DAILY LESSON LOG OF M10SP-IIIg-h-1 (Week Seven-Day Three)

School		**Grade Level**	Grade 10
Teacher		**Learning Area**	Mathematics
Teaching Date and Time		**Quarter**	Third
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 understanding of key concepts of probability.		
B. Performance Standards	The learner is able to formulate and solve the probability of a given union.		
C. Learning Competencies/ Objectives	Learning Competency: Finds the probability of (A U B) **(M10SP-IIIg-h-1)** Learning Objectives: 1. Determine if the given is mutually exclusive or not; 2. Find the probability of a given union; and 3. Demonstrate appreciation of generating and recognizing unions and its probability.		
II. CONTENT	Probability		
III. LEARNING RESOURCES	teacher's guide, learner's module, google		
A. References			
1. Teacher's Guide	Pages		
2. Learner's Materials	Pages 332-		
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	Review previous lesson by letting the students answer the exercise below. 1. The two events A and B are mutually exclusive and P(A) = 0.25 and P(B) = 0.5. Find P(AUB). 2. A pair of dice is rolled. What is the probability that the sum of the numbers rolled is either 8 or 12?		

	3. Tony had 5 red socks, 3 blue socks, and 2 white socks in a drawer. He pulled out 2 socks at random from the drawer. What is the probability that one sock is blue and the other is red? Answer Key 1. 0.75 2. 1/6 3. 1/6 *https://worksheets.tutorvista.com/mutually-exclusive-events-worksheet.html
B. Establishing a purpose for the lesson	The teacher lets the students realize that recognizing and identifying mutually and non-mutually exclusive events are important skills needed to understand the concepts of finding the probability of a union.
C. Presenting examples/ instances of the new lesson	The teacher lets the students answer the following exercises. 1. A cloth bag contains a mix of black, white and red balls. Selecting one ball at random, the probability of getting a black is 0.2m while the probability of getting a white is 0.5. (a) Selecting one ball at random, what is the probability of getting a red ball..? (b) If in total there are 5 white balls in the bag, how many black balls are there? (c) If there are in total 3 red balls in the bag, how many balls are there all together? 2. A paper bag contains 5 red sweets, 7 green and 8 blue. If a sweet is selected in random from the bag, find the probability that the sweet is: (a) Red or blue (b) Not green (c) Green or red (d) Not blue Answer Key 1. (1) 0.3 (2) 2 (3) 10 2. (a) 0.65 (b) 0.65 C 0.60 (d) 0.60

	*http://www.gcsemathstutor.com/pdf/ws-info-probability/ws-ip-2mutex-events01-pw.pdf
D. Discussing new concepts and practicing new skills #1	Discussion will follow after presenting the examples. The teacher then lets the students answer the questions that follow. 1. A tall metal box contains beads of many different colours. The probability of selecting a particular colour is as follows: white 0.2, black 0.4, red 0.3 What is the probability that a bead taken from the box will be: a. Black or red? b. Not white nor black c. A different colour to red, black, or white 2. A pack of cards consists of different numbers of white, black and red cards. If the probability of choosing a white or red card is 0.6 and the probability of choosing a white or black card is 0.7, what is the probability of choosing each of the coloured cards individually? Answer Key 1. A. 0.7 b. 0.4 c. 0.1 2. white 0.3, black 0.4, red 0.3
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to formative assessment 3)	Working in pairs, the teacher lets the students answer the following: 1. In a herd 30 cattle there are 8 cows coloured black, 12 coloured white, and 7 with no horns. Find the probability that: a. A cow is coloured white or black b. A cow has horns c. A cow is of a different colour to white or black Answer Key 1. A. 0.67 b. 0.77 c. 0.33
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher realizes that the use of counting techniques, permutations and combinations are key concepts of finding the probability of events, includes mutually exclusive and non-mutually exclusive.

I. Evaluating Learning	The teacher lets the students answer the given problem. 1. Scientists examining climate classify winter as mild, normal, hard, or severe. The probability that a winter will be mild or normal is 0.4. The probability that a winter will be severe is 0.1. a. What is the probability of having a hard winter? b. If the probability that a winter is mild, is three times the probability that it is normal, what is the probability that a winter will be mild or severe? Answer Key 1. A. 0.5 b. 0.4
J. 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:

VINCENT R. PASTORES

Maguikay NHS