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	*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.		
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 U B) **(M10SP-IIIg-h-1)**
	Learning Objectives:
	   1. Determine if the given is mutually exclusive or not;
	   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 332-		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. 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**	Review previous lesson by letting the students answer, by pair the exercise in Activity 6 numbers 1 and 2 on page 337 of the Learner's Manual. Answer Key 1. Mutually Exclusive: $\dfrac{69}{81}$ or $\dfrac{23}{27}$ 2. Not - mutually exclusive: $\dfrac{188}{240}$ or $\dfrac{47}{60}$
B.	**Establishing a purpose for the lesson**	The teacher lets the students realize that recognizing and identifying mutually and non-mutually exclusive 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 7 numbers 1 on page 338 of the Learner's Module. Answer Key 1. a. $\dfrac{20}{48}\ or\ \dfrac{5}{12}$ b. $\dfrac{28}{48}\ or\ \dfrac{7}{12}$
D.	**Discussing new concepts and practicing new skills #1**	The teacher discusses the answer key and gives the students additional exercises. Students answers Activity 7 number 2 and 3 on page 338 of the Learner's Module. Answer Key 2. a. $\dfrac{28C3}{48C3} = \dfrac{\frac{28\cdot27\cdot26}{3\cdot2\cdot1}}{\frac{48\cdot47\cdot46}{3\cdot2\cdot1}}$ $= \dfrac{28\cdot27\cdot26}{48\cdot47\cdot46}$ $= \dfrac{7\cdot9\cdot13}{4\cdot47\cdot23}$ $= \dfrac{819}{4,324}$ or 0.189 b. $\dfrac{28C1\cdot20C2}{48C3}$ 3. $\dfrac{28C1\cdot48C2}{48C3}$

E.	**Discussing new concepts and practicing new skills #2**	
F.	**Developing mastery (leads to formative assessment 3)**	The teacher lets the students answer Activity 8 numbers 1 and 2 on page 339 of the Learner's Manual. Answer Key 1. How does a simple event differ from a compound event? Any event which consists of a single outcome in the sample space is called an elementary or simple event. On the other hand, events which consist of more than one outcome are called compound events. A compound event consists of two or more simple events. 2. Differentiate mutually exclusive events from non-mutually exclusive events. Mutually exclusive events are two or more events having no common elements, while the events which are not mutually exclusive are two or more events which have common elements.
G.	**Finding practical applications of concepts and skills in daily living**	
H.	**Making generalizations and abstractions about the lesson**	The teacher realizes that the use of counting techniques, permutations and combinations are key concepts of finding the probability of events, includes mutually exclusive and non-mutually exclusive.
I.	**Evaluating Learning**	The teacher lets students analyse the illustration answer the questions that follows. Consider the following example in which D represents students on the debate team and B represents students on the basketball team: 1. Are the sets intersecting or disjoint? 2. How many students are on the debate team? 3. How many students are on the basketball team? 4. How many students are on the universal set? 5. Write a formula that we could use to determine the number of students in the union of sets D and B. Answer Key 1. Intersecting 2. 52
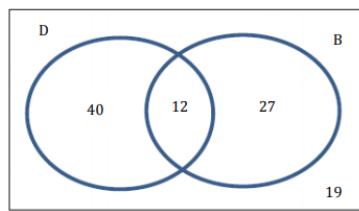
		3. 39
		4. 98
		5. $n(D \cup B) = n(D) + n(B) - n(D \cap B)$
J.	**Additional activities or remediation**	
V.	**REMARKS**	
VI.	**REFLECTION**	*Reflect on your teaching and assess yourself as a teacher. Think about your students' progress. What works? What else needs to be done to help the pupils/students 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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