DAILY LESSON LOG OF M10SP-IIIg-h-1 (Week Eight-Day One)

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, google		
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 the exercise below. 1. If two dice are rolled, find that neither die shows a five on it? 2. If two dice are rolled, find the probability that the total showing is less than 10. 3. If five coins are flipped, what is the probability of obtaining at least one head?		

<table>
<tr><td></td><td>4. If five coins are flipped, what is the probability of obtaining at least one head and at least one tail?

Answer Key
1. 25/36
2. 5/6
3. 31/32
4. 15/16</td></tr>
<tr><td>B. Establishing a purpose for the lesson</td><td>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.</td></tr>
<tr><td>C. Presenting examples/ instances of the new lesson</td><td>The teacher lets the students answer the following exercises.
1. If P(A U B) = 0.85, P(B) = 0.40 and P(A) = 0.55, find P(A ∩ B)?
2. If P(A U B) = 0.75, P(B) = 0.45 and P(A) = 0.60, find P(A ∩ B)?
3. If P(A U B) = 0.70, P(A) = 0.40 and P(A ∩ B)=0.25, find P(B)?

Answer Key
1. 0.10
2. 0.30
3. 0.55</td></tr>
<tr><td>D. Discussing new concepts and practicing new skills #1</td><td>Discussion will follow after presenting the examples. The teacher then lets the students answer the questions that follow.

Use the following table from the U.S. Bureau of Labor Statistics, which shows the age distribution of those who earned less than the minimum wage in 2004.

<table><tr><th>Age</th><th>Working Below Minimum Wage (thousands)</th></tr><tr><td>16–19</td><td>329</td></tr><tr><td>20–24</td><td>420</td></tr><tr><td>25–34</td><td>320</td></tr><tr><td>35–44</td><td>175</td></tr><tr><td>45–54</td><td>125</td></tr><tr><td>55–64</td><td>61</td></tr><tr><td>65 and older</td><td>53</td></tr></table>
1. If we select a worker randomly from those surveyed, what is the probability that the person is younger than 55?
2. If we select a worker randomly from those surveyed, what is the probability that the person is older than 19?

Answer Key
1. 0.923
2. 0.778</td></tr>
</table>

<table>
<tr><td>E. Discussing new concepts and practicing new skills #2</td><td></td></tr>
<tr><td>F. Developing mastery (leads to formative assessment 3)</td><td>Working in pairs, the teacher lets the students answer the following:

Joanna earns both a salary and a monthly commission as a sales representative for an electronics store. The following table lists her estimates of the probabilities of earning various commissions next month. Use this table to calculate the probabilities.

<table>
<tr><th>Commission</th><th>Probability That This Will Happen</th></tr>
<tr><td>Less than $1,000</td><td>0.08</td></tr>
<tr><td>$1,000 to $1,249</td><td>0.11</td></tr>
<tr><td>$1,250 to $1,499</td><td>0.23</td></tr>
<tr><td>$1,500 to $1,749</td><td>0.30</td></tr>
<tr><td>$1,750 to $1,999</td><td>0.12</td></tr>
<tr><td>$2,000 to $2,249</td><td>0.05</td></tr>
<tr><td>$2,250 to $2,499</td><td>0.08</td></tr>
<tr><td>$2,500 or more</td><td>0.03</td></tr>
</table>
1. The probability that she will earn at least $1,000 in commissions.
2. The probability that she will earn at least $1,500 in commissions.
3. The probability that she will earn no more than $1,999 in commissions.

Answer Key
1. 0.92
2. 0.58
3. 0.84</td></tr>
<tr><td>G. Finding practical applications of concepts and skills in daily living</td><td></td></tr>
<tr><td>H. Making generalizations and abstractions about the lesson</td><td>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.</td></tr>
<tr><td>I. Evaluating Learning</td><td>In pairs, the teacher lets the students answer the given problem.
Use the given spinner to answer the questions that follows. Each green sector occupies 10% of the circle, each blue sector occupies 12%, each red sector occupies 9%, and the yellow sector occupies 4%. Assume that the spinner is spun once. What is the probability that:
1. The spinner does not stop on yellow?
2. The spinner stops on an odd number or a green?
3. The spinner stops on neither an odd number nor a blue?
4. The spinner stops on neither green nor an even number?

 

Answer Key</td></tr>
</table>

	1. 0.96 2. 0.60 3. 0.14 4. 0.30
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	

Prepared by:

VINCENT R. PASTORES
Maguikay NHS