

DAILY LESSON LOG OF M10SP-IVh-j-1 (Week Eight-Day Four)

School		Grade Level	Grade 10
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Fourth
I. OBJECTIVES	<i>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.</i>		
A. Content Standards	The learner demonstrates understanding of key concepts of measures of position.		
B. Performance Standards	The learner is able to conduct systematically a mini-research applying the different statistical methods.		
C. Learning Competencies/ Objectives	Learning Competency: Uses appropriate measures of position and other statistical methods in analysing and interpreting research data.(M10SP-IVh-j-1) Learning Objectives: 1. Calculate specified measure of position of a set of data (ungrouped data); 2. Interpret measures of position(ungrouped data); 3. Use appropriate measures of position (ungrouped data) in analysing and interpreting research data; and 4. Demonstrate appreciation of the use of appropriate measures of position (ungrouped data) in analysing and interpreting research data.		
II. CONTENT	Statistics and Probability		
III. LEARNING RESOURCES	teacher's guide, learner's module,		
A. References	https://www.youtube.com/watch?v=STk9zQyA0gw Measures of Positions for Ungrouped Data		
1. Teacher's Guide	Pages 322-351		
2. Learner's Materials	Pages 362-401		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources			
IV. PROCEDURES	<i>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.</i>		

A. Review previous lesson or presenting the new lesson	Simple recall, the teacher asks the students: Game: Call 2 representatives and give the 4 clouds (contains the steps in finding the position/location) each students , then allow the students to arrange it by posting accordingly on the board and ask the students the following questions: 1. What are the steps in finding the position/location in the given set of (QUARTILES, DECILES AND PERCENTILES-ungrouped) data? Interpolate if necessary Answer: Arrange the data from lowest to highest. Determine the position of a specified quantile using the appropriate formula Interpret the result 2. Give the formula for QUARTILES, DECILES AND PERCENTILES-ungrouped data. Quartile for Ungrouped Data Position of $Q_k = k/4 (n+1)$ Decile for Ungrouped Data Position of $D_k = k/10 (n+1)$ Percentile for Ungrouped Data Position of $P_k = k/100 (n+1)$																								
B. Establishing a purpose for the lesson	The teacher lets the students realize that knowing the steps in computing measures of position for ungrouped data are important skills needed to understand the concepts of <i>using appropriate measures of position and other statistical methods in analysing and interpreting research data.</i>																								
C. Presenting examples/ instances of the new lesson	The teacher lets the students, watch the video on: “Measures of Positions for Ungrouped Data” https://www.youtube.com/watch?v=STk9zQyA0gw																								
D. Discussing new concepts and practicing new skills #1	After watching the video, the Teacher guide the students the process of finding quantiles. Allow the student to analyse and interpret the following: 1. Chona has an assignment to ask at random 10 students in their school about their ages. The data are given in the table below. <table><tr><th>Name</th><th>Age</th><th>Name</th><th>Age</th></tr><tr><td>Amor</td><td>12</td><td>Christian</td><td>15</td></tr><tr><td>Anton</td><td>15</td><td>Dina</td><td>10</td></tr><tr><td>Beth</td><td>13</td><td>Elmer</td><td>13</td></tr><tr><td>Betty</td><td>14</td><td>Fatima</td><td>13</td></tr><tr><td>Camel</td><td>11</td><td>Gilfer</td><td>14</td></tr></table> Questions: 1. What is Q_1, Q_2 and Q_3 of their ages? Answer : 11.75, 13, 14.25 respectively. 2. How many students belong to Q_1, Q_2 and Q_3 in terms of their ages? Answer : $Q_1=3$, $Q_2= 6$ and $Q_3= 9$students	Name	Age	Name	Age	Amor	12	Christian	15	Anton	15	Dina	10	Beth	13	Elmer	13	Betty	14	Fatima	13	Camel	11	Gilfer	14
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E. Discussing new concepts and practicing new skills #2	Consider the situation: 2. John took a college admission test in one of the Universities in Cebu City. His score belongs to the 8th decile. Should John be pleased about his score? Why or why not? Explanation: This means that 80% of the test takers got the score less than or equal to his score and 20% of the test takers got the score that is greater than his score. John should be pleased with his score.
F. Developing mastery (leads to formative assessment 3)	3. Given a test in Statistics, the 75th percentile score is 20. What does it mean? What is its measure of position in relation to the other data? Interpret the result and justify. Answer: Students should answer correctly at least 20 items to pass the test. Interpretation: It means 75% of all the scores obtained is less than or equal to the score of 20.
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	You were given the opportunity to formulate and solve real-life problems involving measures of position. Call a student to enumerate the steps and the formulas: Quartile for Ungrouped Data Position of $Q_k = k/4 (n+1)$ Decile for Ungrouped Data Position of $D_k = k/10 (n+1)$ Percentile for Ungrouped Data Position of $P_k = k/100 (n+1)$
I. Evaluating Learning	Ask ten of your classmates at random about their scores in their first, second or third periodical test. Calculate the following and interpret each result. 1st Quartile 3rd Quartile 4th decile 8th decile 85th percentile Interpret each result.

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:

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