

DAILY LESSON LOG OF M8GE-IVh-1 (Week 8 – Day 4)

TEACHER		Learning Area Grade Level	Mathematics Grade 8
DATE & TIME		Quarter	4th
I. OBJECTIVES			
A. Content Standards	The learner demonstrates understanding of key concepts of Probability.		
B. Performance Standards	The learner is able to formulate and solve practical problems involving probability of simple events.		
C. Learning Competencies/ Objectives	Learning competency: Finds the probability of simple event (M8GE-IVh-1) (Week 8 – Day 4) 1. Finds the probability of a simple event 2. Identify sample space and sample point 3. Show interest in doing the experiment/ activity 4. Demonstrate cooperation during the experiment/ activity		
II. CONTENT	Basic Concepts of Probability (Probability of a simple event)		
III. LEARNING RESOURCES	Curriculum Guide, Teacher’s Guide, Learner’s Material, Suggested Localization and Contextualization		
A. References			
1. TG Pages	Pg.		
2. LM Pages	Pg. 565 - 571		
3. Textbook Pages	NA		
4. Additional Materials from LR portal	NA		
B. Other Learning Resources	C. http://www.probabilityformula.org/simple-events-examples.html#		
IV. PROCEDURES			
Review previous lesson or presenting the new lesson	- The teacher gives a short recapitulation about last meetings discussion. - The teacher asks the students: 1. How do you define simple event? 2. What is the formula in finding the probability of a simple event? Possible responses: 1. Events which cannot be disintegrated further are known as simple events. It is an event which cannot be broken down any further and has single outcome. 2. The probability of simple event is number of favorable outcomes to total number of outcomes.		
Establishing a purpose for the lesson	The teacher let the students realize that probabilities of a simple event is the ratio of favorable outcome and total outcome.		
Presenting examples/ instances of the new lesson	The teacher let the students to work by pair, and let them show their solution. Kyle works at a local music store. The store receives a shipment of new CDs in a box. In the shipment, there are 10 country CDs, 5 rock CDs, 12 hip hop CDs, and and 3 jazz CDs. What is the probability that the first CD Kyle chooses from the box will be country?		

	Possible response: Sample space = 30 Sample Point = 10 $P(\text{Country CDs}) = 10/30$ or $1/3$
• Discussing new concepts and practicing new skills #1	The teacher discusses the process of arriving at the answer. Furthermore, he/she also explains that they need to determine first the sample space(all possible outcomes) and the sample point(individual outcome) for them to be able to determine the probability.
• Discussing new concepts and practicing new skills #2	
• Developing mastery (leads to formative assessment 3)	The teacher let the students answer by pair. Sam owns a large fish store with many colors of fish. He keeps all of the fish in a large aquarium. In his main aquarium, he has 5 red fish, 6 blue fish, 14 white fish and 5 green fish. A customer comes into the store and wants to buy a blue fish to take home. What is the probability that Sam will reach in and scoop out a blue fish on his first scoop? Possible responses: Sample space = 30 Sample Point = 6 $P(\text{Country CDs}) = 6/30$ or $1/5$ To calculate this probability, Sam needs to find out the total number of fish in his aquarium. Sam needs to add the 5 red fish + 6 blue fish + 14 white fish + 5 green fish = 30 total fish. Sam must also know the number of favorable outcomes. In his tank, there are only six blue fish. So his number of favorable outcomes is six. The formula to calculate the probability is the number of favorable outcomes over the number of total outcomes. The number of favorable outcomes is six and the number of total outcomes is 30, so, the probability of Sam scooping a blue fish the first time is 6 out of 30. Remember, all fractions must be in simplest form, so 6 over 30 will reduce to 1 over 5. The probability that Sam will scoop out a blue fish on his first try is $1/5$.
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• Making generalizations and abstractions about the lesson	The teacher summarizes the discussion through questions like: 1. How will you determine sample space and sample point? 2. What is the formula in finding the probability of simple event? Possible responses: 1. Sample space is counting the number of total outcomes while sample point is the number of favorable outcomes. 2. The formula in finding the probability of a simple event is $P(\text{event}) = \text{number of favorable outcomes} / \text{number of total outcomes}$
• Evaluating Learning	The teacher let the students answer individually for formative assessment. Problem 1:

	There are 22 green and 55 black marbles. If one marble is chosen at random then what is the probability of getting green marble. Problem 2: Two coins are tossed simultaneously. What is the probability of getting head first and then tail? Solution for problem 1: The probability can be calculated by number of favorable events to total number of events. Number of favorable events, $n(E) = 22$ Total events in sample space, $n(S) = 22 + 55 = 77$ Probability = $n(E)/n(S) = 2/7$ Solution for problem 2: The sample space for tossing two coins is {HH, HT, TH, TT}. The event of getting head first and then tail = {HT}. Number of favorable events, $n(E) = 1$ Total events in sample space, $n(S) = 4$ Probability = $n(E)/n(S) = 1/4$
Additional activities or remediation	
V. REMARKS	
VI. REFLECTION	
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:

Teacher

Noted by:

School Head