

DAILY LESSON LOG OF M10AL-IVa-1 (Week One-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 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 Competency: Illustrates the measures of position (M10AL-IVa-1) Learning Objectives: 1. Illustrate the measures of position (Quartiles, Deciles and Percentiles) 2. Identify the score of quartiles,decile and percentiles 3. Display cooperation in the group activity		
II. CONTENT	Measures of Positions (Quartiles, Deciles and Percentiles)		
III. LEARNING RESOURCES	teacher's guide, learner's module,		
A. References			
1. Teacher's Guide	Pages 320-332		
2. Learner's Materials	Pages 362-378		
3. Textbook pages	Grade 10 Mathematicsby Gladys C. Nivera, Ph. D. pages 398-402		
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 reviews the different measures of position: A. Quartiles B. Deciles C. Percentiles		
B. Establishing a purpose for the lesson	The students realizes the importance and usefulness of the concept of the measures of position in dealing real- life situations.		
C. Presenting examples/ instances of the new lesson	The teacher lets the students differentiates the different measures of positions from each other. Presents different examples of illustrating different measures of positions. Examples. List of scores of the students in their 10- item test in STATISTICS. 6 4 6 8 8 4 6 10 4 6 1. How are you going to identify thefollowing measures of position? a. D2 b. Q2 c. P40 Answer Key 4 4 4 6 6 6 6 8 8 10		

	1. a. After arranging the scores in ascending order, divide the scores into 10 equal parts and find the second element because it is equal to D2. In this case D2 is equal to 4 b. Divide the scores into 4 equal parts. Q2 is equal to 6. c. Divide the scores into 100 parts. P40 is equal to 6
D. Discussing new concepts and practicing new skills #1	The teacher lets the answer the following activity on the different measures of positions. Given 10 scores of the students in their 20 item test, identify the scores that illustrates the following measures of position. 1. Q2 2. D5 3. P50 4. Q3 5. D8 Scores: 13 15 12 15 17 18 10 17 18 17 Answer Key Arrange the scores in ascending order. 10 12 13 15 15 15 17 17 18 18 Q2= 15 2. D5= 15 3. P50= 15 4. Q3= 17 5. D8= 17
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to formative assessment)	The students will answer the following with a partner. Answer the following. The teacher lets the students answer individually the formative assessment. Identify the scores that illustrates the following position. 1. Q1 6. D8 2. D2 7. P40 3. Q3 8. D9 4. P20 9. P50 5. D5 10. P70 The list shows the scores of 30 students in their 15- item test. 5 8 3 1 2 9 4 10 15 12 13 8 9 12 15 4 12 11 8 7 6 12 14 15 6 11 3 5 3 9 6 7 10 9 10 9 13 14 14 13 Answer Key Arrange the scores in ascending order. 1, 2 ,3, 3, 3, 4 ,4 ,5, 5 ,6, 6 ,6, 7 ,7, 8, 8, 8, 9, 9, 9, 9, 9, 10, 10, 10, 11, 11, 12, 12, 12,12, 13 13, 13, 14, 14, 14, 15, 15, 15 1. Q1= 6 6. D8=13 2. D2= 3 7. P40= 8 3. Q3= 12 8. D9= 14 4. P20=5 9. P50 = 9 5. D5= 9 10. P70=13
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the lesson to come up with the following: Deciles - the nine score points which divide a distribution into ten equal parts. These deciles are denoted as D1, D2, D3,... D9. 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. They are used to characterize values according to the percentage below them.

	Quartiles - the score points which divide a distribution into four equal parts. Twenty-five percent (25%) of the distribution fall below the first quartile, fifty percent (50%) fall below the second quartile, and seventy-five percent (75%) fall below the third quartile.
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Identify the scores that illustrates the following position. 6. Q1 6. D8 7. D2 7. P40 8. Q3 8. D9 9. P20 9. P50 10. D5 10. P70 The list shows the scores of 30 students in their 15- item test. 5 8 3 1 2 9 4 10 15 12 13 8 9 12 15 4 12 11 8 7 6 12 14 15 6 11 3 5 3 9 6 7 10 9 10 9 13 14 14 13 Answer Key 1, 2 ,3, 3, 3, 4 ,4 ,5, 5 ,6, 6 ,6, 7 ,7, 8, 8, 8, 9, 9, 9, 9, 9, 10, 10, 10, 11, 11, 12, 12, 12,12, 13 13, 13, 14, 14, 14, 15, 15, 15 5. Q1= 6 6. D8=13 6. D2= 3 7. P40= 8 7. Q3= 12 8. D9= 14 8. P20=5 9. P50 = 9 9. D5= 9 10. P70=12
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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