

DAILY LESSON LOG OF M10SP –IIId-e-2 (Week Five – Day Four)

School		Grade Level	Grade 10
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Third Quarter
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 sequences, polynomials and polynomial equations.		
B. Performance Standards	The learner demonstrates understanding of key concepts of combinatorics and probability.		
C. Learning Competencies/ Objectives	Learning competency: Solves problems involving permutations and combinations (M10SP –IIId-e-2) Learning Objectives: 1. Identify problems on combination 2. Solves problems involving and combination 3. Appreciate the use of solving combination problems		
II. CONTENT	Statistics and Probability		
III. LEARNING RESOURCES	teacher’s guide, learner’s module, activity sheets for dependent learning, worksheets for independent learning, reference books		
A. References			
1. Teacher’s Guide pages	Pages 242 - 270		
2. Learner’s Materials pages	Pages 275 - 316		
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	The teacher asks the students to define combinations Answers: Combination is simply a manner of selection of members from a given group. In such kind of selection the order does not make a difference		
B. Establishing a purpose for the lesson	The teacher lets the students understands that there are realistic problem situations on combinations		
C. Presenting examples/ instances of the new lesson	Problems: 1. In how many ways can 6 students be seated in a row of 6 seats if 2 of the students insists of sitting beside each other? 2. In a gathering, the host makes sure that each guest shakes hands with everyone else. If there are 25 guests, how many handshakes will be done? Answer: 1. 240 2. 325		
D. Discussing new concepts and practicing new skills #1	The teacher discusses the answer of the activity and uses combination formulas in solving the problems		
E. Discussing new concepts and practicing new skills #2			
F. Developing mastery (leads to formative assessment 3)			

G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The topic is about combination and its applications in real life. The teacher emphasizes that tasks that tasks wherein arrangement or order is important is called permutation while tasks which do not require order are called combinations.
I. Evaluating Learning	Problems: 1. A soloist is auditioning for a musical play. If she is required to sing any 3 of the 7 prepared songs, in how many ways can she make her choice? 2. If 3 marbles are picked randomly from a jar containing 6 red marbles and 8 green marbles, in how many possible ways can it happen that at least 2 of the marbles picked are green? 3. There are 10 identified points on a number line. How many possible rays can be drawn using the given points? Answer: 1. 35 2. 224 3. 90
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%	
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	