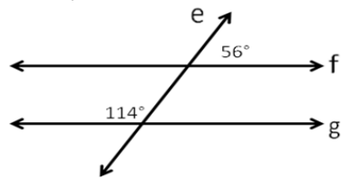
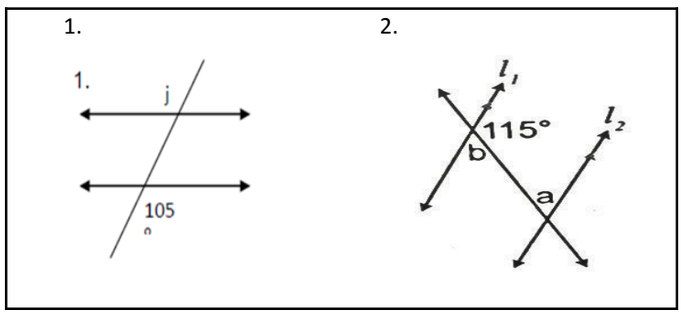
DAILY LESSON LOG OF M7GE-IIIc-1 (Week Three-Day Three)

School		**Grade Level**	7
Teacher		**Learning Area**	Mathematics
Teaching Date and Time		**Quarter**	Second

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: Derives relationships among angles formed by parallel line cut by a transversal using measurement and by inductive reasoning.(**M7GE-IIIc-1**) Learning Objectives: 1. Identify angles formed by parallel line cut by a transversal; 2. Determine the measures of the angles marked with letters using the given measures and by inductive reasoning; and 3. Demonstrate appreciation of generating and recognizing patterns as important skills needed to derive relationships among angles formed by parallel lines cut by a transversal.
II. CONTENT	Angles Formed when Two Parallel Lines are Cut by a Transversal: Alternate Interior and Exterior Angles
III. LEARNING RESOURCES	teacher's guide, learner's material,
A. References	
1. Teacher's Guide pages	Pages 253-256
2. Learner's Materials pages	Pages 201-207
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	
B. 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	The teacher lets the students recall on the meaning of congruent through a question like: (3 minutes) "What word or phrase can you relate to the term congruent?" Answer Key: equal, the same
B. Establishing a purpose for the lesson	The teacher lets the students realize that inductive reasoning is an important skill needed to come up relationships among angles formed by parallel lines cut by a transversal.
C. Presenting examples/ instances of the new lesson	The teacher lets the students, in groups, do Activity 12 found on page 203 of the Learner's Material. (8 minutes) **Answers:** $\angle A = 120°$ $\angle E = 80°$ $\angle B = 130°$ $\angle C = 50°$ $\angle D = 120°$ $\angle H = 80°$ $\angle G = 130°$ $\angle F = 50°$ $\angle I = 120°$ $\angle L = 80°$ $\angle J = 130°$ $\angle M = 50°$ $\angle K = 120°$ $\angle N = 130°$

D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students how to identify alternate interior and alternate exterior angles when parallel lines are cut by a transversal. Furthermore, he/she draws ideas from the students to describe alternate interior and alternate exterior angles based on the figure presented on the previous activity.
E. Discussing new concepts and practicing new skills #2	The teacher discusses thoroughly the relationships of alternate interior and alternate exterior angles by letting the students answer questions like: Compare the measures of the: a. alternate interior angles, what do you observe? _____ b. alternate exterior angles, what do you observe? _____ Answer Key: a. Alternate interior angles are two interior angles that lie on the opposite sides of the transversal and they are congruent. b. Alternate exterior angles are two exterior angles that lie on the opposite sides of the transversal and they are congruent.
F. Developing mastery (leads to formative assessment 3)	Working in pairs, the teacher lets the students answer the question like: What's wrong with this picture? (8 minutes)  Answer: The figure shows two alternate exterior angles ∠56° and ∠114°; hence they must have equal measure.
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical principle in deriving relationships of alternate interior and alternate exterior angles by letting the students complete the sentences: When two parallel lines are cut by a transversal, then a. The alternate interior angles are _____. b. The alternate exterior angles are _____. Answer Key: a. congruent b. congruent
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Determine the measures of the angles marked with letters. Lines with arrowheads are parallel. (Note: Figures are not drawn to scale.) (10 minutes)  Answer Key: 1. $\angle j = 105°$ 2. ∠b = 180°–115° = 65° ∠a = 65°
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	

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