



## Lesson Exemplar for Mathematics

Quarter 1 Week 5





## Lesson Exemplar for Mathematics Grade 7 Quarter 1: Week 5

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	Development Team				
Writer: Content Reviewer:	Leonard S. Evangelista, Alberto J. Tiangco Alberto J. Tiangco, Resty I. Rodelas, Marilyn B. Soriano, Evelyn C. Callada, Dominador J. Villafria				
External Content Validator: External Language Validato Illustrator: Layout Artist:	Dr. Errol Matthew C. Garcia, Dr. Winston S. Sirug r: Rafael John Sotto Vergel Junior C. Eusebio				
	Management Team				
JOCELYN DR ANDAYA, CESO IV, Director IV CRISTITO A. ECO, CESO III, Assistant Regional Director MICAH G. PACHECO, OIC-Chief Education Program Supervisor, CLMD DENNIS M. MENDOZA, Regional EPS/Learning Resource Management Section Head RESTY I. RODELAS, Regional Mathematics Education Program Supervisor DAISY L. MATAAC, SDO Taguig City & Pateros LRMS Education Program Supervisor ELSA R. MATA, SDO Navotas LRMS Education Program Supervisor					

MATATAG	School	Grade Level	Grade 7
K to 10 Curriculum	Name of Teacher	Learning Area	Mathematics
Weekly Lesson Log	Teaching Dates and Time	Quarter	1

	DAY 1	DAY 2	DAY 3	DAY 4	
I. CURRICULUM CONTEN	T, STANDARDS, AND LESSO	ON COMPETENCIES			
A. Content Standards	The learners demonstrate k	nowledge and understanding	g of the application of percen	tages.	
B. Performance Standards	By the end of the quarter, the	he learners are able to use p	ercentages in different contex	cts.	
C. Learning Competencies	The learners 1. solve money problems in 2. create a financial plan.	The learners 1. solve money problems involving percentages (e.g., discount, commission, sales tax, simple interest) and 2. create a financial plan			
D. Learning Objectives	<ul> <li>At the end of the lesson, the learners will be able to:</li> <li>1. define percentage, discount, and sale.</li> <li>2. solve money problems involving percentages specifically on: <ul> <li>a. discounts; and</li> <li>b. sales, and</li> </ul> </li> <li>3. participate actively in class discussions.</li> </ul>	<ul> <li>At the end of the lesson, the learners will be able to:</li> <li>1. define commission and sales tax.</li> <li>2. solve money problems involving percentages specifically on: <ul> <li>a. commission; and,</li> <li>b. sales tax; and,</li> </ul> </li> <li>3. participate actively in class discussions.</li> </ul>	<ul> <li>At the end of the lesson, the learners will be able to:</li> <li>1. define simple interest.</li> <li>2. solve money problems involving percentages specifically on simple interest; and,</li> <li>3. participate actively in class discussions.</li> </ul>	<ul> <li>At the end of the lesson, the learners will be able to:</li> <li>1. be familiar with the terms related to financial planning.</li> <li>2. create a 1-day budget plan; and</li> <li>3. create a formula for a daily personal financial plan.</li> </ul>	
II. CONTENT	Application of Percentages • Discounts • Sales	Application of Percentages • Commission • Sales Tax	<ul><li>Application of</li><li>Percentages</li><li>Simple Interest</li></ul>	Financial Plan	
III. LEARNING RESOURC	ES				
A. References					
B. Other Learning Resources					
IV. TEACHING AND LEAR	IV. TEACHING AND LEARNING PROCEDURES				



<b>Before/Pre-Lesson Proper</b>				
Activating Prior Knowledge	In the previous lesson, the students learned about solving problems involving percentage increase and percentage decrease. To assess their understanding of these concepts, learners must answer Activity 1. In this activity, the learners will determine whether the given situation shows a percentage increase or decrease. The teacher will ask the learners to cite specific reasons to justify their answers. Learners are expected to spill out on the process of percent. Refer to <b>Activity 1</b> on the Worksheet for complete instructions and visual aids that might make the activity more engaging. The teacher may also ask the students to justify their answers. To enhance the learning experience, teachers can engage students by asking questions that relate to their existing knowledge:	In the previous lesson, the students learned how to solve money problems that involve discounts and sales. Previously, you learned the rate, base, and percentage. To test their understanding of these concepts, they will be given a problem involving finding rate, base, and percentage. For instructions and visual aids that may help make the activity more engaging, please refer to <b>Activity 1</b> on the worksheet. To enhance the learning experience, you can engage students' existing knowledge by posing the following questions: 1. How did you find the activity? 2. Were you able to answer the given problem correctly? 3. How did you arrive at your answer to the problem?	In the previous lessons, the students learned how to solve money problems involving discounts, sales, commission, and sales tax. To assess their understanding of these concepts, they will be asked to solve a given word problem. Refer to <b>Activity 1</b> on the Worksheet for complete instructions and visual aids that might make the activity more engaging. In the previous lesson, the students learned how to solve money problems that involve simple interest. To test their understanding of these concepts, they will be given a word problem to solve. For instructions and visual aids that may help make the activity more engaging, please refer to Activity 1 on the worksheet.	In the previous lessons, the students learned how to solve money problems involving percentages, discounts, sales, commission, sales tax, and simple interest. To assess their understanding of these concepts, they will be asked to answer <b>Activity 1</b> on the Worksheet. The teacher may present this activity as a game to make it more interesting. To enhance the learning experience, teachers can engage students by asking questions that relate to their existing knowledge: 1. How did you find the activity? 2. Were you able to answer each item logically? 3. How did you arrive at your answer for each? Can you explain the importance of this activity in real life?



	<ol> <li>How can we determine a percentage?</li> <li>Were you able to determine whether the problem involves an increase or decrease?</li> <li>What mathematical operations/ skills are needed to decide whether to increase or decrease?</li> <li>For concept development, the teacher will assign</li> </ol>	<ul> <li>To assess learners' comprehension of the lesson, ask the following questions:</li> <li>1. Did you understand the concepts?</li> <li>Is there a concept that needs clarification?</li> </ul>	To enhance the learning experience, teachers can engage students by asking questions that relate to their existing knowledge: 1. How did you find the activity? 2. Were you able to answer the given problem correctly? 3. How did you arrive	
	Activity 2 of the worksheet to review converting decimals to percentages and vice versa. To connect this activity to the succeeding tasks, the teacher may ask the following questions: 1. Given the decimal, how do we convert it into percent? 2. Given the percentage, how do we convert it into decimal?		<ul> <li>at your answer to the problem?</li> <li>4. Can you explain the importance of this activity in real life?</li> <li>To check if the learners have grasped the key ideas of the lesson, you may ask the following questions to the learners:</li> <li>1. Are these concepts clear to you?</li> <li>2. What concept needs clarification?</li> </ul>	
Lesson Purpose/Intention	Following the completion of the activity, the teacher will provide an overview of the expected outcomes, focusing on the distinctions between the concepts learned in the previous lesson and the deeper understanding to be gained from the	Once <b>Activity 1</b> has been completed, the teacher will provide an overview of the expected outcomes of the current lesson. This overview will focus on distinguishing between the concepts learned in the previous lesson and the more in-depth	After <b>Activity 1</b> is completed, the teacher will provide an overview of the expected outcomes, focusing on the distinctions between the concepts learned in the previous lesson and the deeper understanding gained from the current	After the execution of Activity 1, the teacher will provide an overview of the expected outcomes, focusing on the distinctions between the concepts learned in the previous lesson and the deeper understanding gained from the current



