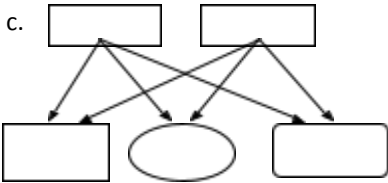
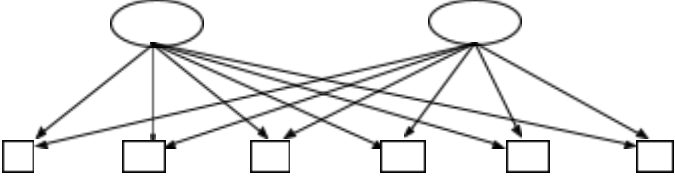
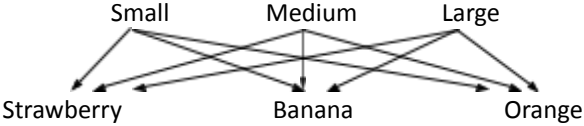
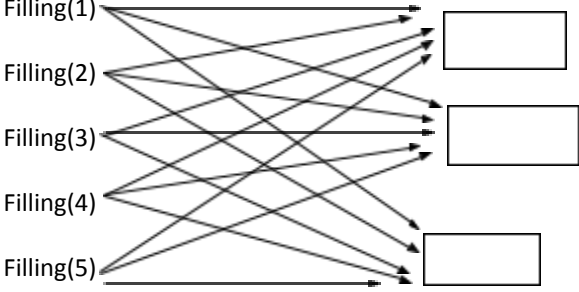


DAILY LESSON LOG OF M8GE-IVf-2 (Week Six -Day Four)

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 probability.		
B. Performance Standards	The learner is able to formulate and solve practical problems involving probability of simple events.		
C. Learning Competencies/ Objectives	Learning Competency: Counts the number of occurrences of an outcome in an experiment: (a) table; (b) tree diagram; (c) systematic listing; and (d) fundamental counting principle. (M8GE-IVf-2) Learning Objectives: 1. List all possible outcomes in an experiment using a tree diagram; 2. Count the number of occurrences of an outcome in an experiment using a tree diagram ; and 3. Demonstrate appreciation of listing the outcomes in an experiment using tree diagram as an important skill needed to understand the concept of counting the number of occurrences of an outcome in an experiment.		
II. CONTENT	Probability of Simple Events		
III. LEARNING RESOURCES	teacher’s guide, learner’s module,		
A. References			
1. Teacher’s Guide	Pages 607-609		
2. Learner’s Materials	Pages 562-571		
3. Textbook pages			
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	The teacher lets the students, do the Activity 2 in the Learner's Module on page 563 by pair. Answer key: 1. 2 4. 8 2. 2 5. 4; by counting the branches of the tree diagram. 3. 2		
B. Establishing a purpose for the lesson	The teacher lets the students realize that listing the outcomes in an experiment using tree diagram is an important skill needed to understand the concept of counting the number of occurrences of an outcome in an experiment.		
C. Presenting examples/ instances of the new lesson	Teacher lets the students, in groups of three, will do Activity 8 of the Learner's Module on page 572 number 1 only. Answer key: 1. a. 2 pants b. 3 shirts c.  d. 6 branches		

	e. The number of branches is to the number of choices/outcomes. Therefore, there 6 different outfits. f. Multiply the 2 choices for pants and 3 choices for shirts.
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of arriving at the answer of the second activity. Furthermore, he/she asks the students if they were able to get the correct number of outcomes. He/She tells them that in an experiment there are different ways on how to count the number of occurrence in an outcome and one of it is using a tree diagram.
E. Discussing new concepts and practicing new skills #2	The teacher discusses thoroughly on how to count the number of occurrences of an outcome in an experiment using table as presented on pages 562-571 of the Learner's Module.
F. Developing mastery (leads to formative assessment 3)	The teacher lets the students, in groups of three, do the activity below: A coin and a die is tossed simultaneously. Draw a tree diagram to determine the number of possible outcomes? Answer Key:  There are 12 possible number of outcomes in tossing a coin and a die simultaneously.
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical skill of counting the number of occurrences of an outcome in an experiment using a tree diagram.
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Give what is asked. Use a tree diagram to illustrate your answer. 1. You are ordering a fruit smoothie. You have your choice of a small, medium, or a large smoothie and you can include one of the following fruits: strawberries, bananas or oranges. How many different choices of smoothie do you have? 2. How many different sandwiches can be made if there are 5 different fillings and 3 different breads? Answer key: 1. There 9 different choices of smoothie.  2. There are 15 different sandwiches. 
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 the development of the lesson that localization and contextualization is done.

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