

DAILY LESSON LOG OF M7SP-IVa-1 (Week ____-Day ____)

School		Grade Level	Grade 7
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	First
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	Demonstrates understanding of key concepts of algebraic expressions, the properties of real numbers as applied in linear equations, and inequalities in one variable.		
B. Performance Standards	The learner is able to model situations using oral, written, graphical, and algebraic methods in solving problems involving algebraic expressions, linear equations, and inequalities in one variable.		
C. Learning Competencies/ Objectives	Learning Competency: 53. Explains the importance of Statistics. (M7SP-IVa-1) Learning Objectives: 1. Define what Statistics is. 2. Explain the importance of Statistics 3. Show ones cooperation in doing group activities		
II. CONTENT	Importance of Statistics		
III. LEARNING RESOURCES	teacher's guide, learner's module,		
A. References			
1. Teacher's Guide	Pages 290-293		
2. Learner's Materials	Pages 154-167		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources			
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 lets the students watch a short video clip on what Statistics is.		

B. Establishing a purpose for the lesson	The teacher lets the students realize importance of Statistics in the lives of humankind.
C. Presenting examples/ instances of the new lesson	The teacher poses the following questions related to the video: 1. What is the video all about? 2. What are the areas of Statistics? Solicit answers from the students Possible Answers 1. The video talks about the definition of Statistics, the areas of focus and how to use the technology wisely. 2. The areas are Sampling Methods, Descriptive Statistics and Inferential Statistics
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the definition of Statistics and its importance: Statistics definition: Statistics is the study of the collection, organization, analysis, and interpretation of data. It deals with all aspects of this, including the planning of data collection in terms of the design of surveys and experiments. Functions or Uses of Statistics A. Statistics helps in providing a better understanding and exact description of a phenomenon of nature. B. Statistics helps in proper and efficient planning of a statistical inquiry in any field of study. C. Statistics helps in collecting an appropriate quantitative data. D. Statistics helps in presenting complex data in a suitable tabular and graphic form for an easy and clear comprehension of the data. E. Statistics helps in drawing valid inferences, along with a measure of their reliability about the population parameters from the sample data. Note: Teacher must expound every importance mentioned above.
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to formative assessment 3)	Working in groups, the teacher lets the students create a short role play on the importance of Statistics in different fields: Group 1 & 4. Statistics in school Group 2 & 5. Statistics in the market Group 3 & 6. Statistics in the government Mechanics: 1. Each group is only given 15 minutes to create a short presentation. After the time given, presentation follows. 2. Every group must assign a member who will explain the presentation. 3. The entire presentation is graded using the rubrics below

	<table><tr><th>Criteria</th><th>5</th><th>3</th><th>1</th></tr><tr><td>Content</td><td>The importance of statistics is clearly portrayed</td><td>The importance of Statistics is not clearly portrayed</td><td>The importance of Statistics is not portrayed</td></tr><tr><td>Creativity</td><td>The students demonstrate creative way of presenting like make use of varied resources as their props.</td><td>The students make use of minimal props to aid their presentation</td><td>The students did not use any props at all.</td></tr><tr><td>Stage Presence</td><td>Students show clarity in their conversation and shows coordination with the rest of the members</td><td>Students show clarity in their conversation but less coordination with the rest of the members</td><td>Students conversation is unclear and shows no coordination with the rest of the members</td></tr><tr><td>Total</td><td></td><td></td><td></td></tr></table>	Criteria	5	3	1	Content	The importance of statistics is clearly portrayed	The importance of Statistics is not clearly portrayed	The importance of Statistics is not portrayed	Creativity	The students demonstrate creative way of presenting like make use of varied resources as their props.	The students make use of minimal props to aid their presentation	The students did not use any props at all.	Stage Presence	Students show clarity in their conversation and shows coordination with the rest of the members	Students show clarity in their conversation but less coordination with the rest of the members	Students conversation is unclear and shows no coordination with the rest of the members	Total			
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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 or principles by asking: 1. What is Statistics? 2. Cite a scenario where in Statistics is used. Answers shall be drawn from the students. Possible response: 1. Statistics is the study of the collection, organization, analysis, and interpretation of data. It deals with all aspects of this, including the planning of data collection in terms of the design of surveys and experiments. 2. Responses may vary. The teacher makes sure that the scenario given by the students surely demonstrates the use of Statistics.																				
I. Evaluating Learning	Individually, the students answer the formative assessment A. Sequencing. Write 1-4 before each blank to arrange the whole process of Statistics _____ Analysis of Data _____ Collection of Data _____ Interpretation of Data _____ Organization of Data B. Give one situation where statistics is used. Answer Key:																				

	A. 3 Analysis of Data 1 Collection of Data 4 Interpretation of Data 2 Organization of Data B. Answers may vary. The teacher will take charge in assessing the answers of the students.
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	

Prepared by:

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