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Lesson Exemplar for Mathematics

Quarter 1

Week

6

Lesson Exemplar for Mathematics Grade 7 Quarter 1: Week 6

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

	DAY 1	DAY 2	DAY 3	DAY 4
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I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES

<i>A. Content Standards</i>	The learners should have knowledge and understanding of the use of rates.			
<i>B. Performance Standards</i>	By the end of the quarter, the learners are able to identify and use rates. (NA); create a financial plan. (NA)			
<i>C. Learning Competencies</i>	The learners 1. create a financial plan; 2. identify and explain the uses of rates; and 3. solve problems involving rates (e.g., speed).			
<i>D. Learning Objectives</i>	At the end of the lesson, the learners will be able to: 1. recall basic financial concepts; 2. analyze financial scenarios; and create a financial plan.	At the end of the lesson, the learners will be able to: 1. recall and differentiate base, rate, and percentage; 2. identify what is base, rate, and percentage in the given problem and define and give examples of rates.	At the end of the lesson, the learners will be able to: 1. represent word problems as rates; 2. solve problems involving rates (e.g., speed)	At the end of the lesson, the learners will be able to: 1. represent word problems as rates (e.g., speed); and 2. solve problems involving rates (e.g., speed)
<i>E. 21st Century Skills</i>	Learning & Innovation Skills Media & Information Literacy			
<i>F. Instructional Design Framework</i>	Ideational, Integrative, Context, Collaboration, Connection Creativity, Engage, Explore, Experience, Empathize			

II. CONTENT	Financial Plan	Uses of Rates	Solving Problems Involving Rates	Solving Problems Involving Rates
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III. LEARNING RESOURCES

<i>A. References</i>				
<i>B. Other Learning Resources</i>				

IV. TEACHING AND LEARNING PROCEDURES

Before/Pre-Lesson Proper

<p><i>Activating Prior Knowledge</i></p>	<p>In the previous lesson, the students learned about terms related to financial planning, created a one-day budget plan for themselves, and created a formula for daily personal financial planning.</p> <p>To assess their understanding of these concepts, they will be asked to answer Activity 1 on the Worksheet for complete instructions and visual aids that might make the activity more engaging.</p> <p>To enhance the learning experience, you can engage students' existing knowledge by posing the following questions:</p> <ol style="list-style-type: none"> 1. How were you able to solve each question? 2. What are the things that you have considered in budgeting? In savings? When making a decision between needs and wants, 	<p>In the previous lesson, the students learned about solving money problems and creating financial plans. However, there are still other factors that they need to consider in financial planning, and one of them is knowing how to solve for base, rate, and percentage.</p> <p>To assess their skills in these concepts, students will be asked to answer Activity 1 on the Worksheet for complete instructions and visual aids that might make the activity more engaging.</p> <p>To enhance the learning experience, you can engage students' existing knowledge by posing the following questions:</p> <ol style="list-style-type: none"> 1. How did you find the activity? 2. Were you able to complete the table? 	<p>In the previous lessons, the students learned about the definitions and examples of rates.</p> <p>To assess their understanding of these concepts, they will be asked to answer Activity 1 on the Worksheet.</p> <p>To enhance the learning experience, you can engage students' existing knowledge by posing the following questions:</p> <ol style="list-style-type: none"> 1. How did you find the activity? 2. Were you able to answer the given item correctly? 3. How did you arrive at your answer to the problem? <p>To check if the learners have grasped the key ideas of the lesson, you may ask the following questions to the learners:</p> <ol style="list-style-type: none"> 1. Were these concepts clear to you? 	<p>In the previous lessons, the students learned about solving word problems involving rates.</p> <p>To assess their understanding of this concept, they will be asked to answer Activity 1 on the Worksheet.</p> <p>To enhance the learning experience, you can engage students' existing knowledge by posing the following questions:</p> <ol style="list-style-type: none"> 1. How did you find the activity? 2. Were you able to answer each item correctly? 3. How did you arrive at your answer for each?
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	Can you explain the importance of this activity in relation to money matters?	Can you explain the importance of this activity in real life?	What concept needs clarification?	
<i>Lesson Purpose/Intention</i>	<p>After completing Activity 1, the teacher will provide an overview of the expected outcomes, focusing on the distinctions between the concepts learned in previous lessons and the deeper understanding to be gained from the current lesson.</p> <p>The key objective of this portion of the lesson is to solidify students' understanding of creating a financial plan while highlighting its significance in more advanced contexts.</p>	<p>After completing Activity 1, the teacher will focus on the learning objectives and highlight the distinctions between the lessons covered in the prior and present lessons in more detail. This lesson's primary purpose is to reinforce students' comprehension of rate-computing in real-world scenarios and the significance of these calculations in more challenging situations.</p>	<p>After completing Activity 1, the teacher will concentrate on the learning objectives and discuss in further depth the differences between the lessons covered in the previous lesson and the current lesson. The primary aim of this lesson is to strengthen students' understanding of rate-computing in real-world situations and the importance of these computations in more challenging circumstances.</p>	<p>After executing Activity 1, the teacher will focus on the learning objectives and explain in further detail how the lessons from the prior lesson and the present lesson differ from one another. This lesson's primary goal is to help students better grasp the concept of speed in practical settings and the significance of these calculations in more challenging situations.</p>
<i>Lesson Language Practice</i>	<p>To facilitate language development, learners will define/describe some terms in Activity 3 of the Worksheet.</p> <p>To connect this activity to the succeeding tasks, the teacher may ask the following questions:</p> <ol style="list-style-type: none"> 1. How did you find the activity? 2. Are these words familiar to you? 	<p>To facilitate language development, learners will answer Activity 3 of the Worksheet.</p> <p>To make this activity more interesting, the teacher may give a puzzle entitled "Cryptogram Puzzle: Guess What?". This can be done individually or in a group.</p>	<p>To facilitate language development, learners will answer Activity 3 of the Worksheet.</p> <p>To connect this activity to the succeeding tasks, the teacher may ask the following questions:</p> <ol style="list-style-type: none"> 1. How did you find the activity? 2. How did you answer the activity? 	<p>To facilitate language development, learners will answer Activity 3 of the Worksheet.</p> <p>To connect this activity to the succeeding tasks, the teacher may ask the following questions:</p> <ol style="list-style-type: none"> 1. How did you find the activity? 2. How did you unlock the given phrase?

