

DAILY LESSON LOG OF M7GE–IIId–e–1 (Week ____ -Day Two)

School		Grade Level	Grade 7
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Third
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 geometry of shapes and sizes, and geometric relationships.		
B. Performance Standards	The learner is able to create models of plane figures and formulate and solve accurately authentic problems involving sides and angles of a polygon.		
C. Learning Competencies/ Objectives	Learning Competency: Uses a compass and straightedge to bisect line segments and angles and construct perpendiculars and parallels. (M7GE–IIId–e–1) Learning Objectives: 1. Define segment bisector. 2. Construct segment bisector using a straightedge and a compass. 3. Show accuracy and precision in constructing segment bisector using a straightedge and a compass.		
II. CONTENT	Constructing Segment Bisector		
III. LEARNING RESOURCES			
A. References			
1. Teacher’s Guide	Pages		
2. Learner’s Materials	Pages 206 - 211		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources	Global Mathematics, page 312 - 317 Synergy for Success in Mathematics, pages 378 - 384 Skill Book in Mathematics 163 - 170		
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	Review of segment bisector. What is a segment bisector? Possible Response: A segment bisector is a line that separates or divides a line segment into two congruent segments.		
B. Establishing a purpose for the lesson	The teacher lets the students realize that describing segment bisector is important to understand constructing segment bisectors.		
C. Presenting examples/ instances of the new lesson	Let the students work in pairs. Allow students to explore and share ideas on how to complete the activity. 1. Using any straightedge (except for rulers), construct segment AB. 2. Using the compass and straightedge, locate the midpoint of segment AB and draw a line that bisects segment AB.		
D. Discussing new concepts and practicing new skills #1	The teacher asks a pair to do the activity on the board. The pair must explain their steps on how they were able to construct.		

E. Discussing new concepts and practicing new skills #2	The teacher discusses and illustrates thoroughly the steps in constructing a segment bisector.
F. Developing mastery (leads to formative assessment 3)	The teacher and the students will perform the correct construction on the activity using the correct steps simultaneously on the board.
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the lesson presented and asks the students to summarize the steps in constructing a segment bisector. Construct: The midpoint C of AB and the perpendicular bisector of AB. As stated above, the idea in the construction of the perpendicular bisector is to locate two points which are equidistant from A and B. Since there is only one line passing through any two given points, the perpendicular bisector can be drawn from these two equidistant points. Using center A and radius r which is more than half of AB, draw two arcs on both sides of AB. Using center B and radius r, draw arcs crossing the two previously drawn arcs at points P and Q. Line PQ is the perpendicular bisector of AB and the intersection of PQ with AB is the midpoint of AB.
I. Evaluating Learning	Use a compass and a straightedge to construct the following. - Given: $\overline{AB}$ Construct: Find the midpoint M bisecting $\overline{AB}$ - Given: $\angle ABC$ Construct: Find $\overrightarrow{BF}$ that bisects $\angle ABC$
J. Additional activities or remediation	
V. REMARKS	
VI. REFLECTION	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.
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	