

DAILY LESSON LOG OF M10SP-IVd-e-1 (Week Four-Day One)

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 investigate thoroughly the mathematical relationship in various situations, formulate real life problems involving measures of position and solve them using a variety of strategies.		
C. Learning Competencies/ Objectives	Learning Competencies: Solves problems involving measures of position. (M10SP-IVd-e-1) Learning Objectives: 1. Recall the definition of a percentiles of a measures of position; 2. Construct the frequency distribution table; and 3. Demonstrate patience in constructing frequency distribution table		
II. CONTENT	Measures of Position(Percentiles)		
III. LEARNING RESOURCES	teacher's guide, learner's module, k-12 Phoenix		
A. References			
1. Teacher's Guide pages	Pages		
2. Learner's Materials pages	Pages		
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</i>		

	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 asks the students to define quartile, decile and percentile. Key: Quartile- the score points which divide a distribution into four equal parts. Decile_ the nine score points which divide a distribution into 10 equal parts. Percentiles-the ninety-nine score points which divide a distribution into one hundred equal parts so that each part represents 1/100 of the data set .																																																																						
B. Establishing a purpose for the lesson	The purpose of the lesson is to know how to construct a frequency distribution table.																																																																						
C. Presenting examples/ instances of the new lesson	As the teacher presented the steps in constructing a frequency distribution table, let the learners in group of 3, construct a frequency distribution table. Problem. The following are heights in centimeters of 35 students. <table><tr><td>124</td><td>126</td><td>134</td><td>138</td><td>142</td><td>143</td><td>136</td></tr><tr><td>131</td><td>138</td><td>135</td><td>128</td><td>131</td><td>146</td><td>136</td></tr><tr><td>133</td><td>120</td><td>136</td><td>126</td><td>137</td><td>139</td><td>137</td></tr><tr><td>141</td><td>131</td><td>127</td><td>130</td><td>132</td><td>138</td><td>142</td></tr><tr><td>140</td><td>136</td><td>132</td><td>133</td><td>138</td><td>140</td><td>144</td></tr></table> Answer Key: Step 1. Range= 146-120= 26 Step 2. $k = 1 + 3.3\log 35$ $k= 6$ Rounded to the nearest integer Step 3. $i = \frac{26}{6} = 5$ Rounded up to the next number. Step 4. Construct Frequency distribution table: <table><tr><th>Class Interval</th><th>Class Boundaries/LB</th><th>Tally</th><th>Frequency</th><th>Less than Cumulative Frequency</th></tr><tr><td>120-124</td><td>119.5</td><td>II</td><td>2</td><td>2</td></tr><tr><td>125-129</td><td>124.5</td><td>IIII</td><td>4</td><td>6</td></tr><tr><td>130-134</td><td>129.5</td><td>IIII-IIII</td><td>9</td><td>15</td></tr><tr><td>135-139</td><td>134.5</td><td>IIII-IIII-I</td><td>12</td><td>27</td></tr><tr><td>140-144</td><td>139.5</td><td>IIII-II</td><td>7</td><td>34</td></tr><tr><td>145-149</td><td>144.5</td><td>I</td><td>1</td><td>35</td></tr></table>	124	126	134	138	142	143	136	131	138	135	128	131	146	136	133	120	136	126	137	139	137	141	131	127	130	132	138	142	140	136	132	133	138	140	144	Class Interval	Class Boundaries/LB	Tally	Frequency	Less than Cumulative Frequency	120-124	119.5	II	2	2	125-129	124.5	IIII	4	6	130-134	129.5	IIII-IIII	9	15	135-139	134.5	IIII-IIII-I	12	27	140-144	139.5	IIII-II	7	34	145-149	144.5	I	1	35
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D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of constructing a frequency distribution table with the use of the class interval. He/She tells them that the table is useful in solving the percentile for grouped data or even other measures of position. The teacher lets the student to analyse the class interval of what number to write first until the last.																																																																						
E. Discussing new concepts and practicing new skills #2																																																																							
F. Developing mastery (leads to formative assessment 3)	Working in pairs, the teacher lets the students to answer the following: - Find the range. - Find k . - Find i. Daily allowance of 60 students: <table><tr><td>10</td><td>15</td><td>25</td><td>81</td><td>88</td><td>73</td><td>80</td><td>62</td><td>61</td><td>43</td></tr></table>	10	15	25	81	88	73	80	62	61	43																																																												
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G. Finding practical applications of concepts and skills in daily living																																																		
H. Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical skills or principles used to construct a frequency distribution table in solving percentiles of grouped data through questions like: 1. Where there mathematical skills or principles used to construct a frequency distribution table? 2. What are the formula to get the range? k? and i? . Answers can be drawn from the students. Key: 1. yes, subtraction, addition , multiplication and division were used to find the interval for making a frequency distribution table. 2. range= highest value-lowest value K= 1 + n log 3.22 i = $\frac{range}{k}$																																																	
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Using the same data construct the frequency distribution table. Answer Key: <table><tr><td>Class Interval</td><td>LB</td><td>f</td><td><cf</td></tr><tr><td>81-90</td><td>80.5</td><td>7</td><td>60</td></tr><tr><td>71-80</td><td>70.5</td><td>10</td><td>53</td></tr><tr><td>61-70</td><td>60.5</td><td>15</td><td>43</td></tr><tr><td>51-60</td><td>50.5</td><td>4</td><td>28</td></tr><tr><td>41-50</td><td>40.5</td><td>12</td><td>24</td></tr><tr><td>31-40</td><td>30.5</td><td>6</td><td>12</td></tr><tr><td>21-30</td><td>20.5</td><td>3</td><td>6</td></tr><tr><td>11-20</td><td>10.5</td><td>2</td><td>3</td></tr><tr><td>1-10</td><td>0.5</td><td>1</td><td>1</td></tr></table>										Class Interval	LB	f	<cf	81-90	80.5	7	60	71-80	70.5	10	53	61-70	60.5	15	43	51-60	50.5	4	28	41-50	40.5	12	24	31-40	30.5	6	12	21-30	20.5	3	6	11-20	10.5	2	3	1-10	0.5	1	1
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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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