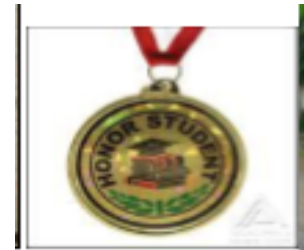


DAILY LESSON LOG OF M10AL-IVa-1 (Week One-Day One)

School		Grade Level	Grade 10
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Fourth
I. OBJECTIVES	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment Strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.		
A. Content Standards	The learner demonstrates understanding of key concepts of measures of position.		
B. Performance Standards	The learner is able to investigate thoroughly the mathematical relationship in various situations, formulate real-life problems involving measures of position and, solve them using a variety of strategies.		
C. Learning Competencies/ Objectives	Learning Competency: Illustrates the measures of position (M10AL-IVa-1) Learning Objectives: 1. Illustrate the measures of position (Quartiles) 2. Identify the score of lower, middle and upper quartile 3. Display cooperation in the group activity		
II. CONTENT	Measures of Positions (Quartiles)		
III. LEARNING RESOURCES	teacher's guide, learner's module,		
A. References			
1. Teacher's Guide	Pages 323-326		
2. Learner's Materials	Pages 362-367		
3. Textbook pages	Grade 10 Mathematics by Gladys C. Nivera, Ph. D. pages 398-402		
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources			
IV. PROCEDURES	These steps should be done across the week. Spread out the activities appropriately so that pupils/students will learn well. Always be guided by demonstration of learning by the pupils/ students which you can infer from formative assessment activities. Sustain learning systematically by providing pupils/students with multiple ways to learn new things, practice the learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.		
A. Review previous lesson or presenting the new lesson	The teacher lets the students observe the pictures below.		



Look at the pictures shown above. Do you recognize them? Did you take the NCAE (National Career Assessment Examination when you were in Grade 9? If so, what was your score? Did you know your rank?

Have you thought of comparing your academic performance with that of your classmates?

Have you wondered what score you need for each subject area to qualify for honors?

Whenever your teacher asks your class to form a line according to your height, what is your position in relation to your classmates?

Have you asked yourself why a certain examinee in any national examination gets higher rank than the other examinees? Some state colleges and universities are offering scholarship programs for graduating students who belong to the upper 5%, 10%, or even 25%. What does this mean to you?

Varied answers drawn from the students

B. Establishing a purpose for the lesson

The students realize the importance and usefulness of the concept of the measures of position in dealing real-life situations.

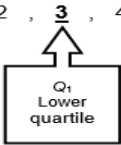
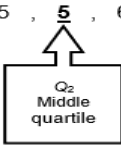
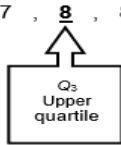
C. Presenting examples/ instances of the new lesson

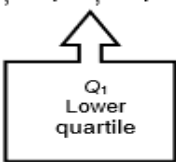
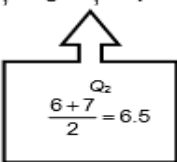
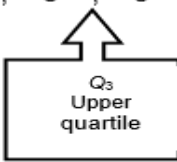
The teacher unlocks the following terminologies.

1. Deciles
2. Percentiles
3. Quantiles
4. Quartiles

Answer Key

1. Deciles - the nine score-points which divide a distribution into ten groups. These deciles are denoted as $D_1, D_2, D_3, \dots, D_9$.

