

# Instructional Planning

(The process of systematically planning, developing, evaluating and managing the instructional process by using principles of teaching and learning - D.O. 42, s. 2016)

## Detailed Lesson Plan (DLP)

	School	Esperanza Senior High School	Grade Level	11	
	Teacher	Daisy Rao	Learning Area	Business Mathematics	
	Time	7:30- 8:20 am G11-Endurance	Quarter	Quarter 1 - Week 3	
	Dates/Days	Sep. 11-15, 2023 (MTThF)	Semester	First Semester	

<b>I. OBJECTIVES</b>									
<b>A. Content Standards</b>	The learners demonstrate an understanding of key concepts of ratio and proportion.								
<b>B. Performance Standards</b>	The learners are able to 1. formulate and solve problems involving ratio and proportion 2. use the concept of proportion in making life decisions								
<b>C. Learning Competencies / Objectives</b>	The learner should be able to: <ul style="list-style-type: none"> <li>Identify the different kinds of proportions and write examples of real-life situations for each</li> </ul> <b>ABM_BM11RP-1c-3</b>								
Write the LC code for each	<b>Kinds of Proportion</b>								
<b>II. CONTENT</b>									
<b>III. LEARNING RESOURCES</b>									
<b>A. References</b>									
1. Teacher's Guide pages	TG pp. 49-58								
2. Learner's Materials Pages	Business Mathematics Quarter 1 – Module 3 pp. 1-12								
3. Textbook Pages									
4. Additional Materials from Learning Resource (LR) portal	<a href="https://lhrs.edu.ph/">https://lhrs.edu.ph/</a> <a href="https://www.studocu.com/ph">https://www.studocu.com/ph</a>								
<b>B. Other Learning Resources</b>									
Laptop, PowerPoint, DLP/TV, video									
<b>V. PROCEDURES</b>									
<b>Introductory Activity</b>	Preliminary Activity: I. Opening Prayer II. Checking of attendance III. Students are instructed to pick up trash on the floor instilling the value of cleanliness. The students are also encouraged to arrange their chairs properly to facilitate orderliness in the classroom. VI. Review of the previous lesson								
<b>Activity/Strategy</b>	<b>Activity 1: MOTIVATION (Day 1)</b>  Mia, Brenda, and Pauline decided to invest ₱100,000.00 in a burger shop business along F-8 Ave Avenue, Fatima, General Santos City. The table shows the the specific amount of their investment.  <table border="1" data-bbox="705 1192 1329 1282"> <thead> <tr> <th>Business Partner</th> <th>Amount of Investment</th> </tr> </thead> <tbody> <tr> <td>Mia</td> <td>₱30,000</td> </tr> <tr> <td>Brenda</td> <td>₱20,000</td> </tr> <tr> <td>Pauline</td> <td>₱50,000</td> </tr> </tbody> </table>	Business Partner	Amount of Investment	Mia	₱30,000	Brenda	₱20,000	Pauline	₱50,000
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# Bus Math Inst

**Madras (India : Presidency). Forest  
Department**

## Bus Math Inst:

**Problem Solving in Mathematics Instruction and Teacher Professional Development** Patricio Felmer, Peter Liljedahl, Boris Koichu, 2019-11-22 Recent research in problem solving has shifted its focus to actual classroom implementation and what is really going on during problem solving when it is used regularly in classroom This book seeks to stay on top of that trend by approaching diverse aspects of current problem solving research covering three broad themes Firstly it explores the role of teachers in problem solving classrooms and their professional development moving onto secondly the role of students when solving problems with particular consideration of factors like group work discussion role of students in discussions and the effect of students engagement on their self perception and their view of mathematics Finally the book considers the question of problem solving in mathematics instruction as it overlaps with problem design problem solving situations and actual classroom implementation The volume brings together diverse contributors from a variety of countries and with wide and varied experiences combining the voices of leading and developing researchers The book will be of interest to any reader keeping on the frontiers of research in problem solving more specifically researchers and graduate students in mathematics education researchers in problem solving as well as teachers and practitioners

*Present Practices in Mathematics Instruction and Supervision* Veryl Schult, United States. Office of Education, 1966 ...  
Annual Catalogue of the Idaho Technical Institute Idaho Technical Institute, Pocatello Idaho. State college, 1922     **A**  
**Comparative Evaluation of Programmed and Lecture Instruction in College Business Mathematics** Manfred E. Swartz, 1985     *Geometric Inequalities* Yuri D. Burago, Viktor A. Zalgaller, 2013-03-14 A 1988 classic covering Two dimensional Surfaces Domains on the Plane and on Surfaces Brunn Minkowski Inequality and Classical Isoperimetric Inequality Isoperimetric Inequalities for Various Definitions of Area and Inequalities Involving Mean Curvature     *Year Book* National Council of Teachers of Mathematics, 1926     **Information Series** ERIC Clearinghouse on Vocational and Technical Education, 1966     *Resources in Education* ,2000-04     **Report of the Superintendent of Public Instruction** Michigan. Department of Public Instruction, 1914     Report of the Superintendent of Public Instruction of the State of Michigan for the Biennium Michigan. Department of Public Instruction, 1915     *History of Union County, Kentucky* ,1886     **School Science and Mathematics** ,1917     Journal Michigan Schoolmasters' Club, 1929     **Journal of the Michigan Schoolmasters' Club** Michigan Schoolmasters' Club, 1929     **Compilation from the Annual Reports of the Superintendent of Public Instruction of the State of Michigan** Michigan. Department of Public Instruction, 1900  
**General Catalogue** Syracuse University, 1927     **The American Mathematical Monthly** ,1914 Includes section Recent publications     **Penman's Gazette and Business Educator** ,1887     **The Journal of Business Education** ,1929 The magazine for teachers of business subjects     **Brooklyn Daily Eagle Almanac** ,1899

## The Enigmatic Realm of **Bus Math Inst**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Bus Math Inst** a literary masterpiece penned by a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those who partake in its reading experience.

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