables</td><td></td><td></td><td></td></tr>
<tr><td>Identify different types of polynomials according to their degree and number of terms</td><td></td><td></td><td></td></tr>
<tr><td>Translate word phrases into algebraic expressions</td><td></td><td></td><td></td></tr>
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<td>EVALUATING LEARNING</td>
<td>Multiple Choice Quiz: Translating Verbal Phrases to Algebraic Expressions

Instructions: Choose the correct algebraic expression for each verbal phrase.

1. The sum of a number and 8
a) x−8x - 8x−8
b) x+8x + 8x+8
c) 8x8x8x
d) x×8x \times 8x×8

2. 6 less than a number
a) x+6x + 6x+6
b) x−6x - 6x−6
c) 6x6x6x
d) x6\frac{x}{6}6x

3. The product of a number and 3
a) x+3x + 3x+3
b) 3x3x3x
c) x−3x - 3x−3
d) x3\frac{x}{3}3x</td>
<td>Answer Key

1. b) x+8x + 8x+8
2. b) x−6x - 6x−6
3. b) 3x3x3x
4. c) x4\frac{x}{4}4x
5. b) 2x−52x - 52x−5</td>
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	4. The quotient of a number and 4 *a) 4x4x4x* *b) x+4x + 4x+4* *c) x4\frac{x}{4}4x* *d) x−4x - 4x−4* *5. Twice a number decreased by 5* *a) 2x+52x + 52x+5* *b) 2x−52x - 52x−5* *c) x+5x + 5x+5* *d) x−2x - 2x−2*	
ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)		
REMARKS		
REFLECTION		

Prepared by:

_____

_____

Subject Teacher
Teacher

Reviewed by:

Master Teacher/Head