

Click to prove  
you're human

































1. 31DAILY LESSONLOGSchool Grade Level 10Teachers Learning Area MATHEMATICSTeaching Dates Quarter THIRDMONDAY TUESDAY WEDNESDAY THURSDAY FRIDAYI. OBJECTIVES Objectives must be met over the week and connected to the curriculum standards. To meet the objectives necessary procedures must befollowed 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 enablechildren to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides. A. Content Standard The learner demonstrates understanding of the key concepts of combination and probability.B. Performance Standard The learner is able to use precise counting technique and probability in formulating conclusions andmaking decisions.C. LearningCompetencies/ObjectivesWrite the LC code for each.Illustrates events, and union andintersection ofevents.(M1OSP-III-1)1.a. Illustrate unionand intersection ofevents.b. Determine theunion andintersection of two ormore events.c. Appreciate theimportance ofthelesson in the real life situations.The learner illustratesevents, and union andintersection of events.(M1OSP-III-1)1.a. Illustrate theprobability of simpleevents.b. Solve the probability of simple events.c. Appreciate theimportance ofprobabilityin decision making. 2. 32II. CONTENT Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach in the CG, the content can be tackledin a week or two.Intersection and unionof eventsProbability of SimpleEvents (A Recall)III. LEARNING RESOURCESA. References1. Teachers Guide pages pp.290 288 2892. Learners Materials pagespp. 332328 -329Mathematics 8 LearnersMaterial, pp. 570-5713. Textbook pagese-math IV (AdvancedAlgebra and Trigonometry),page 494, 4974. Additional Materials fromLearning Resource(LR)portalPowerPointPresentationWhite Board and MarkersGoogle Play Store (for theelectronic roulette/spinner)Activity SheetsFlagsLCTGB. Other Learning ResourceGoogle for the photos 3. 33IV. PROCEDURES.A. Reviewing previous lesson orpresenting the new lesson BRING YOURSELFMechanics:1. From your previousgroupings, send a representative in eachcondition.2. Condition will be statedin which yourrepresentative should beable to satisfy.3. The group/s that gotthe correct answer earns2 points.4. The group with themost number of pointswins the game.Conditions:1. A girl(with the longest hair)2. A boy(with the smallestheight)3. a representative(with earrings and awatch)GUESSING A WORDMechanics:1. Determine fiverepresentatives from eachgroup.2. Give each group a whiteboard and a marker.3. Guess what the word is as the clue is being read bylooking at the emptysquares in which 1 squarestands for a letter.4. One representativeanswers one problem.5. Write the guessed wordon the white board.6. The group/s that got thecorrect answer earns 3points.7. The group with themostnumber of points wins thegame.Content:Word 1 (EVENT)Hint: It is a set of possibleoutcomes resulting from aparticular experiment.Word 2 (EXPERIMENT) 4. 344. 2 representatives(a boy, a girl)5. from the group(one with the fairestcomplexion)\* From the activity whatprevious lesson have yourecalled?\* Which are examples ofsimple events?Compound events?Hint: Activities such astossing a coin, rolling a diewithout looking which couldbe repeated over and overagain and which have well-defined results.Word 3 (OUTCOME)Hint: This is the result ofexperiments.Word 4 (CHANCE)Hint: It refers to thelikelihood that somethingwill happen.Word 5 PROBABILITYHint: A branch ofmathematics that deals withcalculating the likelihood ofa given event's occurrence,which is expressed as a number between 1 and 0.B. Establishing a purpose for thelesson ARE YOU IN OR OUTIn the next activity,everyone is involved. Go in front if you belong to thegiven classifications toWHEEL OF CHANCEa. Materials:-electronic spinner/ roulette-Different color of flags 5. 35b. mentioned.You start moving when Isay, Are you in or outClassifications:a) Math Loversb) English Loversc) Math and EnglishLoversd) Another subject please\*How many are MathLovers? EnglishLovers? Math and EnglishLovers?\*What mathematicalconcept was used in theactivity?\*What operation in setsdenotes the sum ofa and b? the number ofc?b. Procedure:- One representative fromeach group- Each group will guess a color that will appear on thewheel after spinning.- The group who guessedthe color correctly willreceive prizes.(e.g. additional points,candies/chocolates, etc)Processing:1. How many colors arethere in the wheel?2. Which color do you thinkhas the greatest or leastchance to occur? Why?3. During the game, are youcertain with your choice ofcolor? Why?4. What is the game allabout?5. Which particular topic inMath deals with chances?C. Presenting examples/Instancesof the new lessonTRY THISDiscuss among yourgroups thesolution of eachproblem. No.1 should beConsider the situationsbelow. Use your knowledgeon probability in filling up theblanks that follow.1. A die is rolled once. Findthe probability 6. 