The key objective of this portion of the lesson is to solidifygained from the current one. The main objective of this portion of the lesson is to solidify the knowledge of application of percentages in real life, specifically on discounts and sales, while highlighting their significance in more advanced contexts. Once the activity is finished, the teacher will summarize the intended outcomes, emphasizing the differences between the concept taught in the previous lesson and a more computing percentages in its section of the lesson is to strengthen the teacher will summarize the intended outcomes, emphasizing the differences between the concept taught in the previous lesson and a more comprehensive discounts and sales, while also emphasizing their importance in more also emphasizing their importance in more challenging contexts.To facilitate language development, learners will answer Activity 3 of this answer Activity 3 of the warkset. To make thisTo facilitate language development, learners will answer Activity 3 of the warkset. To make thisTo facilitate language development, learners will answer Activity 3 of the warkset. To make thisTo facilitate language development, learners will answer Activity 3 of the warkset. To make thisTo facilitate language the velopment, learners will answer Activity 3 of the warkset. To make thisTo facilitate language the velopment, learners will answer Activity 3 of the warkset. To make thisTo facilitate language the velopment, learners will answer Activity 3 of the warkset. To make thisTo facilitate language the velopment, learners will answer Activity 3 of the warkset. To make thisTo facilitate language the velopment, learners will answ		current lesson	understanding that can be	lesson. The key objective of	lesson. The key objective of
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worksheet for complete		worksheet for complete	activity more interesting,	the teacher may present it	activity more interesting,



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instructions. To add fun, the activity can be	the teacher may present it through a game.	through a game entitled WORD SEARCH	the teacher may present it through a game entitled
presented as a game.	m		"Guess the Word."
	To connect this activity to	To connect this activity to	The second static section to
	the succeeding tasks, the	the succeeding tasks, the	the successful the sector the
To connect this activity to	teacher may ask the	teacher may ask the	the succeeding tasks, the
the succeeding tasks, the	following questions:	following questions:	teacher may ask the
teacher may ask the	1. What is your	1. How did you find the	iollowing questions:
following questions:	understanding of the	activity?	1. How did you find the
1. How are these words	following terms:	2. How did you guess the	activity?
related to each other?	a. Discount	words?	2. How did you guess the
2. Define/describe each.	b. Mark-up	3. How are these words	words?
3. How is it related to	c. Commission	related to each other?	3. What came into your
your daily activities?	d. Sales Tax	4. What topic/s do you	mind while doing the
	e. Sales Price	think we'll discuss	activity? Please explain
After the activity, you need	f. Discount Rate	today in relation to	your answer.
to emphasize that the		these terms? Why do	4. How are these words
learners will realize the	The teacher will let the	you say so?	related to each other?
relevance of these words to	learners understand the		5. What do you think is our
the lesson throughout the	terminologies by	After the activity, you need	lesson for today?
discussion.	presenting it	to emphasize that the	
	a. <b>Discount</b> – is a	learners will realize the	After the activity, you need
	decrease in the price of an	relevance of these words to	to emphasize that the
	item. It is the amount	the lesson throughout the	learners will realize the
	deducted from the original	discussion.	relevance of these words to
	price.		the lesson throughout the
	b. <b>Mark-up</b> – is the		discussion.
	amount to be added on		
	items or goods that they		
	sell for profit		
	c. <b>Commission</b> – is the		
	amount of money a person		
	receives for selling		
	something.		
	d. <b>Sales Tax</b> – a tax		
	imposed on the sale of		
	goods and services. This is		
	in the form of Value Added		



		$T_{OX}$ (VAT)		
		e Sales Price_also		
		known as the net price		
		or discount price it is		
		the price of the item		
		often the discount has		
		have deducted		
		f Discount Pate is the		
		1. Discount Rate -is the		
		from the original price		
		110111 the original price.		
		3. How are these words		
		related to each other?		
		Alter the activity, you need		
		to emphasize that the		
		learners will realize the		
		relevance of these words to		
		the lesson throughout the		
		discussion.		
During/Lesson Proper	1	r	1	1
	During the concept	During the concept	During the concept	During the concept
	development, the teacher	development, the teacher	development, the teacher	development, the teacher
	will ask the students to	will provide	will ask the students to cite	will ask the students to
	provide situations where	situations/scenarios	situations where	cite budgeting situations.
	percentages and/or	where the application of	percentages/simple	To compact this activity to
	interest may be	percentages involving	interest may be heard/	the successful tasks the
	heard/used (e.g.,	commission and sales	used in businesses (e.g.,	the succeeding tasks, the
Deading the Key	discounts or sales offered	tax may be heard/used	bank loans, etc.).	fellowing questioner
Reduing the Key	by Shopee/ Lazada/	in businesses. (e.g.,		ionowing questions:
Idea/ Stem	TikTok Shops or in malls.	Shopee/Lazada/	To connect this activity to	1 How much is your
		TikTok Shops and malls	the succeeding tasks, the	daily
	To connect this activity to	offer discounts/sales,	teacher may ask the	allowance/baon?
	the succeeding tasks, the	commission, sales tax,	following questions:	2. How do vou feel
	teacher may ask the	taxes, etc.).	1. What do you feel when	about it?
	tollowing questions:		you see these things in	3. Is it enough for you
	1. Can you immediately	To connect this activity	different businesses?	as a student? Why or
	compute how much	to the succeeding	2. What do you feel upon	why not?



