

DAILY LESSON LOG OF M8GE-lvi-j-1 (Week 10-Day two)

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: Solves problems involving probabilities of simple events. (M8GE-lvi-j-1) Learning Objectives: 1. Recall the definition probability; 2. Solve word problems which concerns on probability of simple events; and 3. Develop skills in determining occurrences concerning probability.		
II. CONTENT	Problems Involving Probabilities of Simple Events		
III. LEARNING RESOURCES	teacher’s guide, learner’s module,		
A. References			
1. Teacher’s Guide	Pages 620-626		
2. Learner’s Materials	Pages 578-580		
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	Review: Consider the following events and list all possible outcomes: You are visiting a Dog House that has three German shepherds, four Bulldogs, two Chihuahuas, three poodles, and five Japanese Spitz. When you arrive, the dogs are taking a walk. What is the probability of seeing a German shepherd first? Answer:		

	Out of a total of 17 dogs, 3 are German shepherds. The probability of seeing a German shepherd is $\frac{3}{17}$.
B. Establishing a purpose for the lesson	Why do we need to study problems involving probability of simple event? Is it necessary in our daily living? Why? Solicit answer from the learners.
Presenting examples/ instances of the new lesson	“Think-Pair-Share” In a restaurant, you have a dinner choice of one main dish, one vegetable, and one drink. The choices for main dish are pork and chicken meat. The vegetable choices are talong and repolyo. The drink choices are juice and water. How many choices are possible? a) How many dinner choices are there? 8 b) What is the probability the vegetable will not be talong?$\frac{4}{8}$ or $\frac{1}{2}$ c) What is the probability of having a meal with chicken and repolyo? $\frac{2}{8}$ or $\frac{1}{4}$ d) What is the probability the dinner choice has pork?$\frac{4}{8}$ or $\frac{1}{2}$ e) What is the probability that the restaurant will not serve juice? $\frac{4}{8}$ or $\frac{1}{2}$
C. Discussing new concepts and practicing new skills #1	The teacher may ask the students: What realization do you have about each situation? What do you think is the implication of the problem in your life?
D. Discussing new concepts and practicing new skills #2	The teacher lets the students practice more on solving problems individually.
E. Developing mastery (leads to formative assessment 3)	
F. Finding practical applications of concepts and skills in daily living	
G. Making generalizations and abstractions about the lesson	(a) State the importance of problems involving probability of simple events. (b) How does knowledge of finding the likelihood of an event help you in making decisions? Answers shall be drawn from the students.
H. Evaluating Learning	Individual Assessment How many ways can Lea mix and match 5 blouses (red, blue, yellow, green, black), 3 pairs of jeans (white, blue, black), and 2 bags (handbag, sling bag)? a) How many choices can she mix and match? 30 b) What is the probability that lea will wear red blouse with a sling bag? $\frac{3}{30}$ or $\frac{1}{10}$ c) What is the probability that she will wear a black pants? $\frac{10}{30}$ or $\frac{1}{3}$ d) What is the probability the she will use handbag?$\frac{15}{30}$ or $\frac{1}{2}$

	e) What is the probability that the blouse and bag have the same color? 4/30 or 2/15
I. 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	All the word problems are localized and contextualized.

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