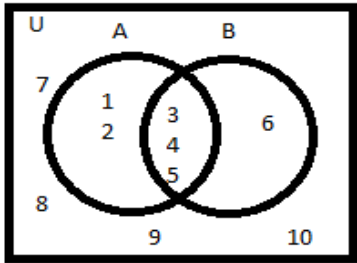
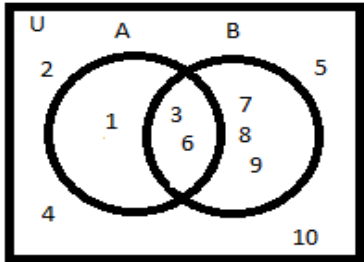
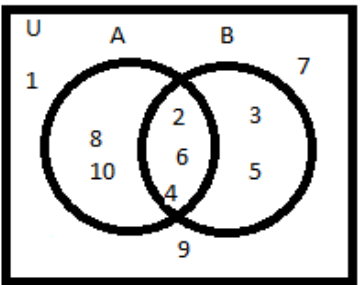
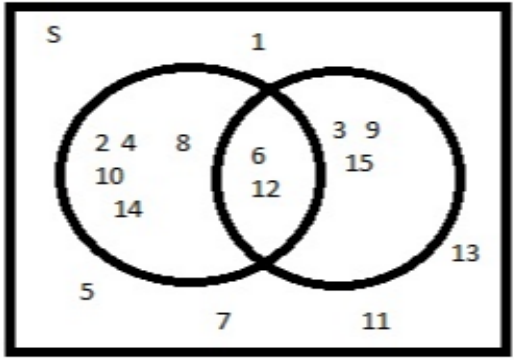
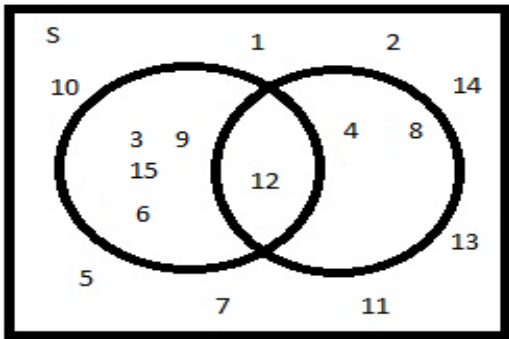
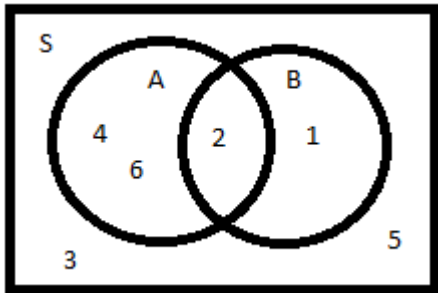
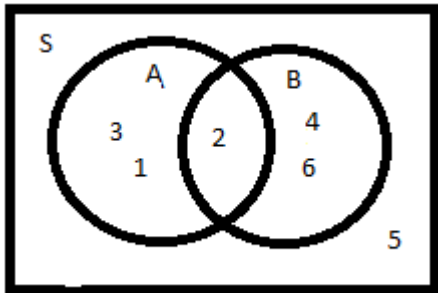


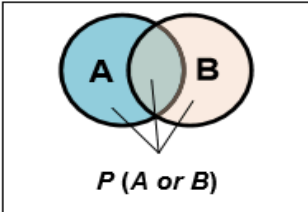
DAILY LESSON LOG OF M10SP-IIIg-1 (Week Seven-Day Two)

