

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	<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 the probability of a given union.		
C. Learning Competencies/ Objectives	Learning Competency: Finds the probability of $(A \cup B)$ (M10SP-IIIg-h-1) Learning Objectives: 1. Solve for the probability of simple events; 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,		
A. References			
1. Teacher's Guide	Pages		
2. Learner's Materials	Pages 328		
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 previous lesson by letting the students answer the exercise in Activity 1 number 1 on page 328 of the Learner's Manual.		

	b. The probability of obtaining a 6 is $\frac{1}{6}$. c. The probability of obtaining an odd number is $\frac{3}{6}$ or $\frac{1}{2}$.
B. Establishing a purpose for the lesson	The teacher lets the students realize that recognizing and identifying probability of simple 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, in pairs, do Activity 1 number 2 on page 289 of the Learner's Module. Answer Key 2. Sample Space: {red, red, red, yellow, yellow, yellow, yellow, yellow, blue, blue} a. The probability that a yellow ball is picked at random is $\frac{5}{10}$ or $\frac{1}{2}$. b. The probability that a red ball is picked at random is $\frac{3}{10}$.
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of arriving at the answer of each exercise in Activity 1. The teacher will ask students to list the sample space for each and explain their answer. When the sample space is finite, any subset of the sample space is an event. An event is any collection of outcomes of an experiment. Any subset of the sample space is an event. Since all events are sets, they are usually written as sets (e.g., {1, 2, 3}). Probability of Simple Events: An event E, in general, consists of one or more outcomes. If each of these outcomes is equally likely to occur, then <i>Probability of event E = $P E = \frac{\text{number of ways the event can occur}}{\text{number of possible outcomes}}$</i> When you roll a die, you get any one of these outcomes: 1, 2, 3, 4, 5, or 6. This is the sample space, the set of all outcomes of an experiment. Thus, we say that an event is a subset of the sample space. And so the probability of an event E can also be defined as <i>$E = P E = \frac{\text{number of outcomes in the event}}{\text{number of outcomes in the sample space}}$</i>
E. Discussing new concepts and practicing new skills #2	The teacher lets the student answer Activity 2: Understanding Compound Events. The students answer the guide question numbers 1 to 5. Answer Key Activity 2: Understanding Compound Events 1. Sample space: For easier listing, we use the following: fr – fried rice;

F. Developing mastery (leads to formative assessment 3)	The teacher continues to let students answer Activity 2: Understanding Compound Events number 6 to 10 on page 330 of the Learner's Manual and answer the Guide questions that follows. Answer Key 6. There are 2 events for selecting a lunch with chicken adobo and pineapple juice. 7. $\frac{4}{8}$ or $\frac{1}{2}$ 8. $\frac{2}{8}$ or $\frac{1}{4}$ 9. $\frac{2}{8}$ or $\frac{1}{4}$ 10. $\frac{2}{8}$ or $\frac{1}{4}$ Possible answer 1. The tree diagram shows the total number of outcomes. 2. The sample space is obtained by listing all the outcomes that are obtained using the tree diagram. 3. An outcome is an element of a sample space. 4. The total number of possible outcomes can also be found using the fundamental counting principle.
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	Tree diagram is very helpful in listing all the possible outcomes in a sample space. This helps them recall counting techniques using a tree diagram. Simple and compound events are two different events.

I. Evaluating Learning	The teacher lets student answer the given exercise. One of these names is to be drawn from a hat. Determine each probability. <table><tr><td>Mary</td><td>Jenny</td><td>Bob</td><td>Marilyn</td><td>Bill</td><td>Jack</td><td>Jerry</td></tr><tr><td></td><td>Tina</td><td></td><td>Connie</td><td></td><td>Joe</td><td></td></tr></table> - What is the probability of drawing a 3-letter name? - What is the probability of drawing a 4-letter name? - What is the probability of drawing a name starting with T? - What is the probability of drawing a name starting with B? - What is the probability of drawing a name ending in Y? Answer Key $\frac{2}{10}$ or $\frac{1}{5}$ $\frac{4}{10}$ or $\frac{2}{5}$ $\frac{0}{10}$ or 0 $\frac{2}{10}$ or $\frac{1}{5}$ $\frac{3}{10}$	Mary	Jenny	Bob	Marilyn	Bill	Jack	Jerry		Tina		Connie		Joe	
	Mary	Jenny	Bob	Marilyn	Bill	Jack	Jerry								
		Tina		Connie		Joe									
	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	

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