



Lesson Exemplar for Mathematics

Quarter 1 Week 7





Lesson Exemplar Sheet for Mathematics Grade 7 Quarter 1: Week 7

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MATATAG	School	Grade Level	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 CON	TENT, STANDARDS, AND LESS	SON COMPETENCIES		
A. Content Standards	The learners demonstrate know	wledge and understanding of rat	cional numbers	
B. Performance Standards	By the end of the quarter, the l	learners will be able to describe,	, order, and perform operation	ns on rational numbers.
C. Learning Competencie s	The learners1. describe given rational num2. order rational numbers on a	ibers as fractions, decimals, or j a number line.	percentages; and	
D. Learning Objectives	 learners will be able to: 1. Describe rational numbers as: a. Fractions b. Decimals c. Percentages 2. Relate fractions with 	At the end of the lesson, the learners will be able to: 1. describe rational numbers as fractions, decimals, or percentages. 2. convert rational numbers from percentage form to decimal form and fraction form; and 3. convert rational numbers from fraction form to decimal form and percentage form.	the learners will be able to: convert rational numbers from decimal form to	At the end of the lesson, the learners will be able to: 1. arrange rational numbers in order from least to greatest or vice versa; and 2. order rational numbers on the number line.
E. Instructional Design framework feature (s)	Learning & Innovation Skills Media & Information Literacy			
F. 21st Century Skills	Ideational, Integrative Engage, Creativity, Engage, Explore, Ex	Explore, Experience, Context, Cortext, Context, Cortext, Context, Cortext,	Collaboration, Connection	



II. CONTENT	Rational Numbers	Rational Numbers	Rational Numbers	Rational Numbers
III. LEARNING RESO	URCES			
A. References				
B. Other Learning Resources	LEARNING PROCEDURES			
Before/Pre-Lesson P	In Grade 6 Quarter 2, students have already learned percentages and their relationship with fractions and decimals. This implies that students must have the foundational knowledge of these concepts. Thus first, we want to make sure that their understanding of these concepts still holds. To do so, the teacher may present illustrations as examples of fractions, decimals, and percentages, and ask students to describe their meanings. Activity 1: Describe Me Ask the students to describe the following as a fraction or as a decimal or as a percentage. Note: The teacher may use a table as shown below	Make a brief discussion about percentages, and their relationships with fractions and decimals by answering Activity 1: Model Representations 1. Represent 73 out of 100 in three (3) ways Image: Comparison of the term of	To determine learners' prior knowledge about the lesson they will answer Activity 1: Describe the output and able to answer the following questions: 1. How did you determine the fraction form of each decimal? 2. What steps did you follow to convert the decimal to a percentage? 3. Why are these numbers considered rational?	prior knowledge about the lesson they will answe Activity 1 : Describe th output and able to answer the following questions: 1. How can you convert a percentage to a decima or a fraction to find a number within th

	ItemFractionDecimalPercentage1111211311311From here, you can gauge students' prior knowledge on the concepts needed for this lesson. The teacher may proceed to the next part of the lesson if the students demonstrate sufficient understanding of these concepts. Otherwise, the teacher must further explain these concepts.	Since rational numbers are expressed as a ratio of two numbers then, it can be expressed or converted as fractions, decimals, and percentages.		
Lesson Purpose/Intention	The teacher will provide an overview of the expected outcomes of this lesson. Learners will be informed that the purpose of this lesson is to deepen students' understanding of fractions, decimals, and percentages, and their interrelationships. By mastering these concepts, students will be able to describe rational numbers not only in terms of their values but also by comprehending their meanings and applications.	The teacher will provide an overview of the expected outcomes of this lesson. Learners will be informed that the focus of this day's lesson will be on rational numbers such as fractions, decimals, or percentages and on how to make conversions among them.	The teacher will present the objectives of the lesson.	Learning is a two-way process that involves active participation from both the teacher and the learners. To foster greater involvement and engagement from the learners, it is essential to clearly communicate the lesson objectives. The teacher will present the objectives of the lesson.
Lesson Language Practice	To facilitate language development, a vocabulary drill will be conducted and to	To facilitate language development, the teacher will ask learners about their prior	The teacher will present Activity 2: Define in your own words.	To facilitate language practice, the learners will answer Activity 2 in



[
	make the drill more	knowledge of the following	The learners will give the	pairs to refamiliarize
	interesting, you may present	keywords/ terms related to	meaning of following words	learners to the keywords
	it through a puzzle /game.	the days' topic through a	and cite some examples.	or terms related to the
		Math Word Puzzle		day's topic
	The following keywords/	Activity 2.	Rational numbers	
	terms to emphasize on the		Whole numbers	
	vocabulary drill found on	N U M E R A T O R E O S	Numerator	
	Activity 2.	A O B L N W C X E P T H J W I J E D O E B E Y O	Percentage	
	Fractions	C P C T C I N S M R M L	Decimals	
	 Numerator 	G Z O P C B V G U C L A	Number line	
	 Denominator 	V K N U X A E F N E K M	Fraction	
	Whole number	F X V D Y L R H M N N I	Denominator	
		M A E C V N S F J T O C U O R R A T I O N A L E		
	Decimals	U Q R R A T I O N A L E R E T B R S O I K G P D		
	Decimal Point	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$		
	Fractional Part	R O T A N I M O N E D L		
	Percentages			
	• Percent symbol (%)	After this activity, it is		
		important to emphasize that	important to emphasize	
	After the activity, you need to	the learners will realize the	that the learners will	
	emphasize that the learners	relevance of this activity to	realize the relevance of this	
	will realize the relevance of	the lesson.	activity to the lesson.	
	these words to the lesson			
	throughout the discussion.			
During/Lesson Prope				
During/Desson Prope	The teacher will discuss the	The teacher will give a prompt	The lesses will start by	
		0 1 1	The lesson will start by	The teacher will discuss
	key concepts and ideas for learners to know and	to learners involving a simple conversion of percentage to	developing the key ideas.	the key concepts and
	understand the targets of the	fraction and decimal.	This part will be done by	ideas for learners to
	lesson.		giving an example on how to order rational numbers	know and understand
Reading the Key	1000011.	Learners may accomplish this	on a number line.	the targets of the
Idea/Stem	At this point, you may	Icariici's may accomplish tills	on a number line.	lesson.
,	describe fractions, decimals,	Activity 3: Express		
	and percentages as rational	differently with a partner.		By engaging in the
	numbers.	unerenciy with a partiler.		"Pencil Expedition"
				activity, students will
				gain a practical



