

DAILY LESSON LOG OF M8GE-IVf-2 (Week Six - Day Three)

School		Grade Level	Grade 8															
Teacher		Learning Area	Mathematics															
Teaching Date and Time		Quarter	Fourth															
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 practical problems involving probability of simple events.																	
C. Learning Competencies/ Objectives	Learning Competency: Counts the number of occurrences of an outcome in an experiment: (a) table; (b) tree diagram; (c) systematic listing; and (d) fundamental counting principle. (M8GE-IVf-2) Learning Objectives: 1. List all the possible outcomes in an experiment using a table; 2. Count the number of occurrences of an outcome in an experiment using a table ; and 3. Demonstrate appreciation of listing the outcomes in an experiment using table as an important skill needed to understand the concept of counting the number of occurrences of an outcome in an experiment.																	
II. CONTENT	Probability of Simple Events																	
III. LEARNING RESOURCES	teacher’s guide, learner’s module,																	
A. References																		
1. Teacher’s Guide	Pages 607-609																	
2. Learner’s Materials	Pages 562-571																	
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 lets the students, do in pairs, the activity below. You have 3 blouses and 2 pairs of pants. How many different choices of outfits do you have? List the possible outcomes using a table. Answer key: <table><tr><th>Pants</th><th>Pair of Pants(1)</th><th>Pair of Pants(2)</th></tr><tr><th>Blouses</th><td></td><td></td></tr><tr><td>Blouse (A)</td><td>(A, 1)</td><td>(A, 2)</td></tr><tr><td>Blouse (B)</td><td>(B, 1)</td><td>(B, 2)</td></tr><tr><td>Blouse (C)</td><td>(C, 1)</td><td>(C, 2)</td></tr></table> Based on the table, there are 6 possible choices of outfits.			Pants	Pair of Pants(1)	Pair of Pants(2)	Blouses			Blouse (A)	(A, 1)	(A, 2)	Blouse (B)	(B, 1)	(B, 2)	Blouse (C)	(C, 1)	(C, 2)
Pants	Pair of Pants(1)	Pair of Pants(2)																
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B. Establishing a purpose for the lesson	The teacher lets the students realize that listing the outcomes in an experiment using table is an important skill needed to understand the concept of counting the number of occurrences of an outcome in an experiment.																	
C. Presenting examples/ instances of the new lesson	The teacher lets the students, in groups of three, do Activity 3 of the Learner's Module on page 564 and let the answer the questions that follows.																	

	Answer Key: <table><tr><th>Die(A) Die(B)</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr><tr><td>1</td><td>(1,1)</td><td>(1,2)</td><td>(1,3)</td><td>(1,4)</td><td>(1,5)</td><td>(1,6)</td></tr><tr><td>2</td><td>(2,1)</td><td>(2,2)</td><td>(2,3)</td><td>(2,4)</td><td>(2,5)</td><td>(2,6)</td></tr><tr><td>3</td><td>(3,1)</td><td>(3,2)</td><td>(9,3)</td><td>(3,4)</td><td>(3,5)</td><td>(3,6)</td></tr><tr><td>4</td><td>(4,1)</td><td>(4,2)</td><td>(4,3)</td><td>(4,4)</td><td>(4,5)</td><td>(4,6)</td></tr><tr><td>5</td><td>(5,1)</td><td>(5,2)</td><td>(5,3)</td><td>(5,4)</td><td>(5,5)</td><td>(5,6)</td></tr><tr><td>6</td><td>(6,10)</td><td>(6,2)</td><td>(6,3)</td><td>(6,4)</td><td>(6,5)</td><td>(6,6)</td></tr></table> Based on the table, there are 36 possible outcomes in rolling two dice at the same time. Answers to the questions: 1. 6 possible outcomes 2. 1, 2, 3, 4, 5, 6 3. results, sample space 4. 36 possible outcomes 5. listing the possible outcomes using a table	Die(A) Die(B)	1	2	3	4	5	6	1	(1,1)	(1,2)	(1,3)	(1,4)	(1,5)	(1,6)	2	(2,1)	(2,2)	(2,3)	(2,4)	(2,5)	(2,6)	3	(3,1)	(3,2)	(9,3)	(3,4)	(3,5)	(3,6)	4	(4,1)	(4,2)	(4,3)	(4,4)	(4,5)	(4,6)	5	(5,1)	(5,2)	(5,3)	(5,4)	(5,5)	(5,6)	6	(6,10)	(6,2)	(6,3)	(6,4)	(6,5)	(6,6)																																																	
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D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of arriving at the answer of the second activity. Furthermore, he/she asks the students if they were able to get the correct number of outcomes. He/She tells them that in an experiment there are different ways on how to count the number of occurrence in an outcome and one of it is by using a table.																																																																																																		
E. Discussing new concepts and practicing new skills #2	The teacher discusses thoroughly on how to count the number of occurrences of an outcome in an experiment using table as presented on pages 564-566 of the Learner’s Module.																																																																																																		
F. Developing mastery (leads to formative assessment 3)	The teacher lets the students, in groups of three, do the activity below. You are holding a die. Your seatmate is holding another die. If both of you roll the dice at the same time, how many outcomes are possible whose sum of the dice is 5? List all the possible outcomes in the table. <table><tr><th>Die(A) Die(B)</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr><tr><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>5</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>6</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> Answer key: <table><tr><th>Die(A) Die(B)</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr><tr><td>1</td><td>(1,1)</td><td>(1,2)</td><td>(1,3)</td><td>*(1,4)</td><td>(1,5)</td><td>(1,6)</td></tr><tr><td>2</td><td>(2,1)</td><td>(2,2)</td><td>*(2,3)</td><td>(2,4)</td><td>(2,5)</td><td>(2,6)</td></tr><tr><td>3</td><td>(3,1)</td><td>*(3,2)</td><td>(9,3)</td><td>(3,4)</td><td>(3,5)</td><td>(3,6)</td></tr><tr><td>4</td><td>*(4,1)</td><td>(4,2)</td><td>(4,3)</td><td>(4,4)</td><td>(4,5)</td><td>(4,6)</td></tr><tr><td>5</td><td>(5,1)</td><td>(5,2)</td><td>(5,3)</td><td>(5,4)</td><td>(5,5)</td><td>(5,6)</td></tr><tr><td>6</td><td>(6,1)</td><td>(6,2)</td><td>(6,3)</td><td>(6,4)</td><td>(6,5)</td><td>(6,6)</td></tr></table> Based on the table, there are 4 possible outcomes that have a sum of 5, these are (1,4), (2,3), (3,2), (4,1).	Die(A) Die(B)	1	2	3	4	5	6	1							2							3							4							5							6							Die(A) Die(B)	1	2	3	4	5	6	1	(1,1)	(1,2)	(1,3)	*(1,4)	(1,5)	(1,6)	2	(2,1)	(2,2)	*(2,3)	(2,4)	(2,5)	(2,6)	3	(3,1)	*(3,2)	(9,3)	(3,4)	(3,5)	(3,6)	4	*(4,1)	(4,2)	(4,3)	(4,4)	(4,5)	(4,6)	5	(5,1)	(5,2)	(5,3)	(5,4)	(5,5)	(5,6)	6	(6,1)	(6,2)	(6,3)	(6,4)	(6,5)	(6,6)
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G. Finding practical applications of concepts and skills in daily living																																																																																																			
H. Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical skill of counting the number of occurrences of an outcome in an experiment using a table.																																																																																																		
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Give what is asked. Use a table to illustrate your answer.																																																																																																		