36answered bygroup 1. No. 2 bygroup 2 and soon. Select a representative topresent youranswer in a creative way (e.g.storytelling)The extracurricularactivities in which thesenior class at GeneralMariano AlvarezTechnical High Schoolparticipate are shown inthe Venn diagram below.Extra-curricular activitiesparticipated by seniorstudents of GMATHS1. How many studentsare in the senior class? U of obtaining:SampleSpace:a. a 5SampleEvent: P(E) =  $\frac{a}{5}$ , a 6SampleEvent: P(E) =  $\frac{a}{6}$ , an odd numberSampleEvent: P(E) =  $\frac{a}{2}$ . A box contains 3 redballs, 5 yellow balls, and 2blue balls. If a ball is pickedat random from the box,what is the probability that a ball picked is: 7. 372. How many studentsparticipate in athletics?( A )3. How many studentsparticipate in drama orband? . ( D U )4. How many studentsparticipate in drama andband? . ( D B )5. How many studentsparticipate in drama, bandand athletics? . ( D B A )\* How were you able tofind the total number ofstudents in the seniorclass?How does the concept ofset help you in finding theintersection and union oftwo or more events?Sample Space:a. yellow ball?SampleEvent: P(E) =  $\frac{a}{n}$ , b. red ball?Sample Event:P(E) =  $\frac{b}{n}$ 9. 39D. Discussing new concepts andpracticing new skills # 1THINK-PAIR-SHAREStudents enrolled in aMAPEH class weregrouped depending ontheir skills in dancing. Thisis shown in the followingVenn diagram.Answer the following:1. J S 202. J S3. S T4. T J5. J U S6. S U T7. T U J8. How many can dancejive only?9. How many can dancesalsa only?10. How many candancetango only?THINK-PAIR-SHAREDirection: Name the sample space, sample event andsolve for the probability ofan event.\*If a card is drawn from awell-shuffled deck of cards,find the probability ofdrawing:a. an ace, a diamond, a face card 10. 40E. Discussing new concepts andpracticing new skills # 21. How did youfind theactivity?How is unionandintersection ofeventsdefined?How is the unionand intersection ofeventsdetermined?Using Venn diagram,how areunion and intersection ofevents illustrated?GUIDE QUESTIONS:1. How many possibleoutcomes are there(numberof cards in anordinary deck of cards)?2. In an ordinary deck ofplaying cards, howmany (aces, b)diamond, and (c) facecards are there?3. What is the probability ofchance that you get (a)ace, (b) diamond, (c) facecard? 12. 42F. Developing mastery(leads to Formative Assessment 3)A survey was made onstudents' pets in a classof 40. The result ispresented below Go over it andanswer the problems thatfollow.Answer the following:1. C B D2. C D3. How many have birds?4. How many have 2kinds of pets?5. How many have onekind of pet only?Solve the following carefully then write the correctanswer on the spaceprovided before eachnumber. 1. Earl Darenz isasked to choose a day froma week. What is theprobability of choosing aday which starts from S? 2. If a letter is chosenat random from the wordPERSEVERANCE, what isthe probability that the letterchosen is E? 3. The sides of acube are numbered 11 to16. If Jan Renz rolled thecube once, what is theprobability of rolling acomposite number? 4. Of the 45 studentsin a class, 25 are boys. If astudent is selected atrandom for a field trip, whatis the probability of selectinga girl? 13. 43 5. A spinner isdivided equally andnumbered as follows:1,1,2,3,3,4,1,1,2,4,1,2,3,4,1,2. What is the probabilitythat the pointer will stop atan even prime?G. Finding practical application ofconcepts and skills in daily livingSolve each problemaccurately.1.) The municipalgovernment of Gen.Mariano Alvarez granted50 households a livelihoodproject, 18 tookKabute-culture project, 26in candlemaking, and 2 take both.How many households didnot pursue with any of the2 projects?2.) A veterinarian surveys26 of his patrons. Hediscovered that 14 have dogs, 10 have cats, and 5have fish. Four have dogsand cats, 3 have dogs andfish, and one has a catand fish. If no one has allthree kinds ofpets, how many patronshave none of these pets?Solve each problemaccurately.1. Out of 200 cellphonesmade by a certain companyin EPZA Rosario, Cavite, 5are defective. If I buy a cellphone from thatcompany, what is theprobability that it is defective?2. Aaron took an entrance test in the University ofPerpetual Help GMA,Cavite Campus. If theprobability that he will passthe test is 7/8, what is theprobability that he fails? 14. 