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	To meet the objectives, new additional lessons, exercises content knowledge and content strategies. Value	cessary procedures mus and remedial activities ompetencies. These are uing objectives support children to find significe	d to the curriculum standards. It be followed and if needed, may be done for developing the assessed using Formative the learning of content and cance and joy in learning the durriculum guides.
A. Content Standards	The learner demonstrates ur	nderstanding of key conce	epts of measures of position.
B. Performance Standards	The learner is able to investiguations situations, formulate solve them using a variety of	real life problems involv	nematical relationship in ing measures of position and
C. Learning Competencies/ Objectives	Learning Competencies: Solv (M10) Learning Objectives: 1. Recall the definition of a p 2. Construct the frequency d 3. Demonstrate patience in o	osP-IVd-e-1) ercentiles of a measures istribution table; and	of position;
II. CONTENT	Measures of Position(Percen		
III. LEARNING RESOURCES	teacher's guide, learner's mo	odule, 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	so that pupils/students wil learning by the pupils/ stud activities. Sustain learning	l learn well. Always be lents which you can infe systematically by pro	out the activities appropriately guided by demonstration of er from formative assessment oviding pupils/students with rning, 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.								
۸	Review previous lesson	The teacher asks the students to define quartile, decile and percentile.								
۸.		Key:								
	or presenting the new	Quartile- the score points which divide a distribution into four equal parts.								
	lesson	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								
							of the data set			
В.	Establishing a purpose									
٠.	for the lesson	The purpose of the lesson is to know how to construct a frequency distribution table.						alstribation		
	ioi tile lessoii									
			-		-	_	equency distribu	tion table,		
			_	-			tribution table.			
		Problem. The following are heights in centimeters of 35 students.								
		124	126	134	138		_	136		
		131	138	135	128			136		
		133	120	136	126	137		137		
		141	131	127	130	132		142		
		140 Answer Key:	136	132	133	138	140	144		
		Step 1. Range	n= 1 <i>1</i> 6 12	0- 26						
	_	Step 1. Kange Step 2. k = 1								
C.	Presenting examples/	1	_		arest integ	er				
	instances of the new				_					
	lesson	Step 3. $i = \frac{26}{6}$								
		Step 4. Const		uency di			I			
		Class	Class		Tally	Frequency	Less than Cum	ulative		
		Interval	Bounda	ries/LB			Frequency			
		120-124	119.5		<u>II</u>	2	2			
		125-129	124.5		1111	4	6			
		130-134	129.5		11111-1111	9	15			
		135-1339	134.5		11111-11111-1	12	27			
		140-144	139.5		11111-11	7	34			
		145-149	144.5		1	1	35			
		143 143	144.5			_	33			
		The teacher	discusses	with th	e students	the process	of constructing	a frequency		
D.	Discussing new						_	•		
	concepts and practicing	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								
	new skills #1	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									
		Working in pa	airs, the to	eacher le	ts the stud	lents to answ	er the following:			
F.	Developing mastery	Working in pairs, the teacher lets the students to answer the following: 1. Find the range.								
	(leads to formative	2. Find k . 3. Find i.								
	assessment 3)									
	•	Daily allowance of 60 students:								
		10 15	25	81 8	88 73	80 62	61	43		

		20	30	90	72	78	65	65	69	53	32	
		22	82	75	63	68	57	39	47	45	50	
		83	72	79	64	31	40	50	46	48	42	
		85	80	62	51	60	40	67	69	49	43	
		85	75	79	70	65	64	38	41	49	70	
G.	Finding practical											
	applications of concepts											
	and skills in daily living											
	, 0											
н.	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 j = range										
		The teacher lets the students answer individually the formative assessment. Using the same data construct the frequency distribution table. Answer Key: Class Interval LB f <cf< th=""></cf<>										
		81-90			80.5		7			60		
	Evaluating Learning	71-80			70.5		1			53		
I.		61-70			60.5		1			43		
		51-60			50.5		4			28		
		41-50			40.5		1			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		
J.	Additional activities or remediation											
	/. REMARKS											
V	/I. 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											

В.	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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