	<ul> <li>discount you can get when you buy an item under discount/ sale?</li> <li>2. How do you do it?</li> <li>Discount - is a decrease in the price of an item. It is the amount deducted from the original price.</li> <li>Sale- Available for purchase at reduced prices.</li> </ul>	<ul> <li>scenario/situation, the teacher may ask to perform the following tasks/questions to the learners.</li> <li>1. Calculate the commission.</li> <li>2. Determine the total cost and Compare the total cost for the customer (including commission and sales tax)</li> </ul>	knowing about it? 3. Can you immediately compute how much tax you should pay when you buy an item from any store? How do you do it?	<ul> <li>4. Were you able to save an amount from your allowance? Why or why not?</li> <li>5. What would you do in order to make your budget enough for the family?</li> <li>If you were a parent, how can you make your children's allowance enough for their everyday needs? Why?</li> </ul>
Developing Understanding of the Key Idea/Stem	<ul> <li>To develop learners' understanding of the key ideas presented in the activity above, the teacher will let the learners answer the questions in Activity 4 in the Worksheet. This can be done in pairs or groups.</li> <li>For immediate feedback, the teacher may ask the following questions:</li> <li>1. How did you feel about the activity?</li> <li>2. What concepts did you apply in answering the questions in the activity?</li> <li>Did the activity help you understand better the concept of solving money problems involving discounts? Sales?</li> </ul>	To develop the learners' understanding of the key ideas presented in the activity above, the teacher will let the learners answer the questions in Activity 4 on the Worksheet. This can be done in pairs or groups. For immediate feedback, the teacher may ask the following questions: 1. Can you tell me about your experience with the activity? 2. What concepts did you apply in doing the tasks/activity? Did the activity help you understand the concept of solving money problems involving the Commission? Sales Tax?	<ul> <li>To develop learners' understanding of the key ideas presented in the activity above, the teacher will let the learners answer the questions to be found in Activity 3 on the Worksheet. This can be done in pairs or a group.</li> <li>For immediate feedback, the teacher may ask the following questions:</li> <li>1. Can you tell me about your experience with the activity?</li> <li>2. What concepts did you apply in answering the questions in the activity?</li> <li>Did the activity help you understand better the concept of solving money problems involving discounts? Sales?</li> </ul>	<ul> <li>To develop learners' understanding of the key ideas presented in the activity above, the teacher will let the learners answer the questions in Activity 3 on the Worksheet. This can be done in pairs or a group.</li> <li>For immediate feedback, the teacher may ask the following questions:</li> <li>1. How did you find the activity?</li> <li>2. Was it easy or hard to do? Why?</li> <li>3. What problems did you encounter while doing such an activity? Why?</li> <li>4. What concepts did you apply to be able to do the activity?</li> <li>5. Did the activity help you understand the</li> </ul>



