

### DAILY LESSON LOG OF M8GE-IVf-1(Week Six-Day 1)

|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                      |             |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------|
| <b>School</b>                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Grade Level</b>   | Grade 8     |
| <b>Teacher</b>                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Learning Area</b> | Mathematics |
| <b>Teaching Date and Time</b>                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Quarter</b>       | Fourth      |
| <b>I. OBJECTIVES</b>                                           | 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.                                |                      |             |
| <b>A. Content Standards</b>                                    | The learner demonstrates understanding of key concepts of probability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                      |             |
| <b>B. Performance Standards</b>                                | The learner is able to formulate and solve practical problems involving probability of simple events .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                      |             |
| <b>C. Learning Competencies/ Objectives</b>                    | Learning Competency: Illustrates an experiment, outcome, sample space and event ( <b>M8GE-IVf-1</b> )<br>Learning Objectives: <ol style="list-style-type: none"> <li>1. Define probability</li> <li>2. Illustrates experiment and outcome</li> <li>3. Demonstrate appreciation of illustrating experiment and outcome as an important skill needed to understand applications of probability.</li> </ol>                                                                                                                                                                                |                      |             |
| <b>II. CONTENT</b>                                             | Experiment and Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                      |             |
| <b>III. LEARNING RESOURCES</b>                                 | teacher's guide, learner's module, coin, deck of cards, a die                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                      |             |
| <b>A. References</b>                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                      |             |
| <b>1. Teacher's Guide</b>                                      | Pages 607-608(soft copy)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                      |             |
| <b>2. Learner's Materials</b>                                  | Pages 562-565                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                      |             |
| <b>B. Other Learning Resources</b>                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                      |             |
| <b>IV. PROCEDURES</b>                                          | <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> |                      |             |
| <b>A. Review previous lesson or presenting the new lesson</b>  | Let the students answer the Activity 1 on page 562 of their Module.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                      |             |
| <b>B. Establishing a purpose for the lesson</b>                | The teacher lets the students realize that understanding the basic concepts of probability is important in dealing with applications of probability in real-life.                                                                                                                                                                                                                                                                                                                                                                                                                       |                      |             |
| <b>C. Presenting examples/ instances of the new lesson</b>     | The teacher asks the students ask the following questions. <ol style="list-style-type: none"> <li>1. In a basketball game, how do the basketball officials decide on what team will have the ball position first? How about in a volleyball?</li> <li>2. Have you ever played the snake and ladder game? How do you and your friends decide on the number of moves you have to take for you to get to your next spot?</li> <li>3. In playing games in a carnival, how high is your chance in winning every game you play?</li> </ol>                                                    |                      |             |
| <b>D. Discussing new concepts and practicing new skills #1</b> | The teacher discusses with the students their answers to the given activity. Furthermore, he/she asks the students the following questions: <ol style="list-style-type: none"> <li>1. What is common among all the situations given?</li> <li>2. Were there instances of your life wherein you are having a hard time to decide due to some uncertainties of the consequences of your actions?</li> </ol>                                                                                                                                                                               |                      |             |

|                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                           | <p>3. Is there a chance for us to know what our future will be?</p> <p>After asking those questions, the teacher will then connect it to the definition of probability as illustrated on page 563 of the Learners' Module.</p>                                                                                                                                                                                                                                                                                             |
| <b>E. Discussing new concepts and practicing new skills #2</b>                            | The teacher discusses and illustrates thoroughly the definition of experiment and as presented on page 565 of the Learner's Module.                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>F. Developing mastery (leads to formative assessment 3)</b>                            | <p>Working in pairs, the teacher lets the students do the following.</p> <ol style="list-style-type: none"> <li>1. Roll a die</li> <li>2. Flip a coin</li> <li>3. Draw a card from a deck of 52 cards</li> </ol> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What are the experiments that you did?</li> <li>2. What is the outcome of every experiment that you did?</li> <li>3. There are how many possible outcomes in rolling a die? Flipping a coin? Drawing card from a deck of 52 cards?</li> </ol> |
| <b>G. Finding practical applications of concepts and skills in daily living</b>           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>H. Making generalizations and abstractions about the lesson</b>                        | <p>The teacher summarizes the lesson by asking the following questions.</p> <ol style="list-style-type: none"> <li>1. What is probability?</li> <li>2. How do we call the act or process of observation that leads to a single outcome that cannot be predicted with certainty?</li> <li>3. How do we call the result of every experiment?</li> </ol>                                                                                                                                                                      |
| <b>I. Evaluating Learning</b>                                                             | <p>The teacher lets the students answer individually the formative assessment. Determine what experiment is done in every situation given below and identify the given outcome.</p> <ol style="list-style-type: none"> <li>1. Rolling a die a once and getting 4.</li> <li>2. Flipping a coin and getting a Head.</li> <li>3. Drawing a card from a deck of 52 cards and getting a Queen of hearts.</li> </ol>                                                                                                             |
| <b>J. Additional activities or remediation</b>                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>V. REMARKS</b>                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>VI. REFLECTION</b>                                                                     | <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 |  |

Prepared by:

**CLIFFORD Z. BULAN**

Math Teacher