## DAILY LESSON LOG OF M8GE-IVg-1 (Week Seven-Day One)

	School		Grade Level	Grade 8		
	Teacher		Learning Area	Mathematics		
	Teaching Date and Time		Quarter	Fourth		
1.	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.				
Α.	Content Standards		understanding of key conce			
В.	Performance Standards	l .	nulate and solve practical pro	oblems involving probability		
C.	Learning Competencies/ Objectives	experiment: (a) table; (b) counting principle. (M8GE)  Learning Objectives:  1. List all possible outcor 2. Count the number of systematic listing; and 3. Demonstrate appreciations as a counting the number.	tree diagram; (c) systematic E-IVg-1)  mes in an experiment using a of occurrences of an outcord ation of listing the outcome an important skill needed to of occurrences of an outcord	ne in an experiment using a ses in an experiment using a o understand the concept of		
II.	CONTENT	Probability of Simple Even	ts			
III.	LEARNING RESOURCES	teacher's guide, learner's i	module,			
A.	References					
1.	Teacher's Guide	Pages 607-609				
2.	Learner's Materials	Pages 562-571				
3. 4.	Textbook pages Additional Materials					
4.	from Learning Resource					
	(LR) portal					
В.	Other Learning					
	Resources					
IV.	PROCEDURES	pupils/students will learn well. A which you can infer from forma pupils/students with multiple w	Always be guided by demonstration ative assessment activities. Sustain ways to learn new things, practice and what they learned in re-	the activities appropriately so that in of learning by the pupils/ students learning systematically by providing the learning, question their learning elation to their life experiences and		
Α.	Review previous lesson or presenting the new lesson	The teacher will present to experiment and let the students and let the students are strong a coint.  Experiment: Tossing a coint.  A.  Ist toss A.  H H H T T TH  B. 1st Toss Head  C. S = { (H, H), (H, T), (T, H)}  Questions:	the different ways on listing idents answer the questions in twice.  T  HT  TT  Tail  Tail  (T, T)}  It to represent the number of			

						1
		an outcome in a	e possible outco think is the eas	mes? iest way of coun	ing a coin twice? ting the number of e diagram or thro	
		listing? Answers shall be	draw from the s	tudents.		
		Possible answers  1. Using table, tre	ee diagram and I	isting or systema	atic listing	
		<ul><li>2. 4 possible out</li><li>3. {HH, HT, TH, TT</li><li>4. tree diagram</li></ul>				
В.	Establishing a purpose for the lesson	The teacher lets using systematic	listing is an imp	oortant skill nee	g the outcomes in ded to understand ne in an experimen	the concept of
		The teacher lets				
C.	Presenting examples/ instances of the new	A coin and a die Illustrate your an		•	nany possible outco	mes are there?
	lesson	Answer Key: There are 12 possible number of outcomes in tossing a coin and a die simultaneously. These are { T1, T2, T3, T4, T5, T6, H1, H2, H3, H4, H5, H6}				
D.	Discussing new concepts and practicing new skills #1	the second activithe correct num	ity. Furthermore ber of outcome vs on how to cou	, he/she asks th s. He/She tells unt the number	ocess of arriving at e students if they w them that in an ex of occurrence in a	vere able to get periment there
E.	Discussing new concepts and practicing new skills #2	The teacher disc	usses thoroughl an experiment t	y on how to cou hrough systema	unt the number of tic listing as prese	
			572-573 of the es using a table a	Learner's Modu	tudents do Activity le. Let the student ematic listing.	
F.	Developing mastery (leads to formative	Food/Drinks	Coffee (C)	Juice (J)	Hot Chocolate (H)	Tea (T)
	assessment 3)	Pancake (P)	PC	PJ	PH	PT
		Waffles (W)	WC	WJ	WH	WT
		Fries (F)  S = { PC, PJ, PH, P  a. 3 c. 12  b. 4 d. f•d	FC T, WC, WJ, WH, \	FJ WT, FC, FJ, FH, FT	FH   '}	FT
G.	Finding practical applications of concepts and skills in daily living					
Н.	Making generalizations and abstractions about the lesson				kill of counting though a systematic lis	
		The teacher lets	the students ans	wer individually	the formative asse	ssment.
		Give what is aske	d. Illustrate your	answer through	n systematic listing.	
	Evaluating Loarning		•	•	iny different outfits	
I.	Evaluating Learning	2. Anita's Pizza Corner offers 2 choices of salad, 4 kinds of pizza, and 3 different desserts. How many different 3-course meals can one order?				
			•		(S2, P3); (S3, P1); (S	53, P2),