	1. Rolling a die and tossing a coin simultaneously. How many possible outcomes are there? 2. Tossing 2 fair dice, how many outcomes are possible whose sum is greater than or equal to 10? Answer Key: 1. There are 12 possible outcomes. <table><tr><td>Die \ Coin</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>H</td><td>H1</td><td>H2</td><td>H3</td><td>H4</td><td>H5</td><td>H6</td></tr><tr><td>T</td><td>T1</td><td>T2</td><td>T3</td><td>T4</td><td>T5</td><td>T6</td></tr></table> 2. There are 6 possible outcomes whose sum is greater than or equal to 10. These are (6, 4), (5, 5), (4, 6), (6,5), (5, 6) and (6, 6). <table><tr><td>Die(A) \ Die(B)</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>1</td><td>(1,1)</td><td>(1,2)</td><td>(1,3)</td><td>(1,4)</td><td>(1,5)</td><td>(1,6)</td></tr><tr><td>2</td><td>(2,1)</td><td>(2,2)</td><td>(2,3)</td><td>(2,4)</td><td>(2,5)</td><td>(2,6)</td></tr><tr><td>3</td><td>(3,1)</td><td>(3,2)</td><td>(9,3)</td><td>(3,4)</td><td>(3,5)</td><td>(3,6)</td></tr><tr><td>4</td><td>(4,1)</td><td>(4,2)</td><td>(4,3)</td><td>(4,4)</td><td>(4,5)</td><td>*(4,6)</td></tr><tr><td>5</td><td>(5,1)</td><td>(5,2)</td><td>(5,3)</td><td>(5,4)</td><td>*(5,5)</td><td>*(5,6)</td></tr><tr><td>6</td><td>(6,1)</td><td>(6,2)</td><td>(6,3)</td><td>*(6,4)</td><td>*(6,5)</td><td>*(6,6)</td></tr></table>	Die \ Coin	1	2	3	4	5	6	H	H1	H2	H3	H4	H5	H6	T	T1	T2	T3	T4	T5	T6	Die(A) \ Die(B)	1	2	3	4	5	6	1	(1,1)	(1,2)	(1,3)	(1,4)	(1,5)	(1,6)	2	(2,1)	(2,2)	(2,3)	(2,4)	(2,5)	(2,6)	3	(3,1)	(3,2)	(9,3)	(3,4)	(3,5)	(3,6)	4	(4,1)	(4,2)	(4,3)	(4,4)	(4,5)	*(4,6)	5	(5,1)	(5,2)	(5,3)	(5,4)	*(5,5)	*(5,6)	6	(6,1)	(6,2)	(6,3)	*(6,4)	*(6,5)	*(6,6)
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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	It is in the development of the lesson that localization and contextualization is done.																																																																						

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