

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

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 (Less 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	The teacher will show a cumulative frequency table to the students and ask questions like: (5 minutes) <table><tr><td>Range</td><td>Frequency</td><td>Cumulative Frequency</td></tr><tr><td>0-5</td><td>2</td><td>2</td></tr><tr><td>6-10</td><td>3</td><td>5</td></tr><tr><td>11-15</td><td>2</td><td>7</td></tr><tr><td>16-20</td><td>4</td><td>11</td></tr><tr><td>21-25</td><td>5</td><td>16</td></tr><tr><td>26-30</td><td>1</td><td>17</td></tr></table> 1. What information can we get from the frequency table? 2. In the third column is the cumulative frequency, from your observation, how do we get the cumulative frequency of the data? 3. What is a cumulative frequency? Answer Key: 1. Answers may vary. 2. The cumulative frequency is calculated by adding each frequency from a frequency distribution table to the sum of its predecessors. The last value will always be equal to the total for all observation. 3. Cumulative frequency is the running total of frequencies or the sum of all previous frequencies up to the current point.			Range	Frequency	Cumulative Frequency	0-5	2	2	6-10	3	5	11-15	2	7	16-20	4	11	21-25	5	16	26-30	1	17
Range	Frequency	Cumulative Frequency																						
0-5	2	2																						
6-10	3	5																						
11-15	2	7																						
16-20	4	11																						
21-25	5	16																						
26-30	1	17																						
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><tr><th colspan="4">Money Spent per Family During the Holiday Weekend</th></tr><tr><th>Money Spent (Php)</th><th>Frequency</th><th>Upper Boundary</th><th>Cumulative Frequency</th></tr><tr><td>0-300</td><td>2</td><td>300</td><td>2</td></tr><tr><td>300-600</td><td>2</td><td>600</td><td>4</td></tr><tr><td>600-900</td><td>6</td><td></td><td></td></tr><tr><td>900-1200</td><td>10</td><td></td><td></td></tr><tr><td>1200-1700</td><td>11</td><td></td><td></td></tr><tr><td>1700-2000</td><td>9</td><td></td><td></td></tr></table> Answer Key: <table><tr><th colspan="4">Money Spent per Family During the Holiday Weekend</th></tr><tr><th>Money Spent (Php)</th><th>Frequency</th><th>Upper Limit</th><th>Cumulative Frequency</th></tr><tr><td>0-300</td><td>2</td><td>300</td><td>2</td></tr><tr><td>300-600</td><td>2</td><td>600</td><td>4</td></tr><tr><td>600-900</td><td>6</td><td>900</td><td>10</td></tr><tr><td>900-1200</td><td>10</td><td>1200</td><td>20</td></tr><tr><td>1200-1700</td><td>11</td><td>1700</td><td>31</td></tr><tr><td>1700-2000</td><td>9</td><td>2000</td><td>40</td></tr></table>	Money Spent per Family During the Holiday Weekend				Money Spent (Php)	Frequency	Upper Boundary	Cumulative Frequency	0-300	2	300	2	300-600	2	600	4	600-900	6			900-1200	10			1200-1700	11			1700-2000	9			Money Spent per Family During the Holiday Weekend				Money Spent (Php)	Frequency	Upper Limit	Cumulative Frequency	0-300	2	300	2	300-600	2	600	4	600-900	6	900	10	900-1200	10	1200	20	1200-1700	11	1700	31	1700-2000	9	2000	40
Money Spent per Family During the Holiday Weekend																																																																	
Money Spent (Php)	Frequency	Upper Boundary	Cumulative Frequency																																																														
0-300	2	300	2																																																														
300-600	2	600	4																																																														
600-900	6																																																																
900-1200	10																																																																
1200-1700	11																																																																
1700-2000	9																																																																
Money Spent per Family During the Holiday Weekend																																																																	
Money Spent (Php)	Frequency	Upper Limit	Cumulative Frequency																																																														
0-300	2	300	2																																																														
300-600	2	600	4																																																														
600-900	6	900	10																																																														
900-1200	10	1200	20																																																														
1200-1700	11	1700	31																																																														
1700-2000	9	2000	40																																																														
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the answers of the student describing how to make a cumulative frequency table in the previous activity. He/she presents the ogive graph that represents the data from the frequency table. He/she tells them that the graph shown is an ogive graph. Furthermore, he/she tells the students the details of the graph like: 1. An ogive graph is a line graph where the bases are the upper or lower class boundaries and the cumulative frequency. 2. The ogive graph helps to find the median of the data. Ogive graph (less than type) median = $\frac{N}{2} = \frac{40}{2} = 20$ (1200,20)																																																																
E. Discussing new concepts and practicing new skills #2	The teacher discusses thoroughly the two types of an ogive graph (Less than type and Greater than type). He/she will emphasize that the given previous exercise is the less than type ogive graph. Furthermore, he/she explains that the bases of the graph are the upper limits of the class as abscissae and the corresponding less than cumulative frequencies as ordinates and the graph is a rising curve.																																																																
F. Developing mastery (leads to formative assessment 3)	Working in pairs, the teacher lets the students do an exercise below. (5 minutes) 1. In this ogive plot, how many observations (y-axis) do we expect for all participants between 0 and 20 years of age (x-axis)? 2. Ogive graphs are often also referred to as _____ frequency plots. Answer Key: 1. 11 students 2. cumulative																																																																
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. How do you make a less than type ogive graph? Answer Key:																																																																

