ILAW lesson plan sample: Grade 7 Mathematics, ratios

Illustration of a teacher-made plan for this template. No classroom results are claimed. Replace the learning competency with the exact wording and code from the MATATAG Mathematics curriculum guide for your grade and term.

School	(your school)	**Teacher**	(your name)
Learning area	Mathematics	**Grade and section**	Grade 7 (about 40 learners)
Term and week	(term, week)	**Date and time**	(date)
Duration	50 minutes	**Lesson in the unit**	Lesson 1 of 4: ratio and proportion

I. Intentions

Content and performance standards
(Copy the standards from the MATATAG Mathematics curriculum guide.)

Learning competency (with code)
(Copy the official competency on ratios, with its code.)

Lesson objectives
By the end of the lesson, learners will be able to: (1) write a ratio in three forms (a:b, a to b, a/b); (2) simplify a ratio to lowest terms; (3) decide whether two ratios in a real situation are equivalent and explain why.

Why this lesson matters
Recipes, mixtures and prices are ratios. This lesson prepares proportions and rates in the next lessons.

L. Learning Experience

Materials and resources
Recipe cards, board, learner's notebook, six practice items, exit ticket slips.

Part of the lesson	Min	Teacher	Learners	What I look for
Activate (compare)	5	Writes on the board: "A class has 22 girls and 18 boys." Asks: "How can we compare the two numbers?"	Suggest a difference (4 more girls) and a comparison by division.	At least one learner compares by division.
Explore (calamansi juice)	15	Gives pairs a recipe card: 2 cups calamansi extract to 10 cups water. Asks: "Which of these mixtures taste the same: 2 to 10, 3 to 15, 4 to 18?"	Compare the mixtures with drawings, tables or division; explain their choice.	Pairs find that 4 to 18 is the odd one out.
Make sense (definitions)	10	States: a ratio compares two quantities by division and can be written a:b, a to b or a/b. Shows how to simplify with the GCF and how to test equivalent ratios.	Copy the three forms; simplify 2:10 and 3:15 to 1:5 and 4:18 to 2:9.	Learners explain why 4:18 differs.
Practice (worked examples)	12	Works one example aloud, then gives six items from simple to real-life (mangoes and bananas, rice and water).	Solve in pairs, then alone; compare answers.	Learners simplify using the GCF, not by guessing.

Part of the lesson	Min	Teacher	Learners	What I look for
Close (exit ticket)	8	Gives the five-item exit ticket.	Answer alone.	See Assessing Learning.

Support and inclusion
Learners who need support use a ratio table (a row for each quantity). Early finishers write their own recipe with a ratio of 3:4 and scale it up twice.

A. Assessing Learning

Checks during the lesson
During Explore, ask: "How do you know 3 to 15 tastes the same as 2 to 10?" A good answer divides both terms or simplifies both to 1:5.

End-of-lesson assessment, success criteria and answer key
1. Write the ratio of 12 mangoes to 18 bananas in three forms. 2. Simplify 24:36. 3. Are 4:6 and 10:15 equivalent? Explain. 4. A recipe uses 2 cups of rice to 3 cups of water. How much water for 6 cups of rice? 5. Which mixture is different: 2:10, 3:15, 4:18? Success: 4 of 5 correct. Key: 1. 12:18, 12 to 18, 12/18 (simplified 2:3). 2. 2:3. 3. Yes, both simplify to 2:3. 4. 9 cups. 5. 4:18 (it simplifies to 2:9, not 1:5).

W. Ways Forward (after teaching)

Results
(To fill after teaching: number of learners with 4 or 5 correct; items most often missed.)

Next steps
Plan, to adjust after the lesson: learners below 4 of 5 redo items 2 and 3 with a ratio table at the start of Lesson 2; enrichment: compare the prices of two pack sizes at a sari-sari store; next lesson: proportions.

Declaration of AI use
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