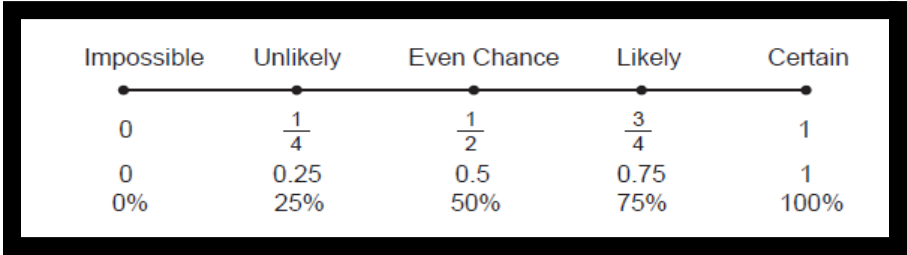


DAILY LESSON LOG OF M8GE-IVh-1(Week Eight - Day One)

School		Grade Level	Grade 8
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Fourth
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 key concepts of finding the probability of a simple event.		
B. Performance Standards	The learner is able to formulate and solve problems involving probability of a simple event in real life situation		
C. Learning Competencies/ Objectives	Learning Competency: Finds the probability of a simple event (M8GE-IVh-1) Learning Objectives: 1. Define probability of a simple event 2. Find probability of a simple event 3. Demonstrate appreciation on the application of probability in real life situations		
II. CONTENT	Probability of a simple event		
III. LEARNING RESOURCES	teacher's guide, learner's module,		
A. References	Grade 8 Mathematics: Patterns and Practicalities by: Gladys C. Nivera		
1. Teacher's Guide	Module 11: Pages 614-617		
2. Learner's Materials	Pages 568-571		
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	The teacher lets the students listen for the scenario to be given orally. In a tennis match, the chance to serve first is determined by a coin toss. The player who wins the coin toss gets to choose whether to serve or to receive. The loser in the coin toss has no choice but to follow the winner's decision. Guide question: If you were the player, would you choose head or tail? Why? 		

	2. When a coin is tossed, how likely is it to get a head? Students answer varies.
B. Establishing a purpose for the lesson	The teacher lets the students realize the concept of solving probability as an important skill in dealing real life situations and problems.
C. Presenting examples/ instances of the new lesson	The teacher lets the students observe the probability line presented on the board. Their task is to make a judgment of the given statement whether it is impossible, unlikely, even chance, likely or certain to happen. The class will be divided into 5 groups and each group are given tag boards with words impossible, unlikely, even chance, likely and certain. They will just raise the specific tag board on what are their judgments.  Statements are said by the teacher orally 1. A dog will lay egg 2. If you dip your hand in water, your hand will get wet. 3. June comes after july. 4. The probability of getting a tail in flipping a 1 peso coin. 5. The probability of picking diamond cards on a deck of cards. 6. The probability of getting 7 when a single die is rolled. 7. The probability of pointing red in a four color wheel spinner with colors yellow, red, blue and green. 8. The weather forecast shows a 75% rain. Possible outcomes: 1. impossible 2. certain 3. impossible 4. even chance 5. unlikely 6. impossible 7. unlikely 8. likely
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of answering the previous activity through the presentation of probability rules on page 568 of Learner’s module.
E. Discussing new concepts and	The teacher discusses and illustrates thoroughly the formula in getting the probability of a simple event with examples.

practicing new skills #2	$P(\text{event}) = \frac{\text{Number of favorable outcomes}}{\text{Number of all possible outcomes}}$ Examples: - What is the probability of getting a HEART from a deck of cards? $P(\text{heart}) = \frac{13}{52} = \frac{1}{4}$ - There are 20 marbles in a container: 4 are red, 5 are blue, and 11 are yellow. What is the probability that a blue marble will be picked? $P(\text{blue marble}) = \frac{5}{20} = \frac{1}{4}$
F. Developing mastery (leads to formative assessment 3)	The teacher lets the students to solve the following carefully, then write the correct answer on the space provided before each number. _____ 1. Earl Darenz is asked to choose a day from a week. What is the probability of choosing a day which starts with S? _____ 2. Choosing a month from a year, what is the probability of selecting a month with 31 days? _____ 3. If a letter is chosen at random from the word PERSEVERANCE, what is the probability that the letter chosen is E? _____ 4. If one letter is chosen at random from the word TRUSTWORTHY, what is the probability that the letter chosen is a consonant? _____ 5. The sides of a cube are numbered 11 to 16. If Jan Renz rolled the cube once, what is the probability of rolling a composite number? Answer key: Teacher's Guide: Module 11, Page 616
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the rules and formula in solving probability with simple events. Probability Rules - The probability of any event is a number (either a fraction, a decimal, or a per cent) from 0 to 1. - If an event will never happen, then its probability is 0. - If an event is sure to happen, then the probability is 1. - The sum of the probabilities of all the outcomes in the sample space is 1. $P(\text{event}) = \frac{\text{Number of favorable outcomes}}{\text{Number of all possible outcomes}}$
I. Evaluating Learning	The teacher lets the students to solve the following carefully, then write the correct answer on the space provided before each number. _____ 1. Two fair coins are tossed simultaneously. What is the probability of showing a tail (T) followed by a head (H)? _____ 2. A spinner is divided equally and numbered as follows: 1, 1, 2, 3, 3, 4, 1, 1, 2, 4, 1, 2, 3, 4, 1, 2. What is the probability that the pointer will stop at an even prime?

	_____ 3. What is the probability of getting an 8 from a deck of 52 cards? _____ 4. What is the probability of getting multiple of 3 if a fair die is rolled. _____ 5. What is the probability of choosing vowel letters in the word LABOGON. Answer key: 1. $\frac{1}{4}$ 2. $\frac{4}{16}$ or $\frac{1}{4}$ 3. $\frac{4}{52}$ or $\frac{1}{13}$ 4. $\frac{2}{6}$ or $\frac{1}{3}$ 5. $\frac{3}{7}$
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	

Prepared by:

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