	<p>3. How important are they in our lives?</p> <p>4. How are these words related to each other?</p> <p>After the activity, you need to emphasize that the learners will realize the relevance of these words to the lesson throughout the discussion.</p>	<p>To connect this activity to the succeeding tasks, the teacher may ask the following questions:</p> <ol style="list-style-type: none"> 1. Were you able to decode all the words correctly? 2. What have you noticed with the words in the activity? <p>After the activity, you need to emphasize that the learners will realize the relevance of these words to the lesson throughout the discussion.</p>	<p>3. How are these words related to each other?</p> <p>4. What do you think are the things that we will be discussing in relation to these terms? Why?</p> <p>After the activity, you need to emphasize that the learners will realize the relevance of these words to the lesson throughout the discussion.</p>	<p>3. What do you think are the things that we will be discussing in relation to these words? Why?</p> <p>After the activity, you need to emphasize that the learners will realize the relevance of these words to the lesson throughout the discussion.</p>
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During/Lesson Proper

<p><i>Reading the Key Idea/Stem</i></p>	<p>For concept development, the teacher will ask the students to cite situations they may hear/see or use the terms they have defined/described.</p> <p>To connect this activity to the succeeding tasks, the teacher may ask the following questions:</p> <ol style="list-style-type: none"> 1. What do you feel when you are asked to do budgeting? Saving? Making a decision between needs and wants? 	<p>For concept development, the teacher will ask the students to cite situations where they may hear/see/use the word rate/s.</p> <p>To connect this activity to the succeeding tasks, the teacher may ask the following questions:</p> <ol style="list-style-type: none"> 1. What do you feel when you see/hear these things? 2. What do you feel upon knowing about it? 	<p>For concept development, the teacher will ask the students to solve problems involving base, rate, or percentage. They will be asked to identify the given and solve the missing element of the problem.</p> <p>To connect this activity to the succeeding tasks, the teacher may ask the following questions:</p> <ol style="list-style-type: none"> 1. What do you feel while doing the activity? 	<p>For concept development, the teacher will ask the students to solve problems involving rate in relation to speed.</p> <p>To connect this activity to the succeeding tasks, the teacher may ask the following questions:</p> <ol style="list-style-type: none"> 1. What do you feel while doing the activity? 2. Can you immediately compute the rate involving speed?
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	<p>2. As a student, what problems do you usually encounter in budgeting? Savings? In savings? Making a decision between needs and wants?</p> <p>Can you immediately compute your budget? Savings? How?</p>	<p>Can you immediately compute rates? How?</p>	<p>2. Can you immediately compute the rate in different circumstances where you encountered it?</p> <p>How do you do it?</p>	<p>What formula will you use to compute the speed?</p>
<p><i>Developing Understanding of the Key Idea/ Stem</i></p>	<p>The teacher may highlight the following points:</p> <p>Since you already have an idea about solving money problems and you already have a simple idea on how budgeting, saving, and making decisions in finances can be done. Even though you're just a student and you only receive your salary in the form of baon/allowance, you need to understand how this cash flows every day. Even financial experts are telling us of special formulas for us to be able to establish our financial freedom. You may not clearly understand them, but trying to follow their advice would greatly help you build your dreams.</p>	<p>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 4 on the Worksheet.</p> <p>For immediate feedback, the teacher may ask the following questions to the learners:</p> <ol style="list-style-type: none"> 1. How did this activity help you reinforce your understanding of identifying the rate in a given problem? <p>Can you give more scenarios/situations on where we use rate?</p>	<p>To develop learners' understanding of the key ideas presented in the activity above, the teacher will let the learners answer the questions found in Activity 4 on the Worksheet. It can be done in pairs or a group.</p> <p>For immediate feedback, the teacher may ask the following questions to the learners:</p> <ol style="list-style-type: none"> 1. Can you tell me about your experience with the activity? 2. What concepts did you apply in answering the questions in the activity? 	<p>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 4 on the Worksheet. It can be done in pairs or a group.</p> <p>For immediate feedback, the teacher may ask the following questions to the learners:</p> <ol style="list-style-type: none"> 1. Can you tell me about your experience with the activity? 2. What concepts did you apply in answering the questions in the activity?

