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

	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 understanding of key concepts of probability.		
В.	Performance Standards	The learner is able to formulate and solve practical problems involving		
		probability of simple events .		
C.	Learning Competencies/ Objectives	Learning Competency: Illustrates an experiment, outcome, sample space and event (M8GE-IVf-1) Learning Objectives: 1. Define probability 2. Illustrates experiment and outcome 3. Demonstrate appreciation of illustrating experiment and outcome as an important skill needed to understand applications of probability.		
II.	CONTENT	Experiment and Outcome		
III.	LEARNING RESOURCES	teacher's guide, learne	r's module, coin, deck of car	ds, a die
Α.	References			
	1. Teacher's Guide	Pages 607-608(soft cor	oy)	
	2. Learner's Materials	Pages 562-565		
В.	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	Let the students answer the Activity 1 on page 562 of their Module.		
В.	Establishing a purpose for			anding the basic concepts of
	the lesson		t in dealing with applications	·
c.	Presenting examples/ instances of the new lesson	1. In a basketba team will have 2. Have you eve your friends on to get to your	e the ball position first? How or played the snake and lad decide on the number of mo next spot? mes in a carnival, how high	ball officials decide on what
D.	Discussing new concepts and practicing new skills #1	Furthermore, he/she a 1. What is comm 2. Were there in	sks the students the followir non among all the situations istances of your life whereir	

		3. Is there a chance for us to know what our future will be?		
		After asking those questions, the teacher will then connect it to the definition of probability as illustrated on page 563 of the Learners' Module.		
E.	Discussing new concepts	The teacher discusses and illustrates thoroughly the definition of experiment		
	and practicing new skills #2	and as presented on page 565 of the Learner's Module.		
		Working in pairs, the teacher lets the students do the following.		
		1. Roll a die		
		2. Flip a coin		
		3. Draw a card from a deck of 52 cards		
F.	Developing mastery			
	(leads to formative	Questions:		
	assessment 3)	1. What are the experiments that you did?		
	·	2. What is the outcome of every experiment that you did?		
		3. There are how many possible outcomes in rolling a die? Flipping a		
		coin? Drawing card from a deck of 52 cards?		
		com. Drawing cara from a accit of 32 caras;		
G.	Finding practical			
	applications of concepts			
	and skills in daily living			
		The teacher summarizes the lesson by asking the following questions.		
١	Balting consultantions	1. What is probability?		
H.	Making generalizations and abstractions about	2. How do we call the act or process of observation that leads to a single		
	the lesson	outcome that cannot be predicted with certainty?		
	the lesson	3. How do we call the result of every experiment?		
		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.		
I.	Evaluating Learning	1. Rolling a die a once and getting 4.		
		Flipping a coin and getting a Head.		
		3. Drawing a card from a deck of 52 cards and getting a Queen of hearts.		
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J.	Additional activities or			
 , , 	remediation			
V.	REMARKS	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress.		
VI.	REFLECTION	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			
D.	up with the lesson. No. of learners who continue to			
5.	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:

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