				concept of budgeting?
Deepening Understanding of the Key Idea/Stem	For a better understanding, the learners shall be asked to accomplish Activity 5 on the Worksheet. This can be done in a group or pairs. To identify which part of the lesson the learners still find confusing, the teacher may facilitate the questions. 1. Were you able to accomplish all the given tasks correctly? 2. What part of the activity are you still confused about? What ideas or concepts do we still need further discussion?	For a better understanding, the learners shall be asked to accomplish Activity 5 on the Worksheet. This can be done in a group or pairs. To identify which part of the lesson the learners still find confusing, the teacher may facilitate the process questions. Were you able to accomplish all the given tasks correctly? What part of the activity are you still confused about? What ideas or concepts do we still need further discussion?	For a better understanding, the learners shall be asked to accomplish Activity 4 on the Worksheet. This can be done in a group or pairs. To identify which part of the lesson the learners still find confusing, the teacher may facilitate the questions. 1. Were you able to accomplish all the given tasks correctly? 2. What part of the activity are you still confused about? What ideas or concepts do we still need further discussion?	<ul> <li>For a better understanding, the learners shall be asked to accomplish Activity 4 in the Worksheet. This can be done in a group or pairs.</li> <li>For immediate feedback, the teacher may ask the following questions: <ol> <li>How did you find the activity?</li> <li>What were the problems that you encountered while doing the activity? Why?</li> <li>What concepts did you apply to be able to do the activity?</li> </ol> </li> <li>Did the activity help you understand the concept of budgeting? Explain.</li> <li>To identify learners' confusion about the activities, you may facilitate the process questions.</li> <li>Have you accomplished all the given tasks?</li> <li>What part of the activity were you still confused about?</li> </ul>



				What ideas or concepts do we still need further discussion?
After/Post-Lesson Proper	1	l	l	
Making Generalizations and Abstractions	As a concluding part of the lesson, the learners will do Activity 6 in their Worksheet. • Indicate how the	As a concluding part of the lesson, the learners will do Activity 6 in their Worksheet. To determine the learning	As a concluding part of the lesson, the learners will do Activity 5 in their Worksheet. To determine the learning	As a concluding part of the lesson, the learners will do Activity 5 and 6 in their Worksheet. To determine the learning
Evaluating Learning	learner's understanding will be assessed based on the completed activity. •Suggest reflection questions or prompts for learners to write about their learning. To determine the learning outcomes, learners will answer Activity 7 of the provided Worksheet.	outcomes, learners will answer Activity 7 of the provided Worksheet.	outcomes, learners will answer Activity 6 of the provided Worksheet. • As we conclude this lesson, reflecting on the valuable skills we've developed is essential. We have navigated the complexities of applying percentages to solve money problems. • Initiate a Reflective Discussion by asking open- ended questions like, "What was the most important concept you learned today?" or "How can you apply today's lesson in real-life situations?" Encourage students to think about how the lesson connects to practical scenarios like entrepreneurship or business. • Encourage self- assessment by asking, "What did you find challenging about this	outcomes, learners will answer Activity 7 of the provided Worksheet.



	For the learners who	For the learners who	<ul> <li>lesson, and how did you overcome it?" or "What skill do you feel you improved the most?"</li> <li>Conclude the session by summarizing the key takeaways of the lesson, highlighting how each point contributes to a broader understanding of mathematics and its application. Let the learners enumerate the knowledge gained from the lesson.</li> </ul>	For the learners who
Additional Activities for Application or Remediation (if applicable)	cannot reach 75% of the assessment, Activity 8 is provided for intervention.	cannot reach 75% of the assessment, Activity 8 is provided for intervention.	cannot reach 75% of the assessment, Activity 7 is provided for intervention.	cannot reach 75% of the assessment, Activity 8 is provided for intervention.
Remarks	The lesson focuses on solving money problems involving discounts and sales. The following day, solving money problems involving commission and sales tax will be discussed. Note: Other remarks can be noted as the need arises.	The lesson focuses on solving money problems involving commission and sales tax. Solving money problems involving percentages and simple interest will be discussed the following day. Note: Other remarks can be noted as the need arises.	The lesson focuses on solving money problems involving commission and sales tax. Solving money problems involving percentages and simple interests will be discussed the following day. Note: Other remarks can be noted as the need arises.	The lesson focuses on budgeting. This prepares the learner for financial planning, which will be discussed the following day. Note: Other remarks can be noted as the need arises.
Reflection				