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 understanding of key concepts of combinatorics and probability.		
B. Performance Standards	The learner is able to use precise technique and probability in formulating conclusions and in making decisions.		
C. Learning Competencies/ Objectives	Learning Competency: Illustrates the probability of a union of two events (M10SP-IIIg-1) Learning Objectives: 1. Determine whether the two events are mutually exclusive or not; 2. Draw a Venn Diagram illustrating not mutually exclusive events ; and 3. Demonstrate appreciation of showing Venn Diagram of two events to understand concepts of union and intersection of events.		
II. CONTENT	Union and Intersection of events		
III. LEARNING RESOURCES	Learners Module, Teachers Guide, Visual Aid, Phoenix k-12 book		
A. References			
1. Teacher's Guide pages			
2. Learner's Materials pages	Pages 334-335		
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 lets the students recall previous lesson regarding intersection of sets. Find the intersection of sets. Let $U = \{1,2,3,4,5,6,7,8,9,10\}$ 1. $A=\{1,2,3,4,5\}$ and $B= \{3,4,5,6\}$ 2. $A=\{1,3,6\}$ and $B=\{3,6,7,8,9\}$ 3. $A=\{2,4,6,8,10\}$ and $B=\{2,3,4,5,6\}$
B. Establishing a purpose for the lesson	The teacher lets the students realize that recalling intersection of two sets are important skills to understand more about union of two events.
C. Presenting examples/ instances of the new lesson	The teacher lets the students, in group of three to draw a Venn diagram from the previous activity. Answer Key: 1.  2.  3.

	
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of making a Venn diagram through questions like: 1. How many circles do you need to draw? 2 2. What have you notice to the circles? Intersect or meet 3. Why do you need to intersect the circles? Because there is a common outcomes 4. Where did you write the common outcome? At the center
E. Discussing new concepts and practicing new skills #2	The teacher emphasizes that the Venn diagram illustrates still a union of two events describing not mutually exclusive events. Events that occur at the same time are called not mutually exclusive events. The teacher illustrates another example: A bowl contains 15 chips numbered 1 to 15. If a chip is drawn randomly from the bowl. Draw the Venn diagram that illustrates the probability of union of two events: a. even or divisible by 3 b. a number divisible by 3 or divisible by 4 Answer Key: 1.  2.

	
F. Developing mastery (leads to formative assessment 3)	Working in pairs, let them try to illustrate a Venn diagram with the following problem. 1. A die is rolled , what is the probability of getting an even number or a factor of 2? 2. A fair die is rolled . What is the probability of getting a number less than 4 and a multiple of 2. Answer Key: 1.  2. 
G. Finding practical applications of concepts and skills in daily living	From the weather forecast, while there is 30% chance of rain on Saturday and 70% chance of rain on Sunday, the events are Not mutually exclusive. It is possible that it might rain on both Saturday and Sunday

H. Making generalizations and abstractions about the lesson	The teacher summarizes the concept of identifying problem/ events that is not mutually exclusive. He/ She emphasizes that that when there's a common outcome it is not mutually exclusive events. The teacher illustrates the Venn diagram of not mutually exclusive events The Venn diagram below shows events A and B which are not mutually exclusive because A and B intersect. Note that there are outcomes that are common to A and B which is the intersection of A and B.  If two events, A and B, are not mutually exclusive, then the probability that either A or B occurs is the sum of their probabilities decreased by the probability of both occurring. In symbols, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B).$
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Determine whether or not the two events are mutually exclusive. 1. $A = \{4, 5, 6, 7, 8\}$ and $B = \{9, 10, 11, 12, 13\}$ 2. $A = \{1, 3, 5\}$ and $\{2, 4, 6\}$ 3. $A = \{a, b, c, d\}$ and $B = \{c, d, e, f\}$ 4. $A = \{1, 2, 3, 4, 5\}$ and $B = \{6, 7, 8, 9\}$ 5. $A = \{a, b, c, d\}$ and $B = \{c, d, e, f\}$ 6. rolling a die and tossing a coin 7. selecting an even number or a prime from a set of numbers 8. getting a red or a heart from a deck of 52 cards 9. selecting a female students and a Grade 10 students 10. when rolling a die, an event that an odd number occurs or a number greater than 4 occurs Answer Key: 1. mutually 2. mutually 3. not mutually 4. mutually 5. not mutually 6. mutually 7. mutually 8. not mutually 9. not mutually 10. not mutually
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	

Prepared By:

RAZEL S. YAP

CANDUMAN NHS