	1. Answers may vary. 2. a. Make a cumulative frequency (cf) table with upper limits. b. Mark upper class limits(ucl) along x-axis. c. Mark cumulative frequencies along y-axis. d. Plot the points (ucl, cf). e. Join the points obtained through a smooth curve.																																																								
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. (12 minutes) Complete the cumulative frequency table of the engineering entrance test. Use a less than type ogive graph to represent the data. <table><tr><th>Marks</th><th>No. of students</th><th>Upper limit</th><th>Less than cumulative frequency</th></tr><tr><td>0-10</td><td>7</td><td>10</td><td>7</td></tr><tr><td>10-20</td><td>10</td><td>20</td><td>17</td></tr><tr><td>20-30</td><td>23</td><td>30</td><td></td></tr><tr><td>30-40</td><td>51</td><td></td><td></td></tr><tr><td>40-50</td><td>6</td><td></td><td></td></tr><tr><td>50-60</td><td>3</td><td></td><td>100</td></tr></table> Answer Key: <table><tr><th>Marks</th><th>No. of students</th><th>Upper limit</th><th>Less than cumulative frequency</th></tr><tr><td>0-10</td><td>7</td><td>10</td><td>7</td></tr><tr><td>10-20</td><td>10</td><td>20</td><td>17</td></tr><tr><td>20-30</td><td>23</td><td>30</td><td>40</td></tr><tr><td>30-40</td><td>51</td><td>40</td><td>91</td></tr><tr><td>40-50</td><td>6</td><td>50</td><td>97</td></tr><tr><td>50-60</td><td>3</td><td>60</td><td>100</td></tr></table>	Marks	No. of students	Upper limit	Less than cumulative frequency	0-10	7	10	7	10-20	10	20	17	20-30	23	30		30-40	51			40-50	6			50-60	3		100	Marks	No. of students	Upper limit	Less than cumulative frequency	0-10	7	10	7	10-20	10	20	17	20-30	23	30	40	30-40	51	40	91	40-50	6	50	97	50-60	3	60	100
Marks	No. of students	Upper limit	Less than cumulative frequency																																																						
0-10	7	10	7																																																						
10-20	10	20	17																																																						
20-30	23	30																																																							
30-40	51																																																								
40-50	6																																																								
50-60	3		100																																																						
Marks	No. of students	Upper limit	Less than cumulative frequency																																																						
0-10	7	10	7																																																						
10-20	10	20	17																																																						
20-30	23	30	40																																																						
30-40	51	40	91																																																						
40-50	6	50	97																																																						
50-60	3	60	100																																																						
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																																																									

