

DAILY LESSON LOG OF M8GE-IVi-j-1 (Week 10 Day 1)

School		Grade Level	Grade 8
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Fourth
I. OBJECTIVES	<i>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.</i>		
A. Content Standards	The learner demonstrates understanding of key concepts of triangle congruence.		
B. Performance Standards	The learner is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.		
C. Learning Competencies/ Objectives	Learning Competency: Solve problems involving probabilities of simple events (M8GE-IVi-j-1) Learning Objectives: 1. Recall the steps to find the probability of simple events 2. Solve problems involving probabilities of simple events 3. Demonstrate appreciation of solving problems involving probabilities of simple events		
II. CONTENT	Problems Involving Probability of Simple Events		
III. LEARNING RESOURCES	teacher's guide, learner's module,		
A. References			
1. Teacher's Guide			
2. Learner's Materials	Pages 562-580		
3. Textbook pages	E-Math Intermediate Algebra (Oranoco & Mendoza) pp.444-453 Next Century Mathematics Grade 8 pp. 653-664		
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources			
IV. PROCEDURES	<i>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.</i>		
A. Review previous lesson or presenting the new lesson	Review the previous lessons by letting the students answer the questions. The following are the answers of Ed and Tom when a fair of die is tossed, and the event is getting an odd number.: Ed: There are 3 odd numbers and 6 possible outcomes so the answer is 3/6. Tom: Half of the numbers are odd, so the answer is ½. Who is correct?		
B. Establishing a purpose for the lesson	The teacher let the students realize that solving problems involving probability is an important skill needed to make decisions in our day to day life.		
C. Presenting examples/ instances of the new lesson	The teacher tells the students, in groups of three, do the Activity below. Read, analyze and solve the problem below. Fifty students were asked whether they liked the subjects English, Math, Filipino or Science. Thirty percent of the students said that they liked Math subject. Forty percent claimed that they liked English. Twenty percent liked Science and the rest liked Filipino subject. 1. What percent of the students likes Filipino subject? 2. How many students like Math subject?		

	3. How many students like English subject? 4. If a student is picked at random, what is the probability that he or she likes Science subject?
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of arriving at the answer in the given Activity. Furthermore, he/she asks the students about the mathematical skills or principles that they used to solve the problems involving probability of simple events.
E. Discussing new concepts and practicing new skills #2	The teacher discusses and illustrates thoroughly the steps in solving problems involving probability of simple events.
F. Developing mastery (leads to formative assessment 3)	Working in pairs, the teacher lets the students answer the exercise below. Sixty students were asked whether they liked to sing, dance, act or draw. Thirty percent of the students said that they liked to sing. Forty percent claimed that they liked to dance. Twenty percent liked to draw and the rest liked to act. - What percent of the students likes to act? - How many students like to sing? - How many students like to draw? - If a student is picked at random, what is the probability that he or she likes act?
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical skills or principles used to solve problems involving probability of simple events through the questions like: - How did you find the activity? - What did you do to arrive at the answer? - What are the steps to solve problems involving probability of simple events? Answers shall be drawn from the students.
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Read, analyze and solve the problem below. Forty students were asked whether they liked to eat at Jollibee, McDonalds, KFC or Chowking. Fifty percent of the students likes to eat at Jollibee. Twenty percent claimed that they like to eat at McDonalds. Twenty percent like to eat at KFC and the rest of them like to eat at Chowking. - What percent of the students likes to eat at Chowking? - How many students like to eat at Jollibee? - How many students like to eat at KFC? - If a student is picked at random, what is the probability that he or she likes to eat at McDonalds?
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	It is in development of the lesson and evaluation the localization and contextualization is done.

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