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	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.		
Α.	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.		
В.	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: Learning Objectives: 1. Define what S 2. Explain the im	53. Explains the importance	
II.	CONTENT	Importance of Statist	ics	
III.	LEARNING RESOURCES	teacher's guide, learne	r's module,	
Α.	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	pupils/students will learn v students which you can infe by providing pupils/students their learning processes, an	vell. Always be guided by demon r from formative assessment activi with multiple ways to learn new th	the activities appropriately so that stration of learning by the pupils/ties. Sustain learning systematically ings, practice the learning, question hey learned in relation to their life t for each step.
A.	Review previous lesson or presenting the new lesson	The teacher lets the stu	udents watch a short video c	lip on what Statistics is.

В.	Establishing a purpose	The teacher lets the students realize importance of Statistics in the lives of	
	for the lesson	humankind.	
		The teacher poses the following questions related to the video:	
		4 14 1 1 1 1 1 1 1 2	
		1. What is the video all about?	
c.	Presenting examples/	2. What are the areas of Statistics?	
\ C.		Caliait anguars from the students	
	instances of the new	Solicit answers from the students Possible Answers	
	lesson	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	
		Statistics	
		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.	
D.	Discussing new concepts		
	and practicing new skills	Functions or Uses of Statistics	
	=	A. Statistics helps in providing a better understanding and exact description of	
	#1	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	Trotal leadies must expound every importance mentioned aboves	
	and practicing new skills		
	#2		
		Working in groups, the teacher lets the students create a short role play on the	
		importance of Statistics in different fields:	
		importance of Statistics in university network	
		Group 1& 4. Statistics in school	
F.	Developing mastery	Group 2 & 5. Statistics in the market	
	(leads to formative	Group 3 & 6. Statistics in the government	
	assessment 3)		
	· · · · · · · · · · · · · · · · · · ·	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	

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	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			
G. Finding practical applications of concepts and skills in daily living				
	The teacher summarizes the mathematical skills or principles by asking:			
	 What is Statistics? Cite a scenario where in Statistics is used. 			
H. Making generalizations and abstractions about	Answers shall be drawn from the students.			
the lesson	Possible response: 1. Statistics is the study of the collection, organization, analysis, an 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.			ding the planning of ments.
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	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		
В.	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		

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