Key Idea: Rational numbers are the results we obtain when we divide two numbers (of course except when divided by 0). These results can be represented in different forms, namely, in fractions, in decimals, or in percentage.Use a visual aid to represent this idea using a number line. An example is shown below $\frac{0}{10}$ $\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$ $\frac{9}{10}$ 0% 10% 20% 30% 40% 50% 50% 50% 90%	Activity 3: Think Pair Share! -7 -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6 7 1.Arrange the following fractions in order, from the least to greatest. ¾, 5/6, 4/5, 1/3, ¾ 2.Convert 0.6 to fraction and percent. 3.Change 22% to decimal and fraction. 4.During a sale, some items are advertised at a 25% discount. A dress usually costs Php1,500. How much is the discounted price?	understanding of comparing and ordering fractions and decimals, key concepts in the lesson. By analyzing the lengths of the explorers' pencils, converting fractions to decimals, and arranging the measurements in ascending and descending order, students will develop a solid grasp of these mathematical principles. They can
Note to Teacher: Feel free to use various types of visual aids, such as number lines and charts, to help students better understand the concept of rational numbers represented as fractions, decimals, and percentages. Using the number line and visual aids, the teacher will ask the following questions: 1. How can we represent a rational number as a fraction, a decimal, and a percentage? 2. Describe how a single	From the learners' responses, you may discuss further concepts regarding rational numbers, including their definition, how to convert between forms, and how to identify equivalent values in fractions, decimals, and percentages forms.	refer to Activity 3: Covert and Arrange to reinforce their understanding and apply it to other scenarios, demonstrating how measurement skills are essential in various real-world contexts.



Understanding of the Key Idea/Stemnumbers using a number line. In this task, students must determine the location of given values on the number line. The teacher will guideconverting percentages, fractions, and decimals by accomplishingActivity 4:4Activity4.After accomplishing the activities, following problems.Directions: Answer the following problems.4					
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understand how to accurately plot and label each point.Forassessinglearners' understanding of the lesson and providing immediate feedback, the teacher may ask the following questions:1. Can you explain how you determined the position of a given fraction on the number line?2. How do you convert a fraction to a decimal and then locate it on the number line?3. How can you represent a percentage as a point on the number line?4. Can you identify a point on the number line and provide its equivalent fraction, decimal, and percentage?5. What challenges did you encounter while plotting these values, and how did you overcome them?6. Why is it useful to represent rational numbers in	 the following conversion techniques. To Convert a Percent To a decimal: Move the decimal point two (2) places to the left and omit the % symbol. To a fraction: Omit the % symbol and express the number "over" 100. Express to lowest term, if possible To Convert a Fraction To a decimal: Simply divide the numerator by the denominator. To a percent: Express the fraction into its equivalent decimal, then move the decimal point two (2) places to the right and add the % symbol. 	 In a Grade 7 class with 40 students, ³/₄ are girls. How many girls are there? How many percent is ³/₄? In a survey, 9 out of 10 people said that they love singing than dancing. Write this in decimal form. In a class, 75% of them remembered to bring coloring materials for their art class. What percentage of students forgot to bring their coloring materials? 	
values, and how did you overcome them? 6. Why is it useful to	two (2) places to the right		
misunderstandings and reinforce key concepts.	decimal point two (2) places to the right and add the % sign.		



Deepening Understanding of the Key Idea/Stem	By engaging students in this way, the teacher ensures they not only complete the task but also grasp the underlying principles of rational numbers, their representations, and their relationships on the number line. This interactive approach helps solidify their understanding and prepares them for more complex mathematical concepts. To deepen learners' understanding, teachers will now demonstrate values that are greater than 1 in Activity 4 .	To enhance learners' understanding of the concepts, learners will answer independently the questions found in the worksheet, Activity 5 .	To deepen learners' understanding of the concept, learners will work individually on Activity 5.	Learners will work independently to Activity 5 provided to test their progress.
After/Post-Lesson Pr	oper			
Making Generalizations and Abstractions		As a concluding part of the lesson, the learners will answer the following questions. 1. State the process in converting percentages to decimals and fractions. 2. Determine the techniques in converting among fractions, decimals and percentages. 3. Why is it important to reduce fractions to their lowest terms?	To conclude the discussion, students will address metacognition questions located within the Worksheet	To bring the discussion to a close, students will engage with metacognition questions situated in the Worksheet.



	decimals, and percentages are related to each other.			
Evaluating Learning	To determine the learning outcomes, learners will answer Activity 5 of the provided Worksheet.	outcomes, learners will	To assess their understanding, students will answer Activity 6 .	To ascertain the achieved learning outcomes, students will complete the assessment section within the Worksheet. Activity 6 & 7
Additional Activities for Application or Remediation (if applicable)	For additional activity for the learners, the teacher may give other activity for intervention.		For those learners who do not attain a score of 75% on the assessment, extra exercises are available on the Worksheet as further practice.	achieve a score of 75% on the assessment, an additional exercise is
Remarks				••
Reflection				

