DAILY LESSON LOG IN M10SP-IVd-e-1 (Week Five - DAY Two)

School		**Grade Level**	Grade 10
Teacher		**Learning Area**	Mathematics
Teaching Date and Time		**Quarter**	Second

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 the 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: solves problems involving measures of (M10SP-IVd-e-1) Learning Objectives: 1. Recall the steps in solving Quartiles for Grouped Data. 2. Solve problems involving Quartiles for Grouped Data. 3. Demonstrates accuracy in solving problems on Quartiles for Grouped Data.
II. CONTENT	Solving Problems on Quartiles
III. LEARNING RESOURCES	teacher's guide, learner's module, reference books
1. References	
2. Teacher's Guide pages	Page 337-343
3. Learner's Materials pages	Pages 385 - 397
4. Textbook pages	
5. Additional Materials from Learning Resource (LR) portal	
6. 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 lets the students recall the formula and the steps in computing the quartiles for grouped data and also how to interpret the results. Guide Question for the review: 1. What are the steps in solving Quartiles for Grouped Data? 2. What is the formula in solving Quartiles of Grouped Data? 3. How do you interpret the result using quartiles for Grouped Data?
B. Establishing a purpose for the lesson	The teacher lets the students understand that solving problems on quartiles helps and them to be able to solve their own real-life problems and prepares them to be able to make a wise decisions.
C. Presenting examples/ instances of the new lesson	The teacher discusses to the students the activity below: Calculate the lower quartile of the Mathematics test scores of 50 students.

Scores	Frequency	Lower Boundaries	Less than Cumulative Frequency (<cf)
46-50	4	45.5	50
41-45	6	40.4	46
36-40	10	35.5	40
31-35	15	30.5	30
26-30	9	25.5	15
21-25	6	20.5	6

Guide Question:

1. What is the value of Q_1 class? Answer: 12.5
2. To what class interval does Q_1 class belong? Answer: 26-30
3. Find the following:

LB: 25.5
N: 50
cf_b: 6
f_{Q1}: 9
Q_1: 28.21

D. Discussing new concepts and practicing new skills #1

The teacher lets the students in triad complete the activity below and answer the questions that follow:

The following is a distribution for the number of employees in 45 companies belonging to a certain industry. If the number of employees would be distributed equally to 45 companies, how many employees will there be on the average in each company?

Number of Employees	Number of Companies	Lower Boundaries	Less than Cumulative Frequency (<cf)
41-45	11	40.5	45
36-40	6	35.5	34
31-35	9	30.5	28
26-30	7	25.5	19
21-25	8	20.5	12
16-20	4	25.5	4

Answer: 32 employees

E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to formative assessment 3)	The teacher lets the student perform individually Activity 6 on pages 396-397 For the answer, refer to page 347 of TG
G. Finding practical applications of concepts and skills in daily living	The teacher lets students recognize real-life problems that can be represented using the concepts of measures of position and apply these concepts in making decisions based on statistical solutions obtained.
H. Making generalizations and abstractions about the lesson	The teacher asks at somebody to summarize the steps in solving word problems involving quartiles.
I. Evaluating Learning	*The teacher gives the formative assessment:* Given the data below, which scores belong to the upper quartile? CLASS INTERVAL SCORES / FREQUENCY (f) / LOWER BOUNDARIES (LB) / Less than cumulative frequency ($< cf$) 45 – 48 / 2 / 44.5 / 54 41- 44 / 4 / 40.5 / 52 37-40 / 7 / 36.5 / 48 33-36 / 11 / 32.5 / 41 29-32 / 10 / 28.5 / 30 25-28 / 8 / 24.5 / 20 21-24 / 6 / 20.5 / 12 17-20 / 4 / 16.5 / 6 13-16 / 2 / 12.5 / 2 Answer: 33 and above.
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%	
B. Did the remedial lesson work? No. of learners who have caught up with the lesson.	
C. No. of learners who continue to require remediation	
D. Which of my teaching strategies worked well? Why did these work?	
E. What difficulties did I encounter which my principal or supervisor can help me solve?	
F. What innovation or localized materials did I use/	

discover which I wish to share with other teachers	

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