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.								
Α.	Content Standards	The learner demonstrates understanding of key concepts of measures of position.								
В.	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 Percen	tiles)							
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. pa	ges 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.								
		The teacher reviews the different measures of position	on:							
A.	Review previous lesson or	A. Quartiles								
	presenting the new lesson	B. Deciles C. Percentiles								
В.	Establishing a purpose for	The students realizes the importance and useful	ness of the concept of the							
	the lesson	measures of position in dealing real-life situations.								
C.	Presenting examples/ instances of the new lesson	The teacher lets the students differentiates the diff from each other. Presents different examples of illust positions. Examples. List of scores of the students in their 10- item test in 6 4 6 8 8 4 6 10 4 6 1. How are you going to identify thefollowing reachers. D2 b. Q2 c. P40	trating different measures of STATISTICS.							
		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								
		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								
D.	Discussing new concepts	Scores:								
	and practicing new skills	13 15 12 15 17 18 10 17 18 17								
	#1									
		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									
		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.								
F.	Developing mastery (leads	5 8 3 1 2 9 4 10 15 12 13 8 9 12 15								
	to formative assessment	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								
_	etualtus and 12 d	5. D5= 9 10. P70=13								
G.	Finding practical									
	applications of concepts									
<u> </u>	and skills in daily living									
		The teacher summarizes the lesson to come up with the following:								
н.	Making generalizations	Deciles - the nine score points which divide a distribution into ten equal								
	and abstractions about the	parts. These deciles are denoted as D1, D2, D3, D9.								
	lesson	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.								

						-										-	al 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.																
										5%) fall								
		The teacher lets the students answer individually the formative assessmen										nt.						
		Identify									•							
		-	Q1				D8				0.							
		7.	D2			7.	P40											
			Q3				D9											
		9. P20 9. P50																
		10. D5 10. P70 The list shows the scores of 30 students in their 15- item test.																
		5	8		vs ti 1	2	9	4	10	15		13						
ı.	Evaluating Learning	4	_	11		7		12	_	15	6	11	_	-	3	9		
		6	7	10	9	10	9	13	14	14	13							
		Answer																
		1, 2,3																
		9, 9, 1	0, 10		11,			2, 12				L4, 1 ⁴	1, 14	1, 1!	5, 15,	15		
				5. 6.		Q1: D2=				08=13 240= 9								
				7.		Q3=				7. P40= 8 8. D9= 14								
				8.		P20				P50 =								
				9.		D5=	9		10.	P 7 0=	=12							
J.	Additional activities or																	
<u> </u>	remediation																	
V.	REMARKS	Reflect o	n vou	r teach	nina (and as	SPSS V	oursel	f as a t	eacher	Thin	k ahou	t voi	ır stı	ıdents	nrogre	ess What	
VI.	REFLECTION	works? \ instruction	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.	of the evaluation No. of learners who require																	
В.	of the evaluation																	
	of the evaluation No. of learners who require additional activities for remediation who scored below 80%																	
В.	of the evaluation No. of learners who require additional activities for remediation who scored below																	
	No. of learners who require additional activities for remediation who scored below 80% Did the remedial lesson work? No. of learners who have caught up																	
C.	of the evaluation No. of learners who require additional activities for remediation who scored below 80% Did the remedial lesson work? No. of learners who have caught up with the lesson. No. of learners who continue to																	
C.	of the evaluation No. of learners who require additional activities for remediation who scored below 80% Did the remedial lesson work? No. of learners who have caught up with the lesson. No. of learners who continue to require remediation Which of my teaching strategies worked well? Why did these																	

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