

DAILY LESSON LOG IN M10SP-IVd-e-1 (Week Four - DAY One)

School		Grade Level	Grade 10
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Second
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 shall be derived from the curriculum guides.		
A. Content Standards	The learner demonstrates understanding of the key concepts of measures of position		
B. Performance Standards	The learner is able to investigate thoroughly the mathematical relationships 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: solves problems involving measures of (M10SP-IVd-e-1) Learning Objectives: 1. Recall the steps in solving Quartiles of Ungrouped Data. 2. Solve problems involving quartiles for Ungrouped Data. 3. Demonstrates accuracy in solving problems on Quartiles for Ungrouped data.		
II. CONTENT	Solving Problems on Quartiles		
III. LEARNING RESOURCES	teacher's guide, learner's module, reference books		
1. References			
2. Teacher's Guide pages	Page 323-330		
3. Learner's Materials pages	Pages 366-375		
4. Textbook pages			
5. Additional Materials from Learning Resource (LR) portal			
6. 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 recall the steps in computing the quartiles for Ungrouped data and also how to interpret the results. Guide Question for the review: 1. What are the steps in solving the quartiles for ungrouped data? 2. How do you interpret the result in quartiles? 3. What are the steps in solving word problems involving quartiles? For the answers: Refer to pages 366 - 371 of the Learner's Module.		
B. Establishing a purpose for the lesson	The teacher lets the students understand that solving problems on quartiles helps and them to be able to solve their own real-life problems and prepares them to be able to make a wise decisions.		

C. Presenting examples/ instances of the new lesson	The teacher lets the students work in pair Activity 8 on page 372 of the Learner’s Module. Activity 8: Aqua Running Aqua Running has been promoted as a method for cardiovascular conditioning for the injured athlete as well as for others who desire a low impact aerobic workout. A study reported in the Journal of Sports Medicine investigated the relationship between exercise cadence and heart rate by measuring the heart rates of 20 healthy volunteers at a cadence of 48 cycles per minute (a cycle consisted of two steps). The data are listed here: 87 109 79 80 96 95 90 92 96 98 101 91 78 112 94 98 94 107 81 96 Find the lower and upper quartiles of the data. Answer: The lower quartile is 87.75 and the upper quartile is 98.																				
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the answer to Activity 8. Here, the teacher sees to it that this activity shall tests the students’ ability to reason out and explain how to compute the quartile of ungrouped data. The students must be able to give the formula in solving for the quartile of an ungrouped data.																				
E. Discussing new concepts and practicing new skills #2	The teacher lets the students (with the same partner as in the previous activity) answer the problem below: Consider the following nicotine levels of 20 smokers <table><tr><td>103</td><td>173</td><td>265</td><td>1</td><td>112</td></tr><tr><td>277</td><td>17</td><td>123</td><td>210</td><td>284</td></tr><tr><td>131</td><td>227</td><td>290</td><td>44</td><td>149</td></tr><tr><td>477</td><td>86</td><td>167</td><td>250</td><td>491</td></tr></table> Guide 1. How many data are there to consider? Answer: 20 2. What is the average nicotine level in 20 smokers? Answer: 170 (through interpolation) 3. How many smokers belong to the upper quartile, thus putting their lives to a high risk situation? Answer: 5 Questions:	103	173	265	1	112	277	17	123	210	284	131	227	290	44	149	477	86	167	250	491
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F. Developing mastery (leads to formative assessment 3)	The teacher lets the students perform Activity 7 on page 371 of the Learner’s Module Activity 7: How old are you? Albert 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><td>Name</td><td>Age</td><td>Name</td><td>Age</td></tr><tr><td>Ana</td><td>10</td><td>Tony</td><td>11</td></tr><tr><td>Ira</td><td>13</td><td>Lito</td><td>14</td></tr></table>	Name	Age	Name	Age	Ana	10	Tony	11	Ira	13	Lito	14								
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	Guide Questions: 1. How many of them belongs to the upper quartile (Q_3)? Answer: 2 If they are to classify themselves as young, younger, and youngest, who among them belong to the youngest group? Answer: Ana and Tony																											
G. Finding practical applications of concepts and skills in daily living	The teacher lets students recognize real-life problems that can be represented using the concepts of measures of position and apply these concepts in making decisions based on statistical solutions obtained.																											
H. Making generalizations and abstractions about the lesson	The teacher asks at somebody to summarize the steps in solving word problems involving quartiles.																											
I. Evaluating Learning	<i>The teacher gives the formative assessment</i> You are one of the 27 students whose scores in the 50 multiple - choice items in their summative test in mathematics are listed below. If your score is 38, would you be happy about it? <table><tr><td>23</td><td>38</td><td>28</td><td>46</td><td>22</td><td>20</td><td>18</td><td>34</td><td>36</td></tr><tr><td>45</td><td>48</td><td>16</td><td>22</td><td>27</td><td>25</td><td>29</td><td>31</td><td>30</td></tr><tr><td>44</td><td>21</td><td>18</td><td>43</td><td>21</td><td>26</td><td>37</td><td>29</td><td>13</td></tr></table> Answer: Since the upper quartile starts with 36.25, you must at least be glad of your score since it belongs the 7 highest score. <i>Note: Here, the teacher must emphasize that eventually they get the passing score if their score belongs to the upper quartile.</i>	23	38	28	46	22	20	18	34	36	45	48	16	22	27	25	29	31	30	44	21	18	43	21	26	37	29	13
23	38	28	46	22	20	18	34	36																				
45	48	16	22	27	25	29	31	30																				
44	21	18	43	21	26	37	29	13																				
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%																												
B. Did the remedial lesson work? No. of learners who have caught up with the lesson.																												
C. No. of learners who continue to require remediation																												
D. Which of my teaching strategies worked well? Why did these work?																												
E. What difficulties did I encounter which my principal or supervisor can help me solve?																												

F. What innovation or localized materials did I use/ discover which I wish to share with other teachers	
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Prepared by:

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