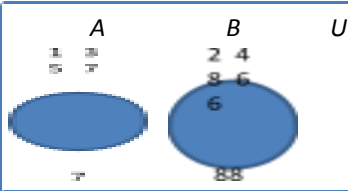
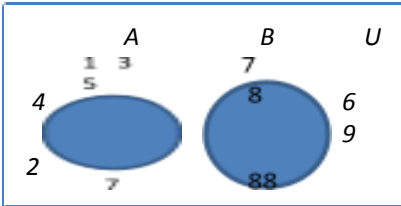
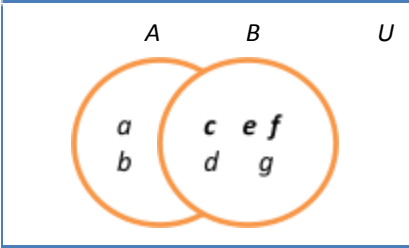


DAILY LESSON LOG OF M10SP-III-f-1 (Week Six-Day 3)

School		Grade Level	Grade 10
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Third
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 combinatorics and probability.		
B. Performance Standards	The learner is able to use precise counting technique and probability in formulating conclusions and making decisions.		
C. Learning Competencies/ Objectives	Learning Competency: Illustrates events, and union and intersection of events. (M10SP-III-f-1) Learning Objectives: 1. Illustrates events, and union and intersection of events 2. Draw a Venn diagram to illustrate union of events 3. Demonstrate understanding in illustrating union of events		
II. CONTENT	Union and Intersection of Events		
III. LEARNING RESOURCES	teacher's guide, learner's module		
A. References			
1. Teacher's Guide	Pages 288-292		
2. Learner's Materials	Pages 328-334		
3. Textbook pages	Next Century Mathematics; pages 419-420		
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 conducts a review by letting the students observe the diagram of activity 2.		

	Consider the situation below. Use the tree diagram given below in answering the questions that follow. A school canteen serves lunch for students. A set of menu consists of 1 type of rice, 1 type of viand, and 1 type of drink. The tree diagram below shows the possible menu combinations. The teacher lets the students answer the following questions: - What does the tree diagram tell you? - How did you determine the sample space? - Differentiate an outcome from a sample space. Give another example of an outcome. - Aside from the tree diagram, how else can you find the total number of possible outcomes? Answer - What does the tree diagram tell you? <i>The tree diagram shows the total number of outcomes.</i> - How did you determine the sample space? <i>The sample space is obtained by listing all the outcomes that are obtained using the tree diagram.</i> - Differentiate an outcome from a sample space. Give another example of an outcome. <i>An outcome is an element of a sample space. One example is (sr, p, pj).</i> - Aside from a tree diagram, how else can you find the total number of possible outcomes? <i>The total number of possible outcomes can also be found using the fundamental counting principle (multiplication rule).</i>
B. Establishing a purpose for the lesson	The teacher emphasizes that the activity helps the students illustrate union of events.
C. Presenting examples/ instances of the new lesson	The teacher presents the diagram : $A \cup B$ is shaded $C \cup D$ is shaded

D. Discussing new concepts and practicing new skills #1	The teacher discusses the above diagram. The <i>union of sets A and B</i> is the set of all elements which belong to A or B or to both. The union of sets A and B is denoted by $A \cup B$. In each illustration, the rectangle represents the <i>universal set</i>. A universal set is a set which contains all the elements involved in the problem. In a group of 5 members, the teacher lets the students do the following task: Given $U = \{1, 2, 3, 4, 5, 6, 7, 8\}$ $A = \{1, 3, 5, 7\}$ $B = \{2, 4, 6, 8\}$ Find $A \cup B$ and draw a Venn diagram to illustrate $A \cup B$. <i>Solution:</i> $A \cup B = \{1, 2, 3, 4, 5, 6, 7, 8\}$ 
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to formative assessment 3)	Working in pairs, the teacher lets the students answer the following exercise. Given $U = \{1, 2, 3, 4, 5, 6, 7, 8, 9\}$ $A = \{1, 3, 5\}$ $B = \{7, 8\}$ Find $A \cup B$ and draw a Venn diagram to illustrate $A \cup B$. <i>Solution:</i> $A \cup B = \{1, 3, 5, 7, 8\}$ 
G. Finding practical applications of concepts and skills in daily living	

H. Making generalizations and abstractions about the lesson	The teacher says: Since events are sets, they can be combined to form new events by using the set operation of union. The teacher summarizes the mathematical skills or principles used to illustrate union of events through questions like: 1. How will you illustrate the union of events? 2. What mathematical notation is used to illustrate the union of A and B? Answer: 1. The union of events can be illustrated by means of a Venn diagram. 2. The union of A and B is written as “ $A \cup B$ ”
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Solve the following: Given $U = \{a, b, c, d, e, f, g\}$ $A = \{a, b, c, d\}$ $B = \{c, d, e, f, g\}$ Find $A \cup B$ and draw a Venn diagram to illustrate $A \cup B$. Solution $A \cup B = \{a, b, c, d, e, f, g\}$ 
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	

Prepared by:

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