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

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 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 quartile of a set of grouped data; 2. Use quartile of grouped data in analysing and interpreting research data; and 3. Demonstrate appreciation in using quartile of grouped data in analysing and interpreting research data.		
II. CONTENT	Statistics and Probability (Analysis and Interpretation of Data)		
III. LEARNING RESOURCES	Teacher's guide, learner's module,		
A. References			
1. Teacher's Guide			
2. Learner's Materials			
3. Textbook pages			
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 says: Analysis of Data is done after statistical treatment was done to a collected, organized and presented set of data. A researcher may draw conclusions from results of the statistical treatment		

<table>
<tr><td></td><td>especially the mean, mode and the measures of variability.</td></tr>
<tr><td>B. Establishing a purpose for the lesson</td><td>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 using appropriate measures of position and other statistical methods in analysing and interpreting research data.</td></tr>
<tr><td>C. Presenting examples/ instances of the new lesson</td><td>The Teacher presents the example below:
Example 1: Two contestants in a beauty contest garnered the following scores from 7 judges.

<table>
<tr><th>Judge</th><th>Contestant 1</th><th>Contestant 2</th></tr>
<tr><td>1</td><td>97</td><td>96</td></tr>
<tr><td>2</td><td>96</td><td>99</td></tr>
<tr><td>3</td><td>98</td><td>96</td></tr>
<tr><td>4</td><td>95</td><td>90</td></tr>
<tr><td>5</td><td>96</td><td>96</td></tr>
<tr><td>6</td><td>97</td><td>95</td></tr>
<tr><td>7</td><td>90</td><td>93</td></tr>
</table>

Computing the mean:
Contestant 1: 95.57
Contestant 2: 95 This means that contestant 1 is better than contestant 2.</td></tr>
<tr><td>D. Discussing new concepts and practicing new skills #1</td><td>The Teacher show another way of solving:

Arranging the scores:
Contestant 1: 98 97 97 96 96 95 90
Contestant 2: 99 96 96 96 95 93 90

Using the median, one can conclude that the contestants had the same performance.
<table>
<tr><td></td><td>Contestant 1</td><td>Contestant 2</td></tr>
<tr><td>Mean</td><td>95.57</td><td>95</td></tr>
<tr><td>Median</td><td>96</td><td>96</td></tr>
<tr><td>Mode</td><td>96.5</td><td>96</td></tr>
</table>

The most appropriate measures to make conclusions in the given set of data are the mean and mode. Thus, contestant 1 is better than contestant 2.</td></tr>
<tr><td>E. Discussing new concepts and practicing new skills #2</td><td>The Teacher continues discussing:
Example 2. In a college entrance examination, the mean score of 6,000 students was 85 with a standard deviation of 10. The scores follow a normal curve.
1. About how many students got scores between 90 to 100?
1 851 students
2.How many students have a score below 80?
1 851 students
3. How many students got score below 74?
814 students</td></tr>
</table>

F. Developing mastery (leads to formative assessment 3)	The Teacher gives more example: **Example 3.** A Teacher is comparing the mathematical performance of freshman students from three schools. The mean and standard deviation are given below. 1 2 3 Mean 47.6 48.5 46.9 SD 3.46 3.54 2.7 1. Which school has the best mathematical performance? School 2 2. Which scores one more different from each other? School 1 and 2 3. Which schools has freshman students who are easier to teach? School 3
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	Analysis of Data is done after statistical treatment was done to a collected, organized and presented set of data. A researcher may draw conclusions from results of the statistical treatment especially the mean, mode and the measures of variability.
I. Evaluating Learning	The Teacher instructs the students to answer the problem by pair. An English language professor administered the prelim examination to his 15 students and here are the scores: 78, 75,86,87,68,89,91,95,86,92,78,77,76,85,90 Find the mean, median mode and standard deviation. How would you interpret the results? Answer: Mean- 83.53 median -86 mode -78,86 standard deviation-7.79
J. Additional activities or remediation	
V. REMARKS	
VI. REFLECTION	*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.*
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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