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	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 Probability
III. LEARNING RESOURCES	teacher's guide, learner's module, reference books, illustrations,
A. References	
1. Teacher's Guide pages	
2. Learner's Materials pages	
3. Textbook pages	Global Mathematics Book pages 235-240
4. Additional Materials from Learning Resource (LR) portal	
B. Other Learning Resources	Global Mathematics
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 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 student perform this: Answer key: Here are the results of the 60-item test of a class. Construct a frequency distribution. 35,28, 34, 8,41,40, 43, 13,29,35,46,39,21,19,31,33,39 ,51,57,45,18,24,44,36,48,37,3 2,18,22,36

Class Interval	Tally	Class frequency (f)
56-60	I	1
51-55	I	1
46-50	II	2
41-45	IIII	4
36-40	IIIII-II	7
31-35	IIIII-I	6

26-30	III	3
21-25	II	2
16-20	II	2
11-15	I	I
6-10	I	I

D. Discussing new concepts and practicing new skills #1

The teacher discusses with the students the process of arriving at the answer in Activity 1.Furthermore about the mathematical skills and principles they used in making frequency distribution table.

E. Discussing new concepts and practicing new skills #2

Class Interval	Class frequency (f)	Classmark	Upper class limit	Lower class limit	Upper class boundary	Lower class boundary
56-60	1					
51-55	1					
46-50	2					
41-45	4					
36-40	7					
31-35	6					
26-30	3					
21-25	2					
16-20	2					
11-15	I					
6-10	I					

F. Developing mastery (leads to formative assessment 3)

Using the same table, the teacher lets the students answer the following questions:

1. What is the total number of students who took the test?
2. Which class interval has the highest frequency?
3. What is the class mark of the 3rd class interval?

G. Finding practical applications of concepts and skills in daily living

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H. 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 responses:
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Math test scores of 30 students

Class interval	Class Frequency	Class Limit		Class Boundaries	Class Mark
		Upper	Lower		
3 – 8	1				
9 – 14	7				
15 -20	8				
21 – 26	4				
27 - 32	10				

Answer Key:

Class interval	Class Frequency	Class Limit		Class Boundaries	Class Mark
		Upper	Lower		
3 – 8	1	3	8	2.5 and 8.5	5.5
9 – 14	7	9	14	8.5 and 14.5	11.5
15 -20	8	15	20	14.5 and 20.5	17.5
21 – 26	4	21	26	20.5 and 26.5	23.5
27 - 32	10	27	32	26.5 and 32.5	29.5

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	