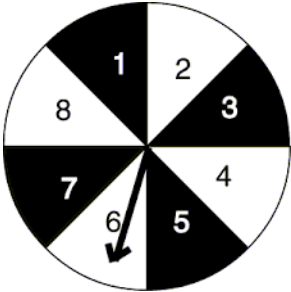


DAILY LESSON LOG OF M8GE-IVi-j-1 (Week 9 Day 4)

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	Pages		
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. Stephany, a young writer, sends an entry to the National Essay Writing contest. She learns that there are 50 entries in the contest. 1. What is here chance of winning? 2. If you were Stephany , would you be discouraged and not to expect to win or would you keep your faith in yourself and hope to win?		
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. A tamboliolo contains 12 balls numbered 1 to 12. A ball which is drawn at random. Determine the following: 1. What are the possible outcomes? 2. What is the probability of drawing an even number? 3. What is the probability of drawing a number divisible by 4? 4. What is the probability of drawing a number that is not divisible by 5?		

	5. What is the probability of drawing a number that is less than 8? Answer Key: 1. {1,2,3,4,5,6,7,8,9,10,11, 12} 2. $6/12 = \frac{1}{2}$ 3. $3/12 = \frac{1}{4}$ 4. $10/12 = 5/6$ 5. $7/12$
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. A tamboliolo contains 12 balls numbered 1 to 12. A ball which is drawn at random. Determine the following: In the mega lotto game 6/45, the first ball is thrown out from the machine. Determine the following: 1. What is the probability it is 17? 2. What is the probability it is divisible by 5? 3. What is the probability it is a single digit? 4. What is the probability it is less than 1? 5. What is the probability it is greater than 40? Answer Key: 1. $1/45$ 2. $9/45=1/5$ 3. $9/45 = 1/5$ 4. 0 5. $5/45 = 1/9$
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: 1. How did you find the activity? 2. What did you do to arrive at the answer? 3. 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. A circle is divided into 8 parts to form a spinner and numbered as shown.  1. What is the total number of possible outcomes? 2. What is the probability that when the pointer is spun, it will stop at a. a "7" b. an odd number

	c. a number greater than 5 d. a multiple of 9 e. a factor of 3
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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