		Therefo	ore, there	e are 12 diffe	erent outfits Mike can choose from.
		2. Salad	(S); Pizza	(P); Desserts	s (D)
		S1, P1	, D1	S1, P1, D2	S1, P1, D3
		S1, P2	, D1	S1, P2, D2	S1, P2, D3
		S1, P3			S1, P3, D3
		1			S1, P4, D3
		1			S2, P2, D3
		1			S2, F2, D3 S2, P3, D3
		1	-		S2, F3, D3 S2, P4, D3
		1	-		
-		-			ferent 3-course meals can be ordered.
					C, and D are to be arranged on a shelf. How man
		arranger	nents are	possible? III	llustrate your answer through systematic listing.
		Answer I	•		
J.	Additional activities or	Books A,	B, C, and	l D	
١,٠	remediation	ABCD	BACD	CABD	DABC
	Temediation	ABDC	BADC	CADB	DACB
		ACBD	BCAD	CBAD	DBAC
		ACDB	BCDA	CBDA	DBCA
		ADBC	BDAC	CDAB	DCAB
		ADCB	BDCA	CDBA	DCBA
V.	REMARKS				
V.	REMARKS	Reflect on	your teach	ning and assess	s yourself as a teacher. Think about your students' progress. Wha
		works? W	hat else n	needs to be do	s yourself as a teacher. Think about your students' progress. Wha lone to help the pupils/students learn? Identify what help you
	REMARKS REFLECTION	works? W instruction	hat else n	needs to be do	s yourself as a teacher. Think about your students' progress. Wha
VI.	REFLECTION	works? W	hat else n	needs to be do	s yourself as a teacher. Think about your students' progress. Wha lone to help the pupils/students learn? Identify what help you
	REFLECTION  No. of learners who earned	works? W instruction	hat else n	needs to be do	s yourself as a teacher. Think about your students' progress. Wha lone to help the pupils/students learn? Identify what help you
VI.	REFLECTION  No. of learners who earned 80% of the evaluation	works? W instruction	hat else n	needs to be do	s yourself as a teacher. Think about your students' progress. Wha lone to help the pupils/students learn? Identify what help you
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VI.	No. of learners who earned 80% of the evaluation  No. of learners who require	works? W instruction	hat else n	needs to be do	s yourself as a teacher. Think about your students' progress. Wha lone to help the pupils/students learn? Identify what help you
VI.	No. of learners who earned 80% of the evaluation  No. of learners who require additional activities for remediation who scored below 80%	works? W instruction	hat else n	needs to be do	s yourself as a teacher. Think about your students' progress. Wha lone to help the pupils/students learn? Identify what help you
VI.	No. of learners who earned 80% of the evaluation  No. of learners who require additional activities for remediation who scored below 80%  Did the remedial lesson work?	works? W instruction	hat else n	needs to be do	s yourself as a teacher. Think about your students' progress. Wha lone to help the pupils/students learn? Identify what help you
VI.	No. of learners who earned 80% of the evaluation  No. of learners who require additional activities for remediation who scored below 80%  Did the remedial lesson work?  No. of learners who have	works? W instruction	hat else n	needs to be do	s yourself as a teacher. Think about your students' progress. Wha lone to help the pupils/students learn? Identify what help you
VI.	No. of learners who earned 80% of the evaluation  No. of learners who require additional activities for remediation who scored below 80%  Did the remedial lesson work?	works? W instruction	hat else n	needs to be do	s yourself as a teacher. Think about your students' progress. Wha lone to help the pupils/students learn? Identify what help you
VI. A. B.	REFLECTION  No. of learners who earned 80% of the evaluation  No. of learners who require additional activities for remediation who scored below 80%  Did the remedial lesson work?  No. of learners who have caught up with the lesson.	works? W instruction	hat else n	needs to be do	s yourself as a teacher. Think about your students' progress. Wha lone to help the pupils/students learn? Identify what help you
VI. A. B.	REFLECTION  No. of learners who earned 80% of the evaluation  No. of learners who require additional activities for remediation who scored below 80%  Did the remedial lesson work? No. of learners who have caught up with the lesson.  No. of learners who continue to require remediation  Which of my teaching	works? W instruction	hat else n	needs to be do	s yourself as a teacher. Think about your students' progress. Wha lone to help the pupils/students learn? Identify what help you
VI. A. B.	REFLECTION  No. of learners who earned 80% of the evaluation  No. of learners who require additional activities for remediation who scored below 80%  Did the remedial lesson work? No. of learners who have caught up with the lesson.  No. of learners who continue to require remediation  Which of my teaching strategies worked well? Why	works? W instruction	hat else n	needs to be do	s yourself as a teacher. Think about your students' progress. Wha lone to help the pupils/students learn? Identify what help you
VI. A. B. C.	REFLECTION  No. of learners who earned 80% of the evaluation  No. of learners who require additional activities for remediation who scored below 80%  Did the remedial lesson work? No. of learners who have caught up with the lesson.  No. of learners who continue to require remediation  Which of my teaching strategies worked well? Why did these work?	works? W instruction	hat else n	needs to be do	s yourself as a teacher. Think about your students' progress. Wha lone to help the pupils/students learn? Identify what help you
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