	<p>At your age, discipline will take you to reach your dreams.</p> <p>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 4 on the Worksheet.</p> <p>For immediate feedback, the teacher may ask the following questions to the learners:</p> <ol style="list-style-type: none"> 1. What do you feel when you are asked to save money? 2. As a student, what problems do you usually encounter when saving money? 3. Can you immediately compute your savings? How? <p>How do you do it?</p>		<p>3. Did the activity help you understand better the concept of rates?</p>	<p>3. Did the activity help you understand better the concept of rates involving speed?</p>
<p><i>Deepening Understanding of the Key Idea/Stem</i></p>	<p>Since the students have a clear idea of how financial planning is done, the teacher must emphasize that aside from the savings, they must also know how to budget their finances.</p> <p>For better understanding,</p>	<p>For better understanding, Activity 5 will be accomplished by the learners in the provided Worksheet. This can be done in pairs or by group.</p> <p>To identify learners' confusion about the</p>	<p>For better understanding, Activity 5 will be accomplished by the learners in the provided Worksheet.</p> <p>To identify learners'</p>	<p>For a better understanding. The learners will complete Activity 5 on the provided Worksheet. This can be done individually, in a group, or pairs.</p> <p>For immediate feedback,</p>

	<p>Activity 5 will be accomplished by the learners in the provided Worksheet. To identify learners' confusion about the activities, you may facilitate the process of questions.</p> <ol style="list-style-type: none"> 1. How do you feel about the activity? 2. What came to your mind after doing this activity? What have you realized regarding this? 3. Do you think this lesson/activity is of great help to you? Your family? Your future? Explain your answer. <p>What ideas or concepts do we still need further discussion?</p>	<p>activities, you may facilitate the process questions.</p> <ol style="list-style-type: none"> 1. Have you accomplished all the given tasks? 2. What part of the activity do you find challenging? <p>What ideas or concepts do we still need further discussion?</p>	<p>confusion about the activities, you may facilitate the process questions.</p> <ol style="list-style-type: none"> 1. Have you accomplished all the given tasks? 2. What part of the activity do you find challenging? 3. What ideas or concepts do we still need further discussion? 	<p>the teacher may ask the following questions to the learners:</p> <ol style="list-style-type: none"> 1. How did you find the activity? 2. Was it easy or hard to do? Why? 3. What problems did you encounter while doing such an activity? Why? 4. What concepts did you apply to be able to do the activity? 5. Did the activity help you understand the concept of speed better? Explain. <p>To identify learners' confusion about the activities, you may facilitate the process questions:</p> <ol style="list-style-type: none"> 1. Have you accomplished all the given tasks? 2. What part of the activity do you find challenging? <p>What ideas or concepts do we still need further discussion?</p>
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After/Post-Lesson Proper				
<i>Making Generalizations and Abstractions</i>	To determine the learning outcomes, learners will do the Assessment/ Reflection of the provided Worksheet .	To determine the learning outcomes, learners will do the Assessment/ Reflection of the provided Worksheet .	To determine the learning outcomes, learners will answer the Assessment/ Reflection of the provided Worksheet .	To determine the learning outcomes, learners will answer the Assessment/ Reflection of the provided Worksheet .
<i>Evaluating Learning</i>	For the learners who cannot reach 75% of the assessment, an Additional Task will be provided for intervention.	For the learners who cannot reach 75% of the assessment, an Additional Task will be provided for intervention.	For the learners who will not be able to reach 75% of the assessment, an Additional Task is provided for intervention.	For the learners who will not be able to reach 75% of the assessment, an Additional Task is provided for intervention.
<i>Additional Activities for Application or Remediation (if applicable)</i>	The lesson focuses on basic financial concepts and creating financial plans. Note: Other remarks can be noted as the need arises.	The lesson focuses on identifying and explaining the uses of rates. Solving problems involving rates will be discussed the following day. Note: Other remarks can be noted as the need arises.	The lesson focuses on solving problems involving rates. More problems involving rates will be discussed the following day. Note: Other remarks can be noted as the need arises.	The lesson focuses on solving problems involving rates. More problems involving rates will be discussed the following day. Note: Other remarks can be noted as the need arises.
<i>Remarks</i>	To determine the learning outcomes, learners will do the Assessment/ Reflection of the provided Worksheet .	To determine the learning outcomes, learners will do the Assessment/ Reflection of the provided Worksheet .	To determine the learning outcomes, learners will answer the Assessment/ Reflection of the provided Worksheet .	To determine the learning outcomes, learners will answer the Assessment/ Reflection of the provided Worksheet .
<i>Reflection</i>				