1. **GRADE LEVEL: Grade 7**

Subject Area: Mathematics

Quarter 1 – Week   
Duration: 45 minutes

1. **LEARNING OBJECTIVES**

Learners are expected to:

1. Students will be able to calculate discount and sale price
2. Students will be able to calculate sales tax and total cost
3. Students will be able to calculate commission earned and simple interest.
4. **CONTENT**

* Title: Money Math: Making Sense of Percentages
* Learning Competency: solve money problems involving percentages (e.g., discount, commission, sales tax, simple interest).
* Particular Focus: Applying percentage calculations to four key financial concepts: discounts, sales tax, commission, and simple interest.

1. **LEARNING RESOURCES**

1. Teacher's Guide
2. Calculators
3. Mock sales flyers, pay stubs, and loan agreements
4. Worksheets
5. PPT: 'Financial Percentages'
6. **PROCEDURE**

**Introduction:**

Pose four opening questions: 1) 'Who likes sales?' (Discount) 2) 'Why does a $10 item sometimes cost more than $10?' (Sales Tax) 3) 'How do some salespeople earn money?' (Commission) 4) 'What happens when you save money in a bank?' (Interest). Use the discussion to introduce the four key terms.

**Presentation:**  
The teacher dedicates a segment to each of the four concepts. For each, they define the term, provide the relevant formula (e.g., I = Prt for simple interest), and model a real-world example. For instance, 'Calculate the 8% sales tax on a $40 purchase and then find the total cost.' or 'A real estate agent earns 3% commission on a $200,000 sale. What is their commission?'

**Practice:**  
["Students rotate through four 'stations' in the classroom. Each station has a different theme (The Shop, The Government, The Job, The Bank) and a set of problems related to one of the four concepts. For example, at 'The Shop', they calculate discounts", " at 'The Bank', they calculate simple interest on savings."]

**Integration:**  
This lesson is fundamental to everyday life and financial literacy. Discuss how understanding these concepts helps in making informed decisions about shopping, saving, and employment. Connect to social studies by discussing the purpose of taxes. Values: Promoting responsible financial habits.

**Assessment:**  
['1. A $200 TV is on sale for 15% off. What is the sale price? ($170)', ' 2. If the sales tax is 6%, what is the total cost of a $50 item? ($53)', ' 3. A salesperson earns 10% commission. If they sell $800 worth of goods, how much do they earn? ($80)', ' 4. Calculate the simple interest on $1,000 at 5% annual interest for 1 year. ($50)']

**Enrichment:**  
["Remediation: Provide a formula sheet with worked examples for each concept. Have students work in a teacher-led group to go through each station's problems step-by-step.", " Enhancement: Give students a complex, multi-step problem, e.g., 'You buy a discounted item, pay sales tax on the sale price, and you used a credit card with a certain interest rate. Calculate the final cost after one month of not paying the bill.'"]  
**Asignment:**  
Create a personal monthly budget. Estimate your income (allowance, part-time job) and expenses. Include a category for savings and calculate what 10% of your income would be for savings.

1. **EVALUATION TOOLS**

The station worksheets will be collected and assessed for accuracy. A 'matching' quiz on the vocabulary (discount, tax, commission, interest) will check for basic understanding. Teacher observation during the station rotation will provide formative feedback on student progress.

1. **REMARKS**

['The use of stations requires good classroom management. Have clear instructions at each station. Calculators are a must. The simple interest formula (I=Prt) has multiple variables', ' ensure students understand what each letter represents. Use relatable numbers in problems.']

1. **REFLECTION**

The station rotation was highly effective at keeping students engaged and focused. It broke down the four distinct topics into manageable chunks. The main difficulty was with the simple interest formula, specifically understanding the 'time' variable. Next time, I will provide more examples with different time periods (e.g., 6 months = 0.5 years) to clarify this.