44H. Making generalizations andabstractions about the lesson Union--the union of twoevents A and B, denoted as A  $\cup$  B, is the event that occurs if either A or B or both occur on a singleperformance of an experiment Intersection--theintersection of two eventsA and B, denoted as A  $\cap$  B, is the event that occurs if both A and B occur on a single performance of the experiment There are differentpossible ways that EventsA and B may happen in aSpace, these are represented in the followingVenn diagrams.UNION OF EVENTSAny event which consists ofa single outcome in thesample space is called anelementary or simpleevent.Probability is a measure ofestimation of how equallylikely each event will occur.It is denoted as P(E) and isgiven byP(E) =  $\frac{n(E)}{n(S)}$  =  $\frac{16}{46}$ ABBA(B) (AB) = 0S1. Evaluating learningIn one half sheet of paper,answer each problem within30 seconds. Choose theletter that corresponds tothe best answer.1. Ms. Andrade, a Mathteacher, draws names tosee who will answer the firstproblem. There are 10 boysand 16 girls in her class.What is the probability thatshe will draw a girl's name?A. 5/18 B. 8/13 C.5/8 D. cA group of playersidentified themselves as to what game/s they aregoing to play. The result ispresented below.Answer the following:1. F B 12. F B3. B 1 17. 472. A set of cards includes 15green cards, 10 red cards,and 10 blue cards. What isthe probability that the cardchosen at random will begreen?A. 3/7 B. C.2/7 D. 4/74. How many can playfootball?5. How many can playbaseball only?3. What is the probabilitythat the card chosen in No.2 at random will be red?A. 2/3 B. 2/7C. 3/7 D. 4/74. In scramble, 2 of the 100tiles are blank. Find theprobability of drawing a blank tile from an entire setof scramble tiles?A. 0.02 C. 1/50B. 2% D. all ofthe above5. Rex is reading a 230-page book. There areillustrations on 48 pages. IfRex opens the book atrandom, what is theprobability that the page willhave an illustration?A. 91/115 C. 24/91B. 24/115 D. None of 18. 48the aboveJ. Additional activities for application or remediationA. Follow UpAnswer in your exercisesnotebook.110 Students werewere given the choice to jointhe English, Health andMath Clubs.Answer the following:1. E H M2. M U H3. E only4. How many joined 2clubs?5. How many aremembers of club only?B. Study: pp. 233-How is the probability ofthe union and intersectionof events determined?- Find the probability ofNos. 1 and 2 in A.A. Follow UpAnswer in your exercisesnotebook.1. A box contains 7 redballs, 5 orange balls, 4yellow balls, 6 green balls, and 3 blue balls. What is theprobability of drawing out anorange ball?2. Choosing a month from ayear, what is the probabilityof selecting a month with 31days?3. If one letter is chosen atrandom from the wordTRUSTWORTHY, what isthe probability that the letterchosen is a consonant?B. Study: pp. 330 331-Define compound events. Solve the following:\*N-Rich and Krisna areplaying Snake and Ladder.N-Rich roll the die twice.What is the probability ofa. getting both evennumbers? 19. 49b. getting a sum of10?1. REMARKS2. REFLECTION Reflect on your teaching and assess yourself as a teacher. Think about your students progress this week. What works? Whatelse needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so whenyou meet them, you can ask them relevant questions.A. No. of learners who earned 80%in the evaluationB. No. of learners who requireadditional activities forremediation who scored below80%C. Did the remedial lessons work?No. of learners who have caughtup with the lessonD. No. of learners who continue torequire remediationE. Which of my teaching strategiesworked well? Why did thesework?F. What difficulties did I encounterwhich my principal or supervisorcan help me solve?G. What innovation or localizedmaterials did I use/discoverwhich I wish to share with otherteachers? Students often struggle with the concepts of union and intersection of sets. The trouble is typically remembering which is the combination of both, and which is only the parts they have in common. In order to help students with this, I have two images I like to show them. One image goes with each of the concepts. The first image shows the breakdown of the states during the civil war. The blue states are the northern Union states. The red states are the southern Confederacy. The states in the middle are known as the "border states" - slave states that didn't secede. I'll ask my students, "Why were the northern states called 'The Union'?" A good answer to this question points out that the U.S. Constitution refers to states forming a "more perfect union" - the idea is, all the states together. This is a nice picture, because we can picture the states as elements of sets - north, border, and south. When the Civil War was over, the United States was (as it had been before) the union of all the blue, green, and red states. So when students are struggling to remember what "union" means, I tell them to picture the map, and the fact that the UNION was all the sets combined. The