

DAILY LESSON LOG OF M10SP –IVb-1 (Week Two – Day Three)

School		Grade Level	Grade 10
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Fourth Quarter
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: Calculates a specified measure of position (e.g. 90 th percentile) of a set of data (M10SP –IVb-1) Learning Objectives: 1. Recall the different measures of position 2. Calculate specified percentile of a given set of data 3. Appreciate the importance of learning measures of position.		
II. CONTENT	Statistics and Probability		
III. LEARNING RESOURCES	teacher’s guide, learner’s module, activity sheets for dependent learning, worksheets for independent learning, reference books		
A. References			
1. Teacher’s Guide pages	Pages 314 - 352		
2. Learner’s Materials pages	Pages 355 - 402		
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 processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.</i>		
A. Review previous lesson or presenting the new lesson	The teachers lets the students recall the different formulas used in solving measures of position of ungrouped data. Quartile for Ungrouped Data Position of $Q_k = \frac{k}{4}(n+1)$ Decile for Ungrouped Data Position of $D_k = \frac{k}{10}(n+1)$ Percentile for Ungrouped Data Position of $P_k = \frac{k}{100}(n+1)$		
B. Establishing a purpose for the lesson	The teacher lets the students understands that measures of position is a number that tells where the score stands relative to the others in a set of data.		
C. Presenting examples/ instances of the new lesson	The teacher lets the student answer the given activity:		

	Activity 1: Do you have a sharp memory? The following are scores of ten students in their 40-item quiz. 34 23 15 27 36 21 20 13 33 25 - What are the scores of the students which are less than or equal to 25% of the data? - What are the scores of the students which are less than or equal to 65% of the data? - What are the scores of the students which are less than or equal to 8% of the data?																												
D. Discussing new concepts and practicing new skills #1	The Quartile for Grouped Data Recall that quartiles divide the distribution into four equal parts. The steps in computing the median are similar to that of Q_1 and Q_3. In finding the median, we first need to determine the median class. In the same manner, the Q_1 and the Q_3 class must be determined first before computing for the value of Q_1 and Q_3. The Q_1 class is the class interval where the $\left(\frac{N}{4}\right)$th score is contained, while the class interval that contains the $\left(\frac{3N}{4}\right)$th score is the Q_3 class. In computing the quartiles of grouped data, the following formula is used: $Q_k = LB + \left(\frac{\frac{kN}{4} - cf_b}{f_{ok}} \right) i$ where: LB = lower boundary of the Q_k class N = total frequency cf_b = cumulative frequency of the class before the Q_k class f_{ok} = frequency of the Q_k class i = size of class interval k = nth quartile, where $n = 1, 2$, and 3 The Deciles for Grouped Data Deciles are those values that divide the total frequency into 10 equal parts. The kth decile denoted by D_k is computed as follows: $D_k = LB + \left(\frac{\frac{kN}{10} - cf_b}{f_{ok}} \right) i$ where: LB = lower boundary of the D_k class N = total frequency cf_b = cumulative frequency before the D_k class f_{ok} = frequency of the D_k class i = size of class interval k = nth decile where $n = 1, 2, 3, 4, 5, 6, 7, 8$, and 9																												
E. Discussing new concepts and practicing new skills #2	The teacher lets the students study and understand the given example and solution on page386 of the learner’s module. Example 1. Calculate the Q_1, Q_2, and Q_3 of the Mathematics test scores of 50 students. <table><tr><th>Scores</th><th>Frequency</th></tr><tr><td>46-50</td><td>4</td></tr><tr><td>41-45</td><td>8</td></tr><tr><td>36-40</td><td>11</td></tr><tr><td>31-35</td><td>9</td></tr><tr><td>26-30</td><td>12</td></tr><tr><td>21-25</td><td>6</td></tr></table> Example 2. Calculate the 7th decile of the Mathematics test scores of 50 students. <table><tr><th>Scores</th><th>Frequency</th></tr><tr><td>46-50</td><td>4</td></tr><tr><td>41-45</td><td>8</td></tr><tr><td>36-40</td><td>11</td></tr><tr><td>31-35</td><td>9</td></tr><tr><td>26-30</td><td>12</td></tr><tr><td>21-25</td><td>6</td></tr></table>	Scores	Frequency	46-50	4	41-45	8	36-40	11	31-35	9	26-30	12	21-25	6	Scores	Frequency	46-50	4	41-45	8	36-40	11	31-35	9	26-30	12	21-25	6
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F. Developing mastery (leads to formative assessment 3)	Activity 5: Look at Me! Present the frequency distribution. Divide the class into five. The students will work as a group. Each group will be given a specified measure of position to compute or an indicated percentile rank. Let the students present their work and explain the process on how they arrived at the answer. The 1st quartile is 95.88. The 7th decile is 133.83. The 35th percentile is 102.32. The percentile rank of 115 is 41.4th. The percentile rank of 155 is 76.85th. <table><tr><td>101 – 110</td><td>11</td></tr><tr><td>91 – 100</td><td>13</td></tr><tr><td>81 – 90</td><td>9</td></tr><tr><td>71 – 80</td><td>4</td></tr></table>	101 – 110	11	91 – 100	13	81 – 90	9	71 – 80	4																				
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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 mathematical skills or methods used to identify measures of position. The students were able to interpret measures of position of a set of data and solve problems involving it.																												
I. Evaluating Learning	Activity 6: At Dennis and Career Assessment college scholarship <table><tr><th>NCAE Scores</th><th>f</th><th>LB</th><th><cf</th></tr><tr><td>24 – 26</td><td>10</td><td></td><td></td></tr><tr><td>21 – 23</td><td>9</td><td></td><td></td></tr><tr><td>18 – 20</td><td>7</td><td></td><td></td></tr><tr><td>15 – 17</td><td>8</td><td></td><td></td></tr><tr><td>12 – 14</td><td>4</td><td></td><td></td></tr></table>	NCAE Scores	f	LB	<cf	24 – 26	10			21 – 23	9			18 – 20	7			15 – 17	8			12 – 14	4						
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	Answer Key The lower boundary is obtained by subtracting 0.50 from the lower limit of each given interval. It is called the true boundary. The lower cumulative frequency can be obtained by adding the frequencies starting from the frequency of the lowest interval. The 3rd quartile is 31.87. The 72nd percentile is 31.18. The 8th deciles is 33.23. The percentile rank of Dennis is 24th. The percentile rank of Christine is 17th. Dennis and Christine are not qualified for a college scholarship.
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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