## DAILY LESSON LOG OF M7GE-IIf-1 (Week Six-Day 1)

	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 quides.			
Α.	Content Standards	The learner demonstrates understanding of key concepts of geometry of shapes and sizes, and geometric relationships.			
В.	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: Derives inductively the relationships of exterior and interior angles of a convex polygon (M7GE-IIIf-1)  Learning Objectives:  1. Derives inductively the relationships of exterior and interior angles of a convex polygon  2. Determine the sum of the measures of an interior angles of a convex polygon.  3. Demonstrate appreciation of geometric shapes and its relationships.			
II.	CONTENT	Polygon			
III.	LEARNING RESOURCES	teacher's guide, learner	's module, protractor, pencil, pa	per	
Α.	References				
	1. Teacher's Guide	Pages 260-268			
	2. Learner's Materials	Pages 212 – 219			
	3. Textbook pages				
	4. Additional Materials from Learning Resource (LR) portal				
В.	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	Review previous lesson	by letting the students answer t	he exercise. (3 minutes)	

		Consider the following sets of polygons:		
		Set A		
		Set B		
		$\triangle$ $\triangle$	$\geq M$	
		Can you state a difference between the pol	ygons in Set A and in Set B?	
В.	Establishing a purpose for the lesson	The teacher let the students determine the difference between Set A and Set B. And define convex and non-convex polygon.  Convex polygon is a polygon whose lines containing sides do not cross the interior of a polygon.  Non-convex polygon is a polygon whose lines containing sides cross the interior of a polygon.		
		The teacher present the example of a convex polygon and ask the students angles that are interior angles and exterior angles. (5 minutes)  In the convex polygon ABCDE, ∠A, ∠B, ∠BCD, ∠D, and ∠E are the interior angles, while ∠MCD is an exterior angle.		
C.	Presenting examples/		E	
<b>.</b>	instances of the new lesson	C M		
		The teacher may define interior angles and exterior angles Interior angles — is an angle on the inside of the polygon formed by each pair of adjacent sides.		
		Exterior angles – is an angle formed by a side and an extension of an adjacent side		
		or is an angle that is both supplement and adjacent to one of its interior angle.		
		The teacher let the students name the different types of polygon according to the number of sides. Since this was discuss already in the previous days		
		Possible answers are:	,	
		Name of Polygon	Number of sides	
		Triangle	3	
L	Discussing now	Quadrilateral	4	
D.	Discussing new	Pentagon	5	
	concepts and	Hexagon	6	
	practicing new skills #1	Heptagon Octagon	7 8	
		Nonagon	9	
		Decagon	10	
		Undecagon	11	
		Dodecagon	12	
		n-gon	n-sides	
<del> -</del>	Discussing pass	The teacher discuss further an interior -	nd ovtorior angles, consequitive vertices	
E.	Discussing new concepts and practicing new skills #2	The teacher discuss further on interior and exterior angles, consecutive vertices, consecutive sides and diagonals found on page 214 – 215 of the Learner's Module.		

		Working in pairs,	(10 minutes)				
		6-		Activity 18			
					f a Convex Polygon		
		Materials needed	pencil, paper, pro	tractor			
F.	Developing mastery		angle. Using a prot	ractor, det	ermine the measure	of its interio	or
'	(leads to formative		determine the su				
	assessment 3)		adrilateral. Then f en answer the foll		and draw diagonals	from this	
	assessment s <sub>j</sub>	a) Hov	w many diagonals	are drawn	from the fixed verte		
					by this/these diago you determine the		
			erior angles of a qu			sum of the	
		Answers:					
G.	Finding practical	Sum of the interior angles of a triangle     The teacher ask the learners to answer the problem :					
<u>ر</u> .	applications of	Henry is eating a tagaktak. What is the sum of the interior angles of the tagaktak?					
	concepts and skills in	Answer: 180°					
	daily living						
<u> </u>							
Н.	Making generalizations and abstractions about	The teacher reiterates a polygon with <b>n</b> sides has <b>n</b> number of vertices and <b>n</b> number of interior angles.			vertices and <b>n</b>		
	the lesson	To find the measu		or angles	use (n-2)180º		
	the lesson						
		The teacher let th	o students som	nloto tho	table by pair /En	ninutas)	
		The teacher let th	e students com	piete trie	table by pail. (51)	illiutesj	
			a pattern and con				
		No. of sides	No. of diagonals from a fixed		iangles formed by onals drawn from a	Sum of the interior	
		3	vertex	fi	ixed vertex	angles	_
		4					
		5					$\dashv$
		7					
		8 9					_
		10					
		n					
١.	Fundament committee	Answers:					
l.	Evaluating Learning		No. of triang				
		,, , , , ,	No. of dia	_	formed by the		um of the
		No. of sides	from a verte		diagonals draw from a fixed	n inte	erior angles
			Vert	-^	vertex		
		3	0		1		180°
		4	1		2		360°
		5	3		3 4	-	540° 720°
		7	4		5		900°
		8	5		6		1080 <sup>0</sup>
		9	6		7		1260°
		10	7		8	<del>                                     </del>	14400
		L n	n-3	i	n-2	] (	n-2)180 <sup>0</sup>
		<u> </u>					

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	(Localization and Contextualization is done) G. Finding practical application of concepts and skills in daily living.

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