

# Mathematics

## Quarter IV – Module 80:

Describes events in real-life situations using the phrases “sure to happen”, “likely to happen”, “equally likely to happen”, “unlikely to happen”, and “impossible to happen”.



**Mathematics – Grade 3**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 1: Visualizing Whole Number**  
**First Edition, 2019**

**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this book are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education

Secretary:

Undersecretary:

Assistant Secretary:

**Development Team of the Module**

**Authors:** MICHELLE CHARISSE N. MAGDOBOY

**Editor:** Name

**Reviewers:** Name

**Illustrator:** Name

**Layout Artist:** Name

**Management Team:** Name

Printed in the Philippines by \_\_\_\_\_

**Department of Education – Bureau of Learning Resources (DepEd-BLR) (Sample)**

Office Address: \_\_\_\_\_

Telefax: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

# Mathematics

## Quarter IV – Module 80:

Describes events in real-life situations using the phrases “sure to happen”, “likely to happen”, “equally likely to happen”, “unlikely to happen”, and “impossible to happen”.

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at [action@deped.gov.ph](mailto:action@deped.gov.ph).

**We value your feedback and recommendations.**

## Introductory Message

For the facilitator:

*(This gives an instruction to the facilitator to orient the learners and support the parents, elder sibling etc. of the learners on how to use the module. Furthermore, this also instructs the facilitator to remind the learners to use separate sheets in answering the pre-test, self-check exercises, and post-test.)*

For the learner:

*(This communicates directly to the learners and hence, must be interactive. This contains instructions on how to use the module. The structure and the procedure of working through the module are explained here. This also gives an overview of the content of the module. If standard symbols are used to represent some parts of the module such as the objectives, input, practice task and the like they are defined and explained in this portion.)*

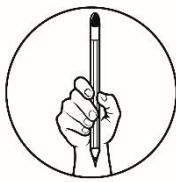


## *What I Need to Know*

This module was designed and written with you in mind. It is here to help you comprehend probability. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to:

1. Describes events in real-life situations using the phrases “sure to happen”, “likely to happen”, “equally likely to happen”, “unlikely to happen”, and “impossible to happen”.



## What I Know

What are the chances of each event occurring today? Place a check mark under the correct category for each event.

What are the chances?

	Impossible	Unlikely	Equally likely	Most likely	Sure
1. The sun rising					
2. Getting head when tossing a coin					
3. Climbing Mt. Pinatubo					
4. Losing a tooth					
5. Eating ice cream					
6. Reading a book					
7. Playing a game					
8. Seeing a rainbow					
9. Going to school today					
10. Taking a bath everyday					

# Lesson

Describes events in real-life situations using the phrases “sure to happen”, “likely to happen”, “equally likely to happen”, “unlikely to happen”, and “impossible to happen”.

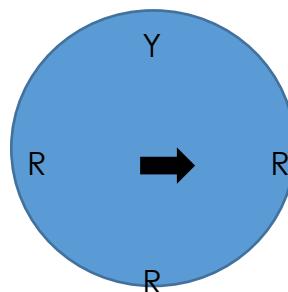
What are your dreams in lives? What are the things you want to happen in your lives? Are they sure, likely, equally likely, unlikely, or impossible to happen?



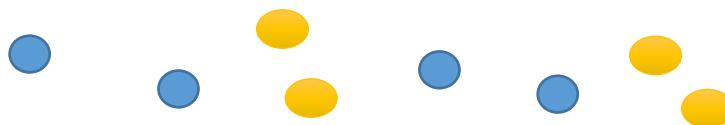
## *What's In*

Divide the class into groups of fives. Provide each group with the following events/ situations written in strips of cartolina or card board. Say: What do you think is the chances of the following event or situation to happen the next day, will it be impossible, unlikely, equally likely, most likely or sure to happen? Why? Let them write their answers on their answer sheet or paper.

1. How likely is it that the spinner will land on “R”?



2. If you select a marble without looking, how likely is that you will pick a blue one?





*Notes to the Teacher*

*The correct answer is case to case basis*



## What's New

### Activity 1

Write impossible, unlikely, equally likely, most likely or sure.

1. Situation in class:

30 in a class

# of pupils:

2- gardening

7- cleaning the classroom

8- playing

13- studying

	Impossible	Unlikely	Equally likely	Most likely	Sure
1. gardening					
2. cleaning					
3. playing					
4. studying					

5. cleaning and playing					
6. absent					
7. going to school					



## What is It

In Real-Life Situation:

Certain or Sure are activities that will surely happen.

Impossible: will not happen at all

Unlikely: often times

Equally: 50% true to happen, 50% Where not happen.

Most likely: several times to happen.

Show a box with 6 blue marbles inside it. Let them count the number of marbles.

Ask: What object will I pick from the box? Will I be sure that every time I pick an object it will be marble? Why? (*Marble will be picked. This is **certain** or **sure** because all the objects inside the box are marbles.*)

Put one pingpong ball on the box. Let them count the number of marbles and pingpong balls.

Ask: Do you think I will always pick a marbles now? Will I be sure that every time I pick it will be marble? Why? What do you think will be my chance of getting a marble, will it be **most likely** or **sure** to happen? Why? (*Most likely to be picked because there are 6 marbles and only one pingpong ball.*)

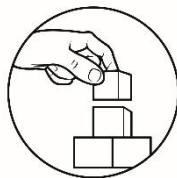
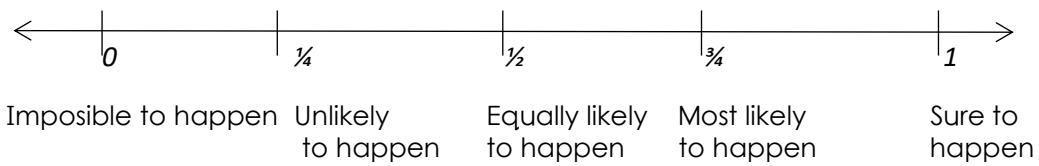
Ask: What do you think is my chance of getting a jackstone ball? Why? (*Impossible to happen because there is no jackstone in the box.*)

What about my chance of getting a pingpong ball, will it be **impossible**, **unlikely**, **most likely** or **sure** to happen? Why? (*Unlikely to be picked because there is only one pingpong ball and 6 marbles.*)

Put 5 more pingpong balls in the box. Ask the pupils to count the pingpong balls and the marbles inside the box.

Ask: Now, what is the likelihood that I will get a pingpong ball? Marble? Why? (*Equally likely to be picked because there are the same number of pingpong balls and marbles inside the box.*)

Say: Let us make a number line to show different chances of an event to happen.



## What's More

### Activity 2

Situation: Activities done by the family Monday-Sunday

A. Use the following words to describe how likely it is on the given number

(s): *sure, most likely, equally likely, unlikely and impossible*.

1. Play a board game.
2. Visit the beach.
3. Plant a garden.
4. Go on a picnic.
5. Eat together.
6. Say I Love You every day.
7. Pray together every night.
8. Watch television.
9. Go swimming.
10. Walk to the store and buy groceries.



## *What I Have Learned*

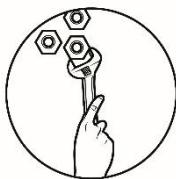
Say: The chance that something will happen- how likely it is that some event will happen is called probability.

Ask: What are the different chances that an event will happen?

When can you tell whether an event will happen?

You can tell whether the event is most likely to happen, equally likely to happen or unlikely to happen based on given facts.

Note to the teacher: the correct answer is case to case basis

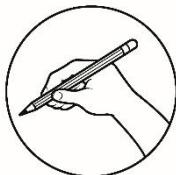


## *What I Can Do*

### **Activity 4**

A. Describe an event as impossible, unlikely, equally likely, most likely and sure to happen.

1. If my mom will give birth, it is a girl.  
Chances: \_\_\_\_\_
2. We will have rain on month of April.  
Chances: \_\_\_\_\_
3. The stars will be seen at the sky every night.  
Chances: \_\_\_\_\_
4. The cats and dogs will talk.  
Chances: \_\_\_\_\_
5. I will not watch TV the whole year.  
Chances: \_\_\_\_\_
6. I will see a falling stars my whole life.  
Chances: \_\_\_\_\_
7. The fish will jump out of the lake and walk.  
Chances: \_\_\_\_\_
8. Lantern on the street on Christmas Eve.  
Chances: \_\_\_\_\_
9. There will be fireworks on New Year's Eve.  
Chances: \_\_\_\_\_
10. I will see a rainbow tonight.  
Chances: \_\_\_\_\_



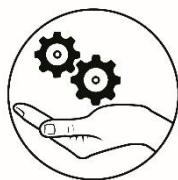
## Assessment

What are the chances of each event occurring for you today or happening to you today? Place a check mark under the correct category for each event.

What are the chances?

	Impossible	Unlikely	Equally likely	Most likely	Sure
1. Meeting a TV personality					
2. Going to school					
3. Attending flag ceremony					
4. Playing a computer game					
5. Drinking milk					
6. Reading a book					
7. Flying to the moon					

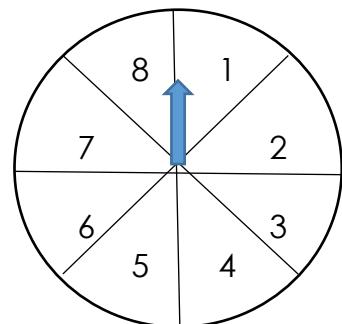
8. Sleeping under a tree					
9. Washing clothes					
10. Eating a candy					

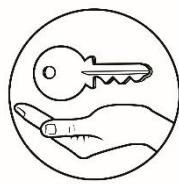


## Additional Activities

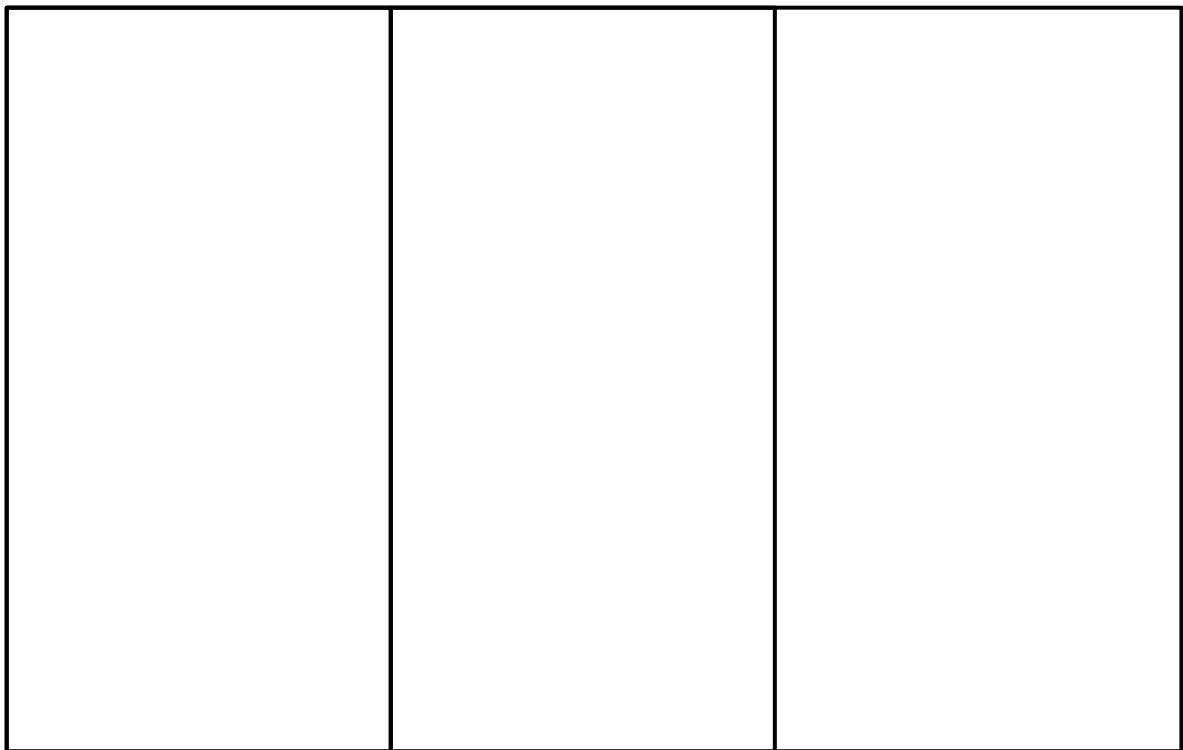
Use the following words to describe how likely it is the spinner to land on the given number (s): *sure, most likely, equally likely, unlikely and impossible.*

1. Even numbers \_\_\_\_\_
2. Odd numbers \_\_\_\_\_
3. Factors of 8 \_\_\_\_\_
4. Multiple of 2 \_\_\_\_\_
5. Number 10 \_\_\_\_\_
6. Multiple of 3 \_\_\_\_\_
7. Factors of 6 \_\_\_\_\_
8. Zero \_\_\_\_\_
9. Multiple of 4 \_\_\_\_\_
10. Factors of 24 \_\_\_\_\_





## *Answer Key*



## ***References***

**K TO 3 LEARNER'S MATERIAL IN MATHEMATICS**

**For inquiries or feedback, please write or call:**

Department of Education – (Bureau/Office)

(Office Address)

Telefax:

Email Address:

