

DAILY LESSON LOG OF M10SP-IVf-g-1 (Week Six-Day One)

School		Grade Level	10
Teacher		Learning Area	Mathematics
Teaching Date and Day		Quarter	Fourth
Time and Section			
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 variety of strategies.		
C. Learning Competencies/ Objectives	Learning Competency: Formulates statistical mini-research (M10SP-IVf-g-1) Learning Objectives: 1. Organize data for the mini-research 2. Conduct mini-research study on students' performance in the Summative Test 3. Demonstrate confidence in applying the measure of position in the mini-research		
II. CONTENT	CONDUCTING MINI-RESEARCH		
III. LEARNING RESOURCES	teacher's guide, learner's module, reference books		
A. References			
1. Teacher's Guide pages	p. 349		
2. Learner's Materials pages	pp. 398-400		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources	https://www.youtube.com/watch?v=tSkb7KZ5yw0 (Structure of a Research Paper); Date retrieved: October 19, 2018 https://www.youtube.com/watch?v=AXuI3uG3YJ4 (How to do a Mini-Research Project); Date retrieved: October 19, 2018 https://www.esc.edu/online-writing-center/resources/research/research-paper/ (Definition of Research) Date retrieved: October 21, 2018		
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	Let the students name the different Measures of Position. Answer: Quartile, Decile and Percentile		
B. Establishing a purpose for the lesson	Show the picture to the class. Ask the students if they interested to know there position in terms of class' performance and the significance of their position in the over-all class standing.		

	
C. Presenting examples/ instances of the new lesson	To present the importance of Research, the teacher will say this to the students. “A lawyer researches and reads about many cases and uses them to support their own case. A scientist reads many case studies to support an idea about a scientific principle. In the same way, a history student writing about the Vietnam War might read newspaper articles and books and interview veterans to develop and/or confirm a viewpoint and support it with evidence. To research is an expanded essay that presents your own interpretation or evaluation or argument in order to establish facts and reach conclusion. The Mini Research Paper aids you in understanding how you perform in your Summative Test and to resolve the difficulties in your studies. You are given the freedom to choose what Measures of Position to use for the research.”
D. Discussing new concepts and practicing new skills #1	The teacher groups the students into 6 groups. Each group will identify the Leader, Secretary, Treasurer and 2 Reporters. They are reminded that each member is enjoined to work together for the success of the Research. Show the Video Presentation that contains the Parts of the Mini Research. https://www.youtube.com/watch?v=tSkb7KZ5yw0 Ask the students to name the parts of the Mini Research. 1. Introduction 2. Purpose 3. Methods 4. Result 5. Discussion/Conclusion Use the Video to explain the contents of its parts.
E. Discussing new concepts and practicing new skills #2	To know what topics to research on, refer to Activity 9: Based on Research on page 398. Let the group identify what subject area they will use for the research. (Note: Instead of FINAL EXAMINATION SCORES use the SUMMATIVE TEST or THIRD GRADING EXAMINATION Scores. As a base score for the study, take the Mean Scores of the group.)
F. Developing mastery (leads to formative assessment 3)	To help on how to do on the conduct of the Mini Research, show the Video Presentation. https://www.youtube.com/watch?v=AXuI3uG3YJ4 Ask the student what to do in conducting the Mini Research.
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	Ask the students to name the parts of the Mini Research Paper and what to do in the conduct of the Mini Research Paper.
I. Evaluating Learning	

J. Additional activities or remediation	The students are assigned to do the following: 1. Ask from their teacher the scores in the Summative Test or Third Periodic Test in the subjects they chose. 2. Formulate the TITLE of the study. 3. Form the INTRODUCTION of the study. 4. Frame up the PURPOSE of the study.
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	

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