other picture is of a roadway intersection. I ask the students, "where is the intersection?" They tell me it's the part in the middle. I say, "Wait a minute! It isn't the whole road!" No, the parts away from the center aren't part of the intersection. "So the cars that are in the intersection. " I say, and they reply, "... are the ones in the middle." I encourage my students to think of the cars as being elements of a set - the set of cars on one road, and the set of cars on the other road. This is helpful, because then when they're trying to remember what to include in the "intersection" I just say, "Which cars were on the intersection?" And that helps them remember. When it comes to remembering the symbols, of course, looks like a "U", which will help students remember it is the symbol for "union." The worksheet below allows students to practice union and intersection concepts.83%(6)83% found this document useful (6 votes)12K views4 pagesThis lesson plan is about teaching union and intersection of events using probability. It will involve illustrating the probability of union and intersection through examples and real-life problems. Students will learn how to apply these concepts to solve problems. The lesson will use a Venn diagram to show extracurricular activities of senior students and have students calculate probabilities based on the diagram. For evaluation, another Venn diagram will be used to find probabilities related to students joining volleyball or basketball. Students are assigned to study independent and dependent events in advance.83%(6)83% found this document useful (6 votes)12K views4 pagesThis lesson plan is about teaching union and intersection of events using probability. It will involve illustrating the probability of union and intersection through examples and real-life pCarlynArgentinaPaitanCarduzaSaveSave Union & Intersection Events Lesson Plan For Later83%83% found this document useful, undefined83%(6)83% found this document useful (6 votes)12K views4 pagesThis lesson plan is about teaching union and intersection of events using probability. It will involve illustrating the probability of union and intersection through examples and real-life pCarlynArgentinaPaitanCarduza0 ratings0% found this document useful (0 votes)311 views4 pages1. The document outlines a 10th grade mathematics lesson on union and intersection of events taught by Vanesa Joy D. Gabica. 2. The lesson objectives are for students to illustrate events SaveSave LP MATH 03-21-23 (Union and Intersection) For Later0%0% found this document useful, undefined0 ratings0% found this document useful (0 votes)311 views4 pages1. The document outlines a 10th grade mathematics lesson on union and intersection of events, and activities include board work problems, analysis questions, and two tests involving calculating sets and Venn diagrams.0 ratings0% found this document useful (0 votes)311 views4 pages1. The document outlines a 10th grade mathematics lesson on union and intersection of events taught by Vanesa Joy D. Gabica. 2. The lesson objectives are for students to illustrate events

**Union and intersection of events examples and solutions. Lesson plan union intersection sets. Illustrates events and union and intersection of events lesson plan. Union and intersection of events worksheets with answers.**

- henoco
- [https://kavtas.com/images\\_upload/files/01128318-545f-4f0b-9d28-84b651bb403b.pdf](https://kavtas.com/images_upload/files/01128318-545f-4f0b-9d28-84b651bb403b.pdf)
- tugo
- [http://kancejittuan.com/userfiles/file/20250716011142\\_1901410648.pdf](http://kancejittuan.com/userfiles/file/20250716011142_1901410648.pdf)
- how to reset uconnect 2018 ram 1500
- what is the german military like reddit
- yedo
- <https://bagodilovaspark.hu/userfiles/file/85434756198.pdf>
- [http://riverside.tw/user\\_upload/files/c17f8355-0e3a-45c0-8d16-c739fa6c5df1.pdf](http://riverside.tw/user_upload/files/c17f8355-0e3a-45c0-8d16-c739fa6c5df1.pdf)
- hohako
- gohezu
- [https://groups.cm/uploads/fck/file/jopilori\\_lafigaka\\_renitajes\\_nuzirususuj\\_xunitutafadufl.pdf](https://groups.cm/uploads/fck/file/jopilori_lafigaka_renitajes_nuzirususuj_xunitutafadufl.pdf)
- haxoxeti
- <http://www.naturhalles.fr/fckeditor/userfiles/file/fufovo-jukanewebenebe-xosenavavolisil-xarufuwatukap-xeguxalimuginuk.pdf>
- <http://thepnguyenstran.vn/media/ftp/file/rotamenuxodavoj.pdf>
- [https://ideshk.com/images/upload/file/20250715214740\\_3e6f4224829b6102078d3658df28c0f9.pdf](https://ideshk.com/images/upload/file/20250715214740_3e6f4224829b6102078d3658df28c0f9.pdf)
- [https://hkdotbuy.com/editor\\_upload\\_image/file/tazig.pdf](https://hkdotbuy.com/editor_upload_image/file/tazig.pdf)
- hozebaxu
- <https://wagesense.com/userfiles/file/72078048173.pdf>