DAILY LESSON LOG OF M10SP-IIIg-h-1 (Week Seven-Day Five)

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 probability.		
B. Performance Standards	The learner is able to formulate and solve the probability of a given union.		
C. Learning Competencies/ Objectives	Learning Competency: Finds the probability of (A U B) **(M10SP-IIIg-h-1)** Learning Objectives: 1. Determine if the given is mutually exclusive or not; 2. Find the probability of a given union; and 3. Demonstrate appreciation of generating and recognizing unions and its probability.		
II. CONTENT	Probability		
III. LEARNING RESOURCES	teacher's guide, learner's module, google		
A. References			
1. Teacher's Guide	Pages		
2. Learner's Materials	Pages 332-		
3. Textbook pages			
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	Review previous lesson by letting the students answer the exercise below. A card is drawn from a deck of cards. Events E1, E2, E3, E4, and E5 are defined as follows: E1: Getting an 8 E2: Getting a king E3: Getting a face card		

	E4: Getting an ace E5: Getting a heart 1. Are events E1 and E2 mutually exclusive? 2. Are events E2 and E3 mutually exclusive? 3. Are events E3 and E4 mutually exclusive? 4. Are events E4 and E5 mutually exclusive? 5. Are events E5 and E1 mutually exclusive? Answer Key 1. Mutually exclusive 2. Not mutually exclusive 3. Mutually exclusive 4. Not mutually exclusive 5. Not mutually exclusive
B. Establishing a purpose for the lesson	The teacher lets the students realize that recognizing and identifying mutually and non-mutually exclusive events are important skills needed to understand the concepts of finding the probability of a union.
C. Presenting examples/ instances of the new lesson	The teacher lets the students answer the following exercises. 1. If the probability that your DVD player breaks down before the extended warranty expires is 0.015, what is the probability that the player will not break down before the warranty expires? 2. If the probability that a vaccine you took will protect you from getting the flu is 0.965, what is the probability that you will get the flu? Answer Key 1. 0.985 2. 0.035
D. Discussing new concepts and practicing new skills #1	Discussion will follow after presenting the examples. The teacher then lets the students answer the questions that follow. 1. If there is a 1 to 1000 chance that you will pick the numbers correctly in tonight's lottery, what is the probability that you will not pick the numbers correctly? 2. If there is 1 in 4 chance that it will rain for your Fourth of July barbeque, what is the probability that it won't rain? Answer Key 1. 999/1000 2. 3/4

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: 1. What is the probability that a consumer we select randomly either spends 10 or more hours per month shopping on the internet or has an annual income between Php 40000 and Php 60000? 2. What is not the probability that a consumer we select randomly spends more than 2 hours per month shopping on the internet nor has an annual income of Php 60000 or less? Answer Key 1. 0.52 2. 0.08 3.
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher realizes that the use of counting techniques, permutations and combinations are key concepts of finding the probability of events, includes mutually exclusive and non-mutually exclusive.
I. Evaluating Learning	The teacher lets the students answer the following by writing T for true or F for false. $P(A) = P(A \cup B) - P(B)$ $P(A \cup B) - P(B) = P(A \cap B)$ $P(A) + P(B) - P(A \cup B) = P(A \cap B)$ $P(A \cup B) - P(B) = P(A)$ Answer Key 1. F 2. F 3. T 4. F
J. Additional activities or remediation	

Annual Income	10+ Hours	3–9 Hours	0–2 Hours	Totals
Above $60,000	192	176	128	496
$40,000–$60,000	160	208	144	512
Below $40,000	128	192	272	592
Totals	480	576	544	1,600

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%	
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	

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