	2. Percentiles - the ninety-nine score points which divide a distribution into one hundred groups so that each group represents 1 100 of the data set. They are used to characterize values according to the percentage of values below them. 3. Quantiles - measures of positions that divide a distribution into four, ten, and hundred equal parts. Such measures of positions are quartiles, deciles, and percentiles. 4. Quartiles - the score- points which divide a distribution into four groups. Twenty five percent (25%) of the distribution fall below the first quartile, fifty percent (50%) fall below the second quartile, and seventy-five percent (75%) fall below the third quartile.
D. Discussing new concepts and practicing new skills #1	📄 Lets the students do the following activity. ACTIVITY 4: Watch This! In this activity, ask students to form a group of 10 and let the group fall in line according to their height. See to it that all students are participating actively. Ask them to answer the questions based on their activity. They must be able to defend their answers using quartiles. 1. You are the fourth tallest student in a group of 10. If you are the 4th tallest student, therefore 6 students are shorter than you.  It also means that 60% of the students are shorter than you. If you are the 8th tallest student in a group of 10, how many percent of the students are shorter than you? _____ 2. A group of students obtained the following scores in their statistics quiz: 8 , 2 , 5 , 4 , 8 , 5 , 7 , 1 , 3 , 6 , 9 First, arrange the scores in ascending order: 1 , 2 , 3 , 4 , 5 , 5 , 6 , 7 , 8 , 8 , 9  Q₁ Lower quartile  Q₂ Middle quartile  Q₃ Upper quartile Middle Quartile is also the _____ Observe how the lower quartile (Q₁), middle quartile (Q₂), and upper quartile (Q₃) of the scores are obtained. Complete the statements below: The first quartile 3 is obtained by _____. (observe the position of 3 from 1 to 5) The second quartile 5 is obtained by _____. (observe the position of 5 from 1 to 9) The third quartile 8 is obtained by _____. (observe the position of 8 from 6 to 9).

	Answer Key 1. It means that 2 or 20% of the students are shorter than you. 2. Middle quartile is also the median. a. The first quartile, 3, is obtained by observing the position of 3 which is in the middle of the numbers from 1 to 5. b. The second quartile, 5, is obtained by observing the position of 5 which is in the middle of the numbers from 1 to 9. c. The third quartile, 8, is obtained by observing the position of 8 which is in the middle of the numbers from 6 to 9.
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to formative assessment)	The students will answer the following with a partner. Answer the following. 1. The scores of 10 students in a Mathematics seatwork are: 7, 4, 8, 9, 3, 6, 7, 4, 5, 8 a. What score illustrates the lower quartile? b. What score illustrates the middle quartile? c. What score illustrates the middle quartile? d. How did you get your answers? Answer key Arrange the scores in ascending order: 3, 4, 4, 5, 6, 7, 7, 8, 8, 9  Q_1 Lower quartile  Q_2 $\frac{6+7}{2} = 6.5$  Q_3 Upper quartile a. 4 b. 6.5 c. 8 e. First, arrange the given scores. Then locate the position whether lower, middle and upper quartile. Find the equivalent score of the located position.
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the lesson to come up with the following: Quartiles The quartiles are the score points which divide a distribution into four equal parts. Twenty-five percent (25%) of the distribution are below the first quartile, fifty percent (50%) are below the second quartile, and seventy-five percent (75%) are below the third quartile. Q_1 is called the lower quartile and Q_3 is the upper quartile. $Q_1 < Q_2 < Q_3$, where Q_2 is nothing but the median. The difference between Q_3 and Q_1 is the interquartile range.
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Identify the waiting time that illustrates the following position. 1. Q_1 2. Q_2 3. Q_3

	The list shows the waiting time (in minutes) of a customer before his or her call is answered. 5 8 3 1 2 9 4 10 15 12 4 12 11 8 7 6 12 14 15 6 Answer Key 1,2,3,4,4 ,5,6,6,7,8, 8, 9,10,11,12, 12, 12,14,15,15 1. 4.5 mins 2. 8 mins 3. 12 mins
J. Additional activities or remediation	
V. REMARKS	
VI. REFLECTION	<i>Reflect on your teaching and assess yourself as a teacher. Think about your students' progress. What works? What else needs to be done to help the pupils/students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.</i>
A. No. of learners who earned 80% of the evaluation	
B. No. of learners who require additional activities for remediation who scored below 80%	
C. Did the remedial lesson work? No. of learners who have caught up with the lesson.	
D. No. of learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/ discover which I wish to share with other teachers	

Prepared by:

HAZEL MANATAD SININING.

MATH TEACHER