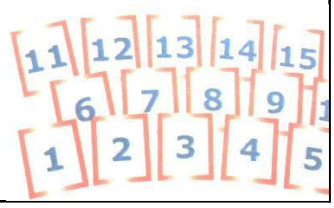
DAILY LESSON LOG OF M8GE-IVh-1 (Week Eight- Day Three)

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. Measure chance using probability 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 recall on: 1. What they have done yesterday? 2. What is the formula in getting the probability of a simple event? Possible responses: 1. finding probability 2. $P(\text{event}) = \frac{\text{Number of favorable outcomes}}{\text{Number of all possible outcomes}}$		

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 solve the given problem. What is the probability that a day of a week drawn at random 1. Starts with a "T"? 2. has more than 6 letters? 3. has the letter "e" on it? 4. ends in y? 5. has fewer than 6 letters?  Question: How did you arrive with your answers? Answer key: 1. $\frac{2}{7}$ 2. $\frac{4}{7}$ 3. $\frac{2}{7}$ 4. 1 5. 0 Possible response: By using the formula of probability in a simple event
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of answering the Activity. Recall the formula in getting the probability. $$P(\text{event}) = \frac{\text{Number of favorable outcomes}}{\text{Number of all possible outcomes}}$$
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to formative assessment 3)	Working with pair, the teacher lets the students answer the following problem. Fifteen identical cards are labeled 1 to 15. Find the probability that a card drawn at random maybe: 1. an odd number 2. a multiple of 5 3. less than 8 but greater than 3 4. a factor of 15 5. divisible by 3 and 2  Answer key: 1. $\frac{8}{15}$

	2. $\frac{1}{5}$ 3. $\frac{4}{15}$ 4. $\frac{4}{15}$ 5. $\frac{2}{15}$
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** 1. The probability of any event is a number (either a fraction, a decimal, or a percent) from 0 to 1. 2. If an event will never happen, then its probability is 0. 3. If an event is sure to happen, then the probability is 1. 4. 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 answer individually the formative assessment. Nine identical cards are labeled 8 to 16 and placed in a box. Find the probability that a card drawn at random has: 1. the number 1 on it 2. an odd number on it 3. a zero on it 4. a one on it 5. the number 7 on it Answer key: 1. 0 2. $\frac{4}{9}$ 3. $\frac{1}{9}$ 4. $\frac{7}{9}$ 5. 0
A. Additional activities or remediation	
V. REMARKS	
VI. REFLECTION	*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.*

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:

ABIGAIL Y. MUÑEZ

Labogon NHS