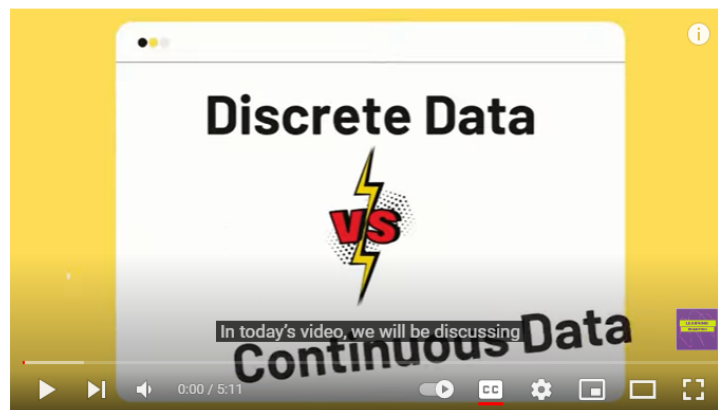


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	XI
	Teacher:		Learning Area:	MATHEMATICS
	Teaching Dates and Time:	FEBRUARY 14, 2022	Quarter:	3RD QUARTER

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 RESOURCES	
A. References	
1. Teacher's Guide pages	
2. Learner's Materials pages	
3. Textbook pages	
4. Additional Materials from Learning Resource (LR)portal	Statistics and Probability – Grade 11 Alternative Delivery Mode Quarter 3 – Module 1: Random Variables and Probability Distributions First Edition, 2019
B. Other Learning Resources	
IV. PROCEDURES	
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 today's lesson.

C. Presenting examples/ instances of the new lesson



Discrete v/s Continuous Data - What? How? || Discrete Data || Continuous Data

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Watch a video clip on what is the difference between discrete and continuous?

https://www.youtube.com/watch?v=Cg0W6mod9Hw&ab_channel=LearningChampion

D. Discussing new concepts and practicing new skills #1

Complete the following table. The first one is done for you.

Have the students form groups of three. Let the members of each group collaborate in answering the exercises. Have some group representatives share their answers with the class afterward.

Experiment	Number X	Possible Value of X
Two cards are drawn from a deck	Sum of the numbers on the card	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 (since, the least number in the card is 10, therefore, the smallest possible sum of the numbers on the cards when two cards are drawn is 4, while the highest possible sum of the numbers on the cards is 20)
Roll a pair of dice	Sum of the number of dots on the top faces	
Toss a fair coin repeatedly	Number of tosses until the coin lands head	
Height of the members of your family (using a meter stick)	Height of each member	

E. Discussing new concepts and practicing new skills#2

Let the group representatives share their answers with class.

How can you distinguish the discrete from continuous random variable?

F. Developing mastery (Leads to Formative Assessment 3)

1. How did you find the activity?
2. Were you able to complete the table? If yes, how? If no, why?
3. In your own words, how will you differentiate between discrete and continuous random variables?

- Based on the previous activity what is Discrete random variable?
A discrete random variable is a random variable which set of possible outcome is countable
- Based on the previous activity what is continuous random variable?
Continuous random variable Y has infinite number of elements and cannot be represented by whole numbers. These values usually arise from measurements.

G. Finding practical applications of concepts and skills in daily living	<i>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</i>
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. An example of a continuous random variable: how far a ball rolled along the floor will travel before coming to a stop.
I. Evaluating learning	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. _____ 1. Time to finish a race _____ 2. Number of diamonds in a poker hand _____ 3. Height of 100 students _____ 4. Number of doubles in roll of two dice _____ 5. Hours of spent answering a test _____ 6. Your weight before breakfast each morning _____ 7. The number of ships in Pearl Harbor on any given day. _____ 8. The distance of golf ball travels after being hit with a driver. _____ 9. The number of traffic fatalities per year in the state of Florida _____ 10. The amount of gasoline needed to drive your car 200 miles.
V. REMARKS	
VI. REFLECTION	
A. No. of learners who earned 80% on the formative assessment	_____ of Learners who earned 80% above
B. No. of learners who require additional	_____ of Learners who require additional activities for remediation

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

Checked by

Teacher

School Head

Observed by:
