| 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 curricular procedures must be followed and if needed, additional lessons, explored content knowledge and competencies. These are assessed objectives support the learning of content and competencies and enable lessons. Weekly objectives shall be derived from the curriculum quantum forms. | | | ercises and remedial activities may be done for ad using Formative Assessment Strategies. Valuing ble children to find significance and joy in learning | | |
| 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 | Organizes data in a frequency distribution table. (M7SP-IVc-1) 1. Know and understand the different terms and parts of a frequency distribution table. 2. Organize data in a frequency distribution table. 3. Create a frequency distribution table. | | | | | |
| II. CONTENT | Statistics and Probabi | lity | | | | |
| III. LEARNING RESOURCES | teacher's guide, learn | ier's module, re | ference books, illustr | ations, | | |
| A. References | | | | | | |
| 1. Teacher's Guide pages | | | | | | |
| 2. Learner's Materials pages | | | | | | |
| 3. Textbook pages | Global Mathematics | Book pages 235 | 5-240 | | | |
| 4. Additional Materials from Learning Resource (LR) portal | | | | | | |
| B. Other Learning Resources | Global Mathematics | | | | | |
| IV. PROCEDURES | guided by demonstration of le systematically by providing pu | earning by the pupils/ upils/students with m | students which you can infer fi ultiple ways to learn new th | tely so that pupils/students will learn well. Always be rom formative assessment activities. Sustain learning ings, practice the learning, question their learning periences and previous knowledge. Indicate the time | | |
| A. Review previous lesson or presenting the new lesson | Review the basic terminologies used in a frequency distribution table. | | | | | |
| B. Establishing a purpose for the lesson | The teacher lets the students realized that basic terminologies is important in making the frequency distribution table. | | | | | |
| C. Presenting examples/ instances of the new lesson | The teacher lets the s Here are the resu Class interval a class a frequency distri- 56-60 35518554, 8,41,40 146-505,46,39,2 41-45,18,24,4 36-40 2,36,36 31-35 | ılts of the 60- | Class frequency (f) 1 1 2 4 7 6 | swer key: | | |

| | | 26-30 21-25 16-20 11-15 6-10 | | | 3 2 2 I | | | |
|----|---|--|--|-----------|----------------------------------|--------------------------|-----------------------------------|----------------------|
| D. | Discussing new concepts and practicing new skills #1 | | re about the m | | • | _ | ne answer in A ed in making fr | - |
| E. | Discussing new concepts and practicing new skills #2 | Class Interval 56-60 51-55 46-50 41-45 36-40 31-35 26-30 21-25 16-20 11-15 6-10 | Class frequency (f) 1 1 2 4 7 6 3 2 1 | Classmark | k Upper class limit | Lower class limit | Upper class boundary | Lower class boundary |
| F. | Developing mastery (leads to formative assessment 3) | 1. Wh 2. Wh | ame table, the lat is the total lich class inter lat is the class | number o | of students wh e highest freq | no took the te uency? | e following quest? | uestions: |
| G. | Finding practical applications of concepts and skills in daily living | | | | | | | |
| н. | Making generalizations and abstractions about the lesson | The teacher summarizes the mathematical skills and principles used in making a frequency distribution and asks questions like; 1. How did you get the answers of the unknown values? 2. How did you compute for the class mark 3. How did you determine the lower and upper class boundaries? | | | | | | |

| | Possible resp | onses: | | | | | |
|---|---|----------------------------|--------------------------|---------------------------------|---|--|--|
| | The teacher lets the students answer individually the formative assessment. | | | | | | |
| | Math test scores of 30 students | | | | | | |
| | | <u></u> | I 61 | | 1 0 1 | 01 | |
| | Class | Class | Class | | Class | Class | |
| | interval | Frequency | Upper | Lower | Boundaries | Mark | |
| | 3-8 | 1 | | | | | |
| | 9 – 14 | 7 | | | | | |
| | 15 -20 | 8 | | | | | |
| | 21 – 26 | 4 | | | | | |
| | 27 - 32 | 10 | | | | | |
| I. Evaluating Learning | Class interval 3 – 8 9 – 14 15 - 20 21 – 26 27 - 32 | Class Frequency 1 7 8 4 10 | Class Upper 3 9 15 21 27 | Limit Lower 8 14 20 26 32 | Class Boundaries 2.5 and 8.5 8.5 and 14.5 14.5 and 20.5 20.5 and 26.5 26.5 and 32.5 | Class Mark 5.5 11.5 17.5 23.5 29.5 | |
| J. Additional activities or remediation | | | | | | | |
| V. REMARKS | | | | | | | |
| VI. REFLECTION | needs to be don | | students learn? | ldentify what i | ut your students' prog help your instruction | | |
| 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 | |