DAILY LESSON LOG OF M9AL-IIIf-1

