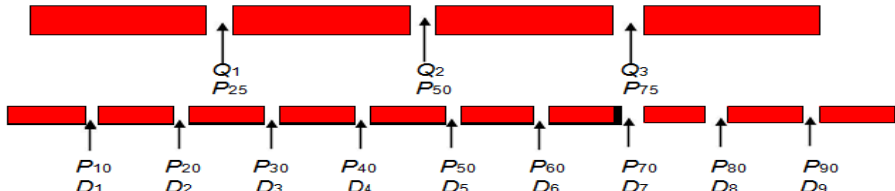


DAILY LESSON LOG OF M10SP-IVh-j-1 (Week Eight-Day Three)

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 percentile of a set of ungrouped data; 2. Use percentile of ungrouped data in analysing and interpreting research data; and 3. Demonstrate appreciation in using percentile of 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://formulas.tutorvista.com/math/percentile-formula.html https://www.mathsisfun.com/data/percentiles.html		
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	The Teacher facilitates in recalling “The Percentile for Ungrouped Data” The percentiles are the ninety-nine score points which divide a distribution into one hundred equal parts, so that each part represents the data set. It is used to characterize values according to the percentage below them. For example, the first percentile (P_1) separates the lowest 1% from the other 99%, the second percentile (P_2) separates the lowest 2% from the other 98%, and so on.  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 student answer in pair. Find the 30th percentile or P_{30} of the following test scores of a random sample of ten students, Assuming that your score is the 30th percentile how will you interpret the result? Test Score: 35, 42, 40, 28, 15, 23, 33, 20, 18, and 28. Solution: Arrange the scores from the lowest to the highest. 15 18 20 23 28 28 33 35 40 42 $P_{30} = \frac{30(10+1)}{100} = \frac{30(11)}{100} = \frac{330}{100} = 3.3 \approx 3$ P_{30} is the 3rd element. Therefore, $P_{30} = 20$. Interpretation: Therefore, 30% of the students got a score less than or equal to your score which is 20.
D. Discussing new concepts and practicing new skills #1	The Teacher allows the students to answer in pair “Some solved problems on percentile” are given below: Question 1 The scores for student are 40, 45, 49, 53, 61, 65, 71, 79, 85, 91. What is the percentile for score 71? Solution: No. of. scores below 71 = 6 Total no. of. scores = 10

	The formula for percentile is given as, $\text{Percentile} = \frac{\text{No. of values below } x}{\text{Total no. of values}} \times 100$ Percentile of 71 $= \frac{6}{10} \times 100$ $= 0.6 \times 100$ $= 60$
E. Discussing new concepts and practicing new skills #2	For 1, 3, 3, 4, 5, 6, 6, 7, 8, 8: The 25th percentile = 3 The 50th percentile = 5.5 The 75th percentile = 7
F. Developing mastery (leads to formative assessment 3)	The Teacher presents the question below allows them to answer in pair. Question 2: The scores for student are 42, 46, 52, 61, 68, 79, 85, 92. What is the percentile for score 61? Solution: No. of. scores below 61 = 3 Total no. of. scores = 8 The formula for percentile is given as, $\text{Percentile} = \frac{\text{No. of values below } x}{\text{Total no. of values}} \times 100.$ Percentile of 61 $= \frac{3}{8} \times 100$ $= 0.375 \times 100$ $= 37.5$ $= 38$
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. Percentile for Ungrouped Data $\text{Position of } P_k = \frac{k}{100} (n+1)$
I. Evaluating Learning	Ask Twenty or all of your classmates about their scores from the First or Second Periodical Test and include your own score. Compute at what percentile does your score belongs? Will you be pleased about your score? Why or why not?

	Computation: Interpret the 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:

RHEA N. PEDROZA

Math Teacher, Tabok NHS