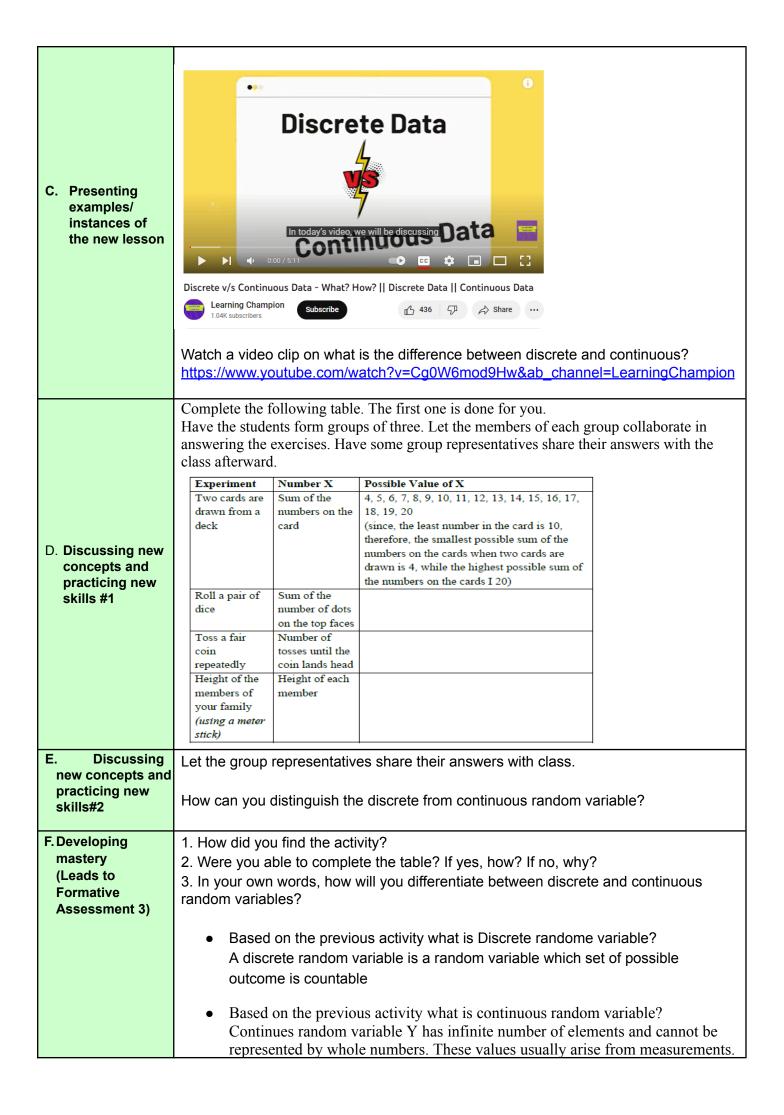


		Grade	
School:		Level:	XI
		Learning	
Teacher:		Area:	MATHEMATICS
Teaching Dates and			3RD
Time:	FEBRUARY 14, 2022	Quarter:	QUARTER

I. OBJECTIVES	
A. Content Standards	The learner demonstrates understanding of key concepts of random variables and probability distributions.
B. Performance Standards	The learner is able to apply an appropriate random variable for a given real-life problem (such as in decision making and games of chance).
C. Learning Competencies Write the LC code for each	distinguishes between a discrete and a continuous random variable.M11/12SP-IIIa-2
D. Learning Objectives	distinguishes between a discrete and a continuous random variable.
II. CONTENT	Random Variables and Probability Distributions
III. LEARNING RESOURCE S	
A. References	
1.Teacher's Guide pages	
2.Learner's Materials pages	
3.Textbook	
pages 4.Additional	Statistics and Dychobility. Crede 44
Materials	Statistics and Probability – Grade 11 Alternative Delivery Mode
from Learning Resource (LR)portal	Quarter 3 – Module 1: Random Variables and Probability Distributions First Edition, 2019
B. Other Learning Resources	
IV. PROCEDUR ES	
A. Reviewing previous lesson or presenting the new lesson	Classify each given random variable. Is it countable or measurable Identify its classification DISCRETE OR CONTINUOUS 1. X: Number of female among 10 grade 11 students (Countable, Discrete) 2. Y: Height in inches of a randomly selected ABM students (Measurable, Continuous) 3. A:Number of covid positive in Las Piñas City (Countable, Discrete)
B. Establishing a purpose for the lesson	Read the objective of todays lesson.



G. Finding practical applications of concepts and skills in daily living	You may let the students conduct a group presentation that involves the applications or transfer of concepts of random variable that distinguishes between a discrete and a continuous
H. Making generalizations and abstractions about the lesson	A discrete random variable has a finite number of possible values. A continuous random variable could have any value (usually within a certain range). A discrete random variable is typically an integer although it may be a rational fraction. As an example of a discrete random variable: the value obtained by rolling a standard 6-sided die is a discrete random variable having only the possible values: 1, 2, 3, 4, 5, and 6. As a second example of a discrete random variable: the fraction of the next 100 vehicles that pass my window which are blue trucks is also a discrete random variable (having 101 possible values ranging from 0.00 (none) to 1.00 (all). A continuous random variable could take on any value (usually within a certain range); there are not a fixed number of possible values. The actual value of a continuous variable is often a matter of accuracy of measurement.
I. Evaluating learning	An example of a continuous random variable: how far a ball rolled along the floor will travel before coming to a stop. Classify each random variable as discrete or continuous. 1. The number of defective computers produced by a manufacturer (Discrete) 2. The amount of paint utilized in a building project (Continuous) 3. The average amount of water consumed in households in a barangay (Continuous) 4. The number of female athletes (Discrete)
J.Additional activities for application or remediation	Classify the following random variables as Discrete or Continuous Random Variables. Write DRV if it is Discrete while CRV if Continuous.
V. REMARKS VI. REFLECTION	
A. No .of learners who earned 80% on the formative assessment B. No. of learners who require additional	of Learners who earned 80% above of Learners who require additional activities for remediation

activities for remediation.	
C. Did the	Yes No
remedial	of Learners who caught up the lesson
lessons work?	
No. of learners	
who have	
caught up with	
the lesson.	
D. No .of	of Learners who continue to require remediation
learners who	
continue to	
require remediation	
E. Which of	Strategies used that work well:
my teaching	Group collaboration
strategies	Games
worked well?	Solving Puzzles/Jigsaw
Why did these	Answering preliminary
work?	activities/exercises
	Carousel
	Diads
	Think-Pair-Share (TPS)
	Rereading of Paragraphs/
	Poems/Stories
	Differentiated Instruction
	Role Playing/Drama
	Discovery Method
	Lecture Method
	Why?
	Complete IMs
	Availability of Materials
	Pupils' eagerness to learn
	Group member's Cooperation in doing their tasks
F. What difficulties	Bullying among students
did I encounter	Pupils' behavior/attitude
which my	Colorful IMs
principal or	Unavailable Technology
supervisor can	Equipment (AVR/LCD)
help me solve?	Science/ Computer/
	Internet Lab
	Additional Clerical works
G. What	
innovation or	
localized	
materials did I	
use/discover	
which I wish to	
share with other	
teachers?	

Prepared by:

Teacher	School Head	
	Observed by:	