

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

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	Pages 296 – 298		
2. Learner's Materials	Pages 341 – 343		
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 had group activity on Independent and dependent events, and I gave you a group assignment on page 345 Activity 6: Where in the real world? Today we are going to witness the different group presentation on the Real Life Application of Independent and Dependent events.		

B. Establishing a purpose for the lesson	The teacher lets the students realize that the concepts on independent and dependent events can be applied in the real life situations.														
C. Presenting examples/ instances of the new lesson	The teacher reminds each group the Mechanics of the Group Presentation. Mechanics of the Group Presentation. 1. The group presentation is a carousel. 2. Each group is stationed in one place. 3. All members in the group must go to different groups in a carousel to listen in the group presentation, Except for the 2 reporters who will act as little teachers in each group. 4. The little teachers will be the one to present the problem and its solutions. 5. The members will move from one group to another upon the signal of the teacher using the call bell. 6. The reporters are graded and evaluated by the leaders in each group. The teacher presents to the class the rubric in evaluating the group presentations. <table border="1"> <thead> <tr> <th>Points</th><th>DESCRIPTORS</th></tr> </thead> <tbody> <tr> <td>50</td><td>Poses a problem with correct solutions and communicates ideas accurately, shows in-depth comprehension of the pertinent concepts and/or processes, and provides explanations wherever appropriate</td></tr> <tr> <td>45</td><td>Poses a problem and finishes all significant parts of the solution and communicates ideas accurately, shows in-depth comprehension of the pertinent concepts and/or processes.</td></tr> <tr> <td>40</td><td>Poses a more complex problem and finishes all significant parts of the solution and communicates ideas accurately, shows in-depth comprehension of the pertinent concepts and/or processes</td></tr> <tr> <td>35</td><td>Poses a problem and finishes most significant parts of the solutions and communicates ideas accurately, shows comprehension of major concepts although neglects or misinterprets less significant ideas or details.</td></tr> <tr> <td>30</td><td>Poses a problem and finishes some significant parts of the solution and communicates ideas accurately but shows gaps on the theoretical comprehension.</td></tr> <tr> <td>25</td><td>Poses a problem but demonstrates little comprehension, not being able to develop an approach.</td></tr> </tbody> </table>	Points	DESCRIPTORS	50	Poses a problem with correct solutions and communicates ideas accurately, shows in-depth comprehension of the pertinent concepts and/or processes, and provides explanations wherever appropriate	45	Poses a problem and finishes all significant parts of the solution and communicates ideas accurately, shows in-depth comprehension of the pertinent concepts and/or processes.	40	Poses a more complex problem and finishes all significant parts of the solution and communicates ideas accurately, shows in-depth comprehension of the pertinent concepts and/or processes	35	Poses a problem and finishes most significant parts of the solutions and communicates ideas accurately, shows comprehension of major concepts although neglects or misinterprets less significant ideas or details.	30	Poses a problem and finishes some significant parts of the solution and communicates ideas accurately but shows gaps on the theoretical comprehension.	25	Poses a problem but demonstrates little comprehension, not being able to develop an approach.
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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 will ask the students to make a journal about the topic probability of independent and dependent events. The teacher will instruct the students to focus their journal on these questions.. 1. What did you learn in the activity? 2. What have you learn about the probability of independent and dependent events? 3. What new realizations do you have about the probability of independent and dependent events? 4. How would you use these concepts in real life especially in your own experiences?
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