

School		Grade Level	Grade 7
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Fourth
I. OBJECTIVES	<i>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.</i>		
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	<i>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.</i>		
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	Paste a blank frequency distribution table and ask students to fill it in.		
C. Presenting examples/ instances of the new lesson	Paste a blank frequency distribution table and ask students to fill it in.		

D. Discussing new concepts and practicing new skills #1	Let the students answer the activity below. The Scores of 40 students in their Statistics Quiz <table><tr><td>87</td><td>76</td><td>96</td><td>77</td><td>64</td><td>84</td><td>67</td><td>97</td></tr><tr><td>35</td><td>56</td><td>84</td><td>92</td><td>53</td><td>68</td><td>85</td><td>91</td></tr><tr><td>48</td><td>93</td><td>65</td><td>78</td><td>82</td><td>74</td><td>80</td><td>74</td></tr><tr><td>77</td><td>82</td><td>59</td><td>64</td><td>89</td><td>92</td><td>74</td><td>86</td></tr><tr><td>65</td><td>87</td><td>73</td><td>94</td><td>76</td><td>96</td><td>79</td><td>52</td></tr></table> <table><tr><th>Class Interval</th><th>Frequency</th></tr><tr><td>33 – 43</td><td></td></tr><tr><td>44 – 54</td><td></td></tr><tr><td>55 – 65</td><td></td></tr><tr><td>66 – 76</td><td></td></tr><tr><td>77 – 87</td><td></td></tr><tr><td>88 - 98</td><td></td></tr></table>	87	76	96	77	64	84	67	97	35	56	84	92	53	68	85	91	48	93	65	78	82	74	80	74	77	82	59	64	89	92	74	86	65	87	73	94	76	96	79	52	Class Interval	Frequency	33 – 43		44 – 54		55 – 65		66 – 76		77 – 87		88 - 98	
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E. Discussing new concepts and practicing new skills #2	Discuss the steps of constructing the frequency distribution table.																																																						
F. Developing mastery (leads to formative assessment 3)	Let the students answer. Create a complete frequency distribution table on the following data on the number of years of teaching experience of 48 teachers at Bagong Buhay High School. <table><tr><td>28</td><td>26</td><td>21</td><td>15</td><td>20</td><td>16</td><td>12</td><td>9</td><td>18</td><td>15</td><td>12</td><td>10</td></tr><tr><td>32</td><td>15</td><td>18</td><td>19</td><td>16</td><td>14</td><td>9</td><td>11</td><td>12</td><td>9</td><td>10</td><td>11</td></tr><tr><td>25</td><td>14</td><td>22</td><td>21</td><td>13</td><td>9</td><td>6</td><td>6</td><td>7</td><td>8</td><td>6</td><td>8</td></tr><tr><td>7</td><td>6</td><td>8</td><td>8</td><td>3</td><td>4</td><td>3</td><td>5</td><td>5</td><td>0</td><td>2</td><td>1</td></tr></table>	28	26	21	15	20	16	12	9	18	15	12	10	32	15	18	19	16	14	9	11	12	9	10	11	25	14	22	21	13	9	6	6	7	8	6	8	7	6	8	8	3	4	3	5	5	0	2	1						
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G. Finding practical applications of concepts and skills in daily living	a. Most subscribed cellular network b. Most watched TV network c. Favorite celebrity love team d. May Forever? e. Most played sports/online games f. No. of students who have FACEBOOK accounts. Instructions: 1. Each group is tasked to sort and organize the data gathered using frequency table. 2. Write your frequency distribution table on a short bond paper. 3. Compile the following as your output: a. Sample questionnaire b. Summary of data gathered c. Frequency Distribution Table.																																																						
H. Making generalizations and abstractions about the lesson	Guide questions: Can you give your own steps on how to construct a frequency distribution table?																																																						
I. Evaluating Learning	The teacher gives the formative assessment.																																																						
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	