

DAILY LESSON LOG OF M10SP-IVf-g-1 (Week Eight-Day Four)

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			
B. Establishing a purpose for the lesson			

C. Presenting examples/ instances of the new lesson	The teacher starts the class with a prayer. Remind the class to be silent when a student is doing the Oral Defense. Right after the presenter is done, the next presenter should be up and need not be called. They are given the maximum of 2 minutes to report.
D. Discussing new concepts and practicing new skills #1	For giving the points, use the rubrics found in the LM pages 399-340 Teacher's Scoring Rubric in Assessing Students' Performance To help in understanding the study, ask the following guide questions: 1. Why do you choose the Measure of Position? 2. What is the significance of the study in your performance in the Summative Test? Answer: Answers are drawn out from the students.
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to formative assessment 3)	
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	Applying the knowledge and skills learned, it helps to evaluate and interpret test results and to make/formulate meaningful decisions that aid to resolve the difficulties of the students in their studies.
I. Evaluating Learning	
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	
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