

DAILY LESSON LOG OF M7SP-IVb-1 (Week Two-Day Four)

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 presentation, 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: Gathers statistical data (M7SP-IVb-1) Learning Objectives: 1. Illustrate how to organize data. 2. Gather data through observation, interview and questionnaire. 3. Write questions that will be used in gathering data.		
II. CONTENT	Data Gathering (Observation, Interview and Questionnaire)		
III. LEARNING RESOURCES	teacher’s guide, learner’s material		
A. References			
1. Teacher’s Guide	Pages 286-289		
2. Learner’s Materials	Pages 233-234		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources	Next Century Mathematics pages 529-532		
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	The teacher recalls the previous lesson by asking questions. What are the different ways of collecting data? What do you call a person-to-person encounter of gathering information? What method is used when you give written questions to your respondent? What method is used when you measure or count to gather information? Possible responses: The different ways of collecting data are observation, interview, questionnaire, registration or census and experimentation Interview Questionnaire Observation		
B. Establishing a purpose for the lesson	The teacher lets the students realize that obtaining information using the different methods is an important skill needed to understand the concept of gathering statistical data.		
C. Presenting examples/ instances of the new lesson	The teacher divides the class into three for activity 1: (this will be done inside the classroom) 1. The first group will measure the circumference (in centimeters) of the head of each student in their group. 2. The second group will ask students the kind of food they ate for breakfast for every student in their group 3. The third group will write a questionnaire on the personal background of the students as to the following: a. Age b. Curricular year c. Kind of school		

	d. Members in the family e. Financial status f. Occupation of parents
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of arriving at the answer of each exercise in Activity 1. Furthermore, he/she asks the students about the process they use in gathering data. He/She tells them that different methods in gathering data are observation, interview, questionnaire, registration and experimentation.
E. Discussing new concepts and practicing new skills #2	The teacher discusses thoroughly the different methods of gathering/collecting data. Furthermore, he/she tells the students that any method of gathering data is very useful in conducting studies and researches.
F. Developing mastery (leads to formative assessment 3)	The teacher lets the students answer the questionnaire prepared by the third group. The teacher should see to it that the students understand what they are writing in the questionnaire. He/she should emphasize to the students that the answers from the respondents affect the validity of the study or research.
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical skills, principles and the different ways used to gather statistical data through questions like: 1. What are the different methods of gathering data? 2. Are there limitations in every method that we use? 3. Which is more economical, interview or questionnaire? 4. Why do we need to gather data? Possible response: 1.The different methods of gathering data are interview, questionnaire, observation, registration or census, experimentation. 2. Yes, there are limitations 3. Questionnaire is more economical because it can involve a greater number of individuals. 4. We need to gather data for a study and for finding solutions to problems.
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Identify the methods used in gathering data. 1. Average time required by each of the five workers in an auto repair to complete a job. 2. Ages and present occupations of the heads of 1000 households in a community. 3. Opinions of a sample of 10 business men regarding the present political situations. 4. Behaviors of preschoolers during earthquakes 5. Educational attainment of a random sample of 20 bank managers. Answer key: 1. Observation 2. Questionnaire 3. Interview 4. Observation 5. Interview
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	(Localization and Contextualization were done in the Presentation)

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