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DEPARTMENT OF EDUCATION

Learning Activity Sheet for Mathematics

Quarter 4
Lesson
7

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Learning Activity Sheet for Mathematics Grade 8
Quarter 4: Lesson 7 (Week 7)
SY 2025-2026

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LEARNING ACTIVITY SHEET

Learning Area:	Mathematics	**Quarter:**	4
Lesson No.:	7	**Date:**	
Lesson Title/ Topic:	Review on fundamental counting principle.		
Name:		**Grade & Section:**	

I. **Activity No.1:** Perfectly Matched! (8minutes)

II. **Objective(s):** To recall solving problems using fundamental counting principle.

III. **Materials Needed:** Activity sheet, pen

IV. **Instructions:** Use fundamental counting principle to find the total number of outcomes in each situation.

1. A men's department store sells 4 different suit jackets, 5 different shirts, 6 different ties, and 5 different pairs of pants. How many different suits consisting of a jacket, shirt, tie, and pants are possible?

2. Alexa loves to eat salad. How many different salad varieties can she have if she chose one from three types of lettuce, one from five choices of additional vegetable ingredient, and one from six types of dressing?

3. A restaurant offers three sizes of pizza, two types of crust, and nine toppings. How many possible combinations of pizza can the restaurant offer?

4. How many different outcomes are there when a coin is tossed 4 times?

5. A car dealer has 7 car models, 6 exterior paints and 3 interior colors. How many choices can the car dealer have?

V. **Synthesis:**

1. Were you able to recall your lessons about fundamental counting principle?

   _____

   _____

2. How did you find the activity? Can you share and describe your experience?

   _____

   _____

LEARNING ACTIVITY SHEET

Learning Area:	Mathematics	**Quarter:**	4
Lesson No.:	7	**Date:**	
Lesson Title/ Topic:	Define Theoretical Probability and Describing its Sample Space		
Name:		**Grade & Section:**	

I. Activity No. 2: (10 minutes)

II. Objective(s): At the end of the lesson, the students are able to:

a. define a theoretical probability; and

b. illustrate the sample space of a simple event.

III. Materials Needed: Activity sheet, pen

IV. Instructions:

A. True or False.

1. A probability that is calculated without performing any experiment is a theoretical probability.
2. The statement "A company makes light bulbs, when it tests a sample of 100 bulbs, it finds that, on average, 4 are faulty." represents theoretical probability.
3. Theoretical probability allows equal chances in an experiment.
4. The number of possible outcomes in experimental probability is the same with the number of possible outcomes in a theoretical probability.
5. A theoretical probability's value can be greater than 1.

B. List all the possible outcomes without performing an experiment. Identify the number of possible outcomes for each experiment.

1. Tossing three coins.
2. A jar contains three marbles numbered 1,2 and 3. Two marbles are drawn without replacement.
3. A jar contains three marbles numbered 1,2 and 3. Two marbles are drawn with replacement.
4. When a button is pressed, a computer program outputs a random odd number greater than 1 and less than 9. You press the button twice.
5. There are two boys and a girl on a trivia team. Two questions remain. One team member is randomly picked to answer the first question and a different member is picked to answer the second question.

V. Synthesis:

1. How did you illustrate the sample space of simple events?

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2. How did you find the activity? Can you share and describe your experience?

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LEARNING ACTIVITY SHEET

Learning Area:	Mathematics	**Quarter:**	4
Lesson No.:	7	**Date:**	
Lesson Title/ Topic:	Calculating Theoretical Probability of a Single Event		
Name:		**Grade & Section:**	

I. Activity No. 3: Spin the Wheel (15 minutes)

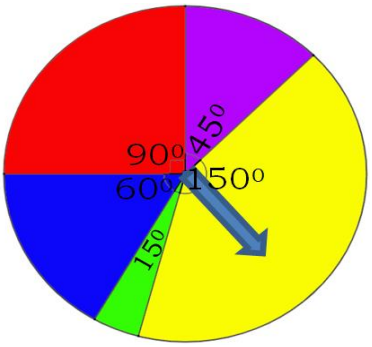
II. Objective(s): To solve the probability of a single event.

III. Materials Needed: Activity sheet, pen

IV. Instructions: Answer the following.

1. A spinner is shown at the right. Find the probability that the pointer stops at:
   a) 1.
   b) an odd number.
   c) a number less than 10.
   d) a prime number.
   e) a number greater than 10.
   f) a square number.
   g) a negative number.

2. A spinner is constructed as shown to the right. When the pointer is spun, find the probability that it will stop at:
   a) red.
   b) violet.
   c) green.
   d) blue.
   e) yellow.
   f) orange.



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V. Synthesis:

1. Which part of the plotting activity is challenging to you?

   _____

   _____

2. How did you find the activity? Can you share and describe your experience?

   _____

   _____

LEARNING ACTIVITY SHEET

Learning Area:	Mathematics	**Quarter:**	4
Lesson No.:	7	**Date:**	
Lesson Title/ Topic:	Solving Problems Involving Theoretical Probability.		
Name:		**Grade & Section:**	

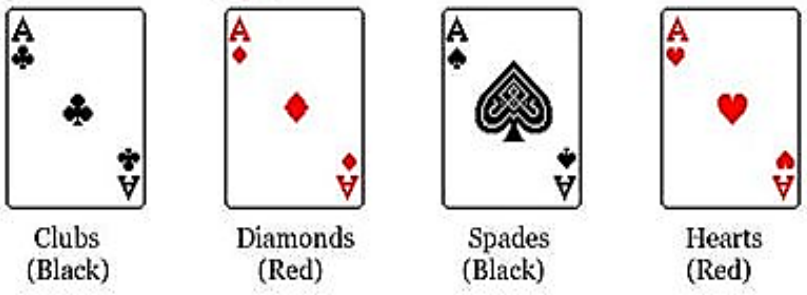
I. **Activity No. 4:** Let's Play Cards! (15 minutes)

II. **Objective(s):** To solve problems involving theoretical probability.

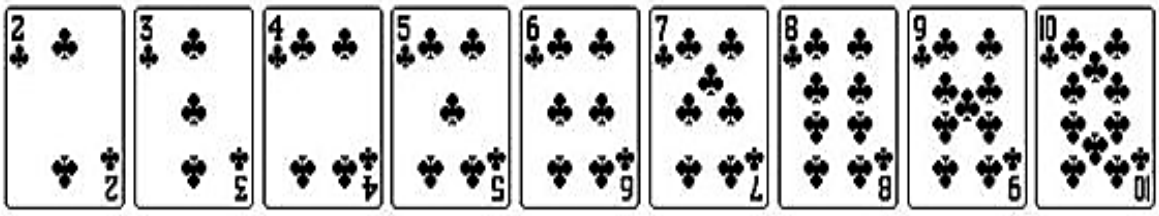
III. **Materials Needed:** Activity sheet, pen

IV. **Instructions:** Find the probability of the following and write your answer on the given space.

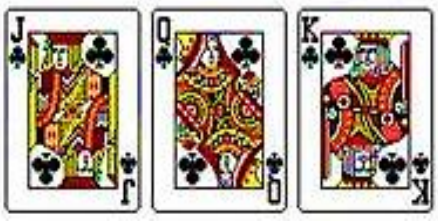
A pack of 52 playing cards is made up of 4 suits.



Each suit contains number cards.



Each suit also contains royal cards.



The final card in each suit is the ace.

One card is selected at random from a well-shuffled deck of cards.

Find the probability of getting:	**Answer:**
a) black card	
b) hearts	
c) a number card	
d) a face card	
e) an ace	
f) a prime number card	
g) a red card	
h) an even number red card	
i) a jack	
j) a six black card	
k) an odd number red card	
l) a black face card	
m) a royal card	
n) a king of hearts	
o) a black three	

V. Synthesis:

1. What the part of the activity is very easy for you?

   _____

   _____

   _____

2. What the part of the activity is a bit challenging for you?

   _____

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3. How did you find the activity? Can you share and describe your experience?

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