

DAILY LESSON LOG IN M10SP-IIIc-1 (Week Three - Day Two)

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 the key concepts of combinatorics and probability.		
B. Performance Standards	The learner is able to use precise counting technique and probability in formulating conclusions and making decisions.		
C. Learning Competencies/ Objectives	Learning Competencies: Illustrates the combination of objects. (M10SP-IIIc-2) Learning Objectives: 1. Illustrates the combination of objects. 2. List down the different combination of objects. 3. Identify the number of possible combinations of objects. 4. Demonstrate appreciation of identifying the number of combination of objects as it can be use in making wise decisions in a daily living.		
II. CONTENT	Combination		
III. LEARNING RESOURCES	teacher's guide, learner's module, reference books		
1. References			
2. Teacher's Guide pages	Pages 267		
3. Learner's Materials pages	pp.303-310		
4. Textbook pages	E-Math by Oronce and Mendoza pp. 345-357		
5. Additional Materials from			

Learning Resource (LR) portal	
6. 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 asks a student to recall the previous discussion
B. Establishing a purpose for the lesson	The teacher lets the students understand that learning the concept of combination would help them solve problems that involve combination.
C. Presenting examples/ instances of the new lesson	The teacher shows to the class 5 Frutus candies of different flavors (strawberry, orange, grape, lemon, and calamansi). The teacher asks one student to choose 3 candies. The teacher writes his choices on the board. Then the teacher asks another student to tell the class of his choices. The teacher again writes the choices on the board. The process continues maybe up to 5 students. The teacher then asks “ If Jeddah chooses lemon and grape, and here is Joyce choosing grape and lemon, do they have different choices? Answer: No The teacher then emphasizes that it is indeed the concept of combination. The order is not important

D. Discussing new concepts and practicing new skills #1	The teacher discusses the situation below and illustrates on the board using tree diagram Determine the number of possible combinations in each situation below by simply counting. 1. You were task to take charge of the auditions for the female parts of a stage play. In how many possible ways can you form your cast of 2 female members if there were 8 hopefuls? Guide Questions: - What counting method did I use in illustrating the different combinations? - Based from the illustration on the board, identify the different combination and list them on the board. - How many different combinations were formed? Answer: 1.) The teacher must illustrate the Tree Diagram on the board. 2.) { 1 and 2, 1 and 3, 1 and 4, 1 and 5, 1 and 6, 1 and 7, 1 and 8 2 and 3, 2 and 4, 2 and 5, 2 and 6, 2 and 7, 2 and 8 3 and 4, 3 and 5, 3 and 6, 3 and 7, 3 and 8 4 and 5, 4 and 6, 4 and 7, 4 and 8 5 and 6, 5 and 7, 5 and 8 6 and 7, 6 and 8 7 and 8 } 3.) There are 28 combinations
E. Discussing new concepts and practicing new skills #2	The teacher asks the students to work on the following by pair: List down the number of possible combinations in the situation below and determine the number of combinations. Use Tree Diagram or Listing Method. 1. How many choices of a combo meals with a cup of rice, main dish and a drink can you select if your cafeteria offers, chicken adobo, pork chop, and fried fish for main dish for the main dish, and buko juice, orange juice, calamansi juice and water for the drinks, and they can choose from a plain rice and an egg rice. Answer:

	List of Combinations: plain rice, chicken adobo, buko juice Plain rice, chicken adobo, orange juice Plain rice, chicken adobo, calamansi Plain rice, pork chop, buko juice Plain rice, pork chop, orange juice Plain rice, pork chop, calamansi juice Plain rice, fried fish, buko juice Plain rice, fried fish, orange juice Plain rice, fried fish, calamansi juice egg rice, chicken adobo, buko juice egg rice, chicken adobo, orange juice egg rice, chicken adobo, calamansi egg rice, pork chop, buko juice egg rice, pork chop, orange juice egg rice, pork chop, calamansi juice egg rice, fried fish, buko juice egg rice, fried fish, orange juice egg rice, fried fish, calamansi juice There are 18 combinations to choose from.
F. Developing mastery (leads to formative assessment 3)	The teacher asks the students to answer the problem below: The teacher sees to it that almost everybody has the answer already before asking somebody to show his answer on the board. If ice cream is served in cone, in how many ways can Aaron choose his three-flavor ice cream scoop if he can choose from, cookies and cream, mango, strawberry, ube, quezo, and vanilla. Answer: 20
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	

I. Evaluating Learning	<i>The teacher gives the formative assessment</i> In each situation below, list all possible combination and determine how many are these combinations. 1.) In how many ways you can answer a True or False test items if there are 5 items only? 2.) In how many ways you can choose your outfit if you have black pants and blue pants, 3 choices of shirts (red, white, and yellow) and 2 pairs of shoes (doll shoes and rubber shoes)? Answer: 1.) { 1, True; 1,False; 2,True; 2,False; 3,True; 3,False; 4,True; 4,False; 5,True; 5,False } ; There are 10 possible ways. 2.) { (blue pants, red shirt, doll shoes), (blue pants, red shirt, rubber shoes), (blue pants, white shirt, doll shoes), (blue pants, white shirt, rubber shoes), (blue pants, yellow shirt, doll shoes), (blue pants, yellow shirt, rubber shoes) (black pants, red shirt, doll shoes), (black pants, red shirt, rubber shoes), (black pants, white shirt, doll shoes), (black pants, white shirt, rubber shoes), (black pants, yellow shirt, doll shoes), (black pants, yellow shirt, rubber shoes) } There are 12 selections
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 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%	
B. Did the remedial lesson work? No. of learners who have caught up with the lesson.	
C. No. of learners who continue to require remediation	
D. Which of my teaching strategies worked well? Why did these work?	
E. What difficulties did I encounter which my principal or supervisor can help me solve?	
F. What innovation or localized materials did I use/ discover which I wish to share with other teachers	