

DAILY LESSON LOG OF M10SP-IIIi-1 (Week Ten-Day Three)

School		Grade Level	Grade 10
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	First
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 independent and dependent events.		
B. Performance Standards	The learner is able to solve problems involving independent and dependent events.		
C. Learning Competencies/ Objectives	Learning Competency: illustrates independent events (M10SP-IIIi-1) Learning Objectives: 1. Identify independent and dependent events; 2. Solve for the probability of independent and dependent events; and 3. Demonstrate appreciation of recognizing the type of event as important skills needed to understand and solve problems involving Probability of Dependent and independent events.		
II. CONTENT	INDEPENDENT and DEPENDENT EVENTS		
III. LEARNING RESOURCES	teacher's guide, learner's module,		
A. References			
1. Teacher's Guide	Page 298		
2. Learner's Materials	Page 344		
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	The teacher says: "Yesterday we discuss the definition and the mathematical skills and concept in solving problems involving probability of independent and dependent events. The teacher asks: "How do you solve problems involving independent and dependent events?"		

B. Establishing a purpose for the lesson	The teacher lets the students realize that recognizing the kind of events shown in the problem are important skills needed to understand the concepts of Probability of Dependent and Independent events.										
C. Presenting examples/ instances of the new lesson	The teacher will group the class into 5 groups. Each group is assign to one problem to be solved. The group should have a leader, assistant leader, a secretary, and reporters. The leader must divide the task to all the group members, and makes sure that everyone participates in the activity. For problem assignment, the teacher must refer to page 344 Activity 3 and 4. Group 1 --- (Activity 3, Problem #1) Group 2 --- (Activity 3, Problem #2) Group 3 --- (Activity 3, Problem #3) Group 4 --- (Activity 4, Problem #1) Group 5 --- (Activity 4, Problem #2) Mechanics of Group Presentation: 1. The reporter is given 5 minutes to present their work. 2. The group must write their answers on the manila paper provided by the teacher. 3. Questions will be entertained after all the group has presented. 4. Rubric for Scoring the Group presentation <table border="1"> <thead> <tr> <th>Points</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>20</td><td>The problem is correctly illustrated with the type of event, appropriate mathematical concepts are used in the solution, and the correct final answer is obtained.</td></tr> <tr> <td>15</td><td>The problem is correctly illustrated with the type of event, appropriate mathematical concepts are partially used in the solution, and the correct answer is obtained.</td></tr> <tr> <td>10</td><td>The problem is not properly illustrated with the type of event, other alternative mathematical concepts are used in the solution, and the correct answer is obtained.</td></tr> <tr> <td>5</td><td>The problem is not properly illustrated with the type of event, a solution is presented but the final answer is wrong.</td></tr> </tbody> </table>	Points	Descriptor	20	The problem is correctly illustrated with the type of event, appropriate mathematical concepts are used in the solution, and the correct final answer is obtained.	15	The problem is correctly illustrated with the type of event, appropriate mathematical concepts are partially used in the solution, and the correct answer is obtained.	10	The problem is not properly illustrated with the type of event, other alternative mathematical concepts are used in the solution, and the correct answer is obtained.	5	The problem is not properly illustrated with the type of event, a solution is presented but the final answer is wrong.
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D. Discussing new concepts and practicing new skills #1	The student discusses with their classmates the process of arriving at the answer of their assigned problem. The teacher asks the students about the mathematical skills or principles that they used to determine the probability of independent and dependent events.										
E. Discussing new concepts and practicing new skills #2	The teacher discusses and illustrates thoroughly the process in solving the probability of independent and dependent events in problems where the student did not understand.										

F. Developing mastery (leads to formative assessment 3)	The teachers will the do the processing of the activity. He will ask the students on what went wrong and how can you improve your presentation. The teacher will also commend the group who made a very good job in the activity.
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical skills or principles used in solving the probability of independent and dependent. The teacher may ask the students the following questions: 1. What makes the two events independent? 2. Differentiate a dependent event from an independent event Answers shall be drawn from the students. Possible response: 1. Two events are independent if the outcome in the first event does not affect the second event. 2. If the outcome in the first event affects the second event then two events are said to be dependent events otherwise the two events are independent. .
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Activity 2: More on Independent and Dependent Events Consider the situation below and answer the questions that follow. 1. A rental agency has 12 white cars, 8 gray cars, 6 red cars, and 3 green cars for rent. Mr. Escobar rents a car, returns it because the radio is broken, and gets another car. What is the probability that Mr. Escobar is given a green car and then a gray car? 2. A box of chocolates contains 8 milk chocolates, 6 dark chocolates, and 4 white chocolates. Hanissa randomly chooses a chocolate, eats it, and randomly chooses another chocolate. What is the probability that Hanissa chose a dark chocolate, and then, a white chocolate?
J. Additional activities or remediation	
V. REMARKS	
VI. REFLECTION	<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</i>

	<i>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:

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EPS in MATH