

DAILY LESSON LOG OF M7SP-IVj-1 (Week ____ -Day One)

School		Grade Level	Grade 7
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Fourth
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 statistical measures in analyzing and interpreting statistical data. (M7SP-IVj-1) Learning Objectives: 1. Differentiate mean, median and mode. 2. Identify the appropriate statistical measures to use in analyzing and interpreting statistical data. 3. Justify the appropriate statistical measures used on the interpretation and analysis of the statistical data presented.		
II. CONTENT	Statistics and Probability		
III. LEARNING RESOURCES			
A. References			
1. Teacher’s Guide	Pages		
2. Learner’s Materials	Pages 245 - 247		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources			
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	The teacher reviews about mean, median and mode through asking the following: 1. What is mean? 2. What is median? 3. What is mode?		
B. Establishing a purpose for the lesson	The teacher lets the students realize that differentiating mean, median and mode is important to identify the appropriate statistical measures in analyzing and interpreting statistical data.		
C. Presenting examples/ instances of the new lesson	- Using the data in the Activity on page 245 of the Learner’s Module, let the students compute for the mean, median and mode. - Then ask the following questions: 1) What score is typical to the group of students? Why? 2) What score frequently appears? 3) What score appears to be in the middle? How many students fall below that score?		

D. Discussing new concepts and practicing new skills #1

- Present the tables to the class.
- Ask them to share their understanding on the tables presented.

Measure of Central Tendency	Takes every score into account?	Affected by extreme scores?	Advantages/ Disadvantages
MEAN	Yes	Yes	Takes every score into account/ affected by extreme scores
MEDIAN	No	No	Good choice if there are extreme scores
MODE	No	No	Appropriate for nominal data

Type of Variable	Best measure of central tendency
Nominal	Mode
Ordinal	Median
Interval/Ratio (not skewed)	Mean
Interval/Ratio (skewed)	Median

E. Discussing new concepts and practicing new skills #2

- Divide the class into 2.
- Let the students answer Activity on page 246 of the Learner’s Module.
 - Group 1 will and number 1. All answers must be explained and justified.
 - Group 2 will and number 2. All answers must be explained and justified.

F. Developing mastery (leads to formative assessment 3)

- Ask the students the following questions:
 - When is the mean the best measure of central tendency to use?
 - When is the median the best measure of central tendency to use?
 - When is the mode the best measure of central tendency to use?
- Refer to the answers below.

When is the mean the best measure of central tendency?

The mean is usually the best measure of central tendency to use when your data distribution is continuous and symmetrical, such as when your data is normally distributed. However, it all depends on what you are trying to show from your data.

When is the mode the best measure of central tendency?

The mode is the least used of the measures of central tendency and can only be used when dealing with nominal data. For this reason, the mode will be the best measure of central tendency (as it is the only one appropriate to use) when dealing with nominal data. The mean and/or median are usually preferred when dealing with all other types of data, but this does not mean it is never used with these data types.

When is the median the best measure of central tendency?

The median is usually preferred to other measures of central tendency when your data set is skewed (i.e., forms a skewed distribution) or you are dealing with ordinal data. However, the mode can also be appropriate in these situations, but is not as commonly used as the median.

G. Finding practical applications of concepts and skills in daily living	A storeowner kept a tally of the sizes of T-shirts purchased in her store. Which measure of central tendency should the storeowner use to describe the average size suit sold?
H. Making generalizations and abstractions about the lesson	- The teacher summarizes the lesson presented. - Refer to Discussion on page 245 and Questions/Points to Ponder on page 246 of the Learner’s Module.
I. Evaluating Learning	- Group Activity (use the same group) Group 1 – Answer number 2 on the Exercise on page 247 of the Learner’s Module.’ Group 2 - Answer number 3 on the Exercise on page 247 of the Learner’s Module. - Each group must explain and justify their answers. - Group members from the other group may ask questions to the presenters.
J. Additional activities or remediation	
V. REMARKS	
VI. REFLECTION	<i>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.</i>
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	