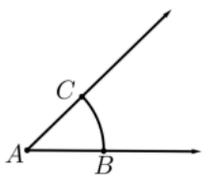
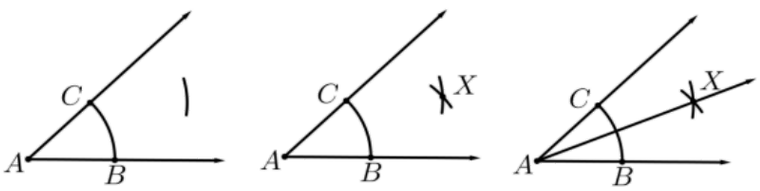
DAILY LESSON LOG OF M7GE–IIId–e–1 (Week ____-Day Three)

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 angle bisector. 2. Construct angle bisector using a straightedge and a compass. 3. Show accuracy and precision in constructing angle bisector using a straightedge and a compass.
II. CONTENT	Constructing Angle Bisector
III. LEARNING RESOURCES	
A. References	
1. Teacher's Guide	
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 angle bisector. What is an angle bisector? Possible Response: An angle bisector is a ray that separates or divides a ray into two congruent angles.
B. Establishing a purpose for the lesson	The teacher lets the students realize that describing angle bisector is important to understand constructing angle 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 angle XYZ. 2. Using the compass and straightedge, construct the angle bisector of angle XYZ.

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 an angle 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 an angle bisector. What are the steps in constructing an angle bisector? **Construction 3.** To construct the bisector of a given angle. The ***bisector*** of an angle is the ray through the vertex and interior of the angle which divides the angle into two angles of equal measures. Given: $\angle A$ Locate points B and C one on each side of $\angle A$ so that $AB = AC$. This can be done by drawing an arc of a circle with center at A.  Construct: Ray $\overrightarrow{AX}$ such that X is in the interior of $\angle BAC$ and $\angle BAX = \angle XAC$  Using C as center and any radius r which is more than half of BC, draw an arc of a circle in the interior of $\angle A$. Then using B as center, construct an arc of the circle with the same radius r and intersecting the arc in the preceding step at point X. Ray $\overrightarrow{AX}$ is the bisector of $\angle BAC$.
I. Evaluating Learning	Use a compass and a straightedge to construct the following. 1. Given: $\overline{AB}$ Construct: Find the midpoint M bisecting $\overline{AB}$ 2. Given: ∠ABC Construct: Find $\overrightarrow{BF}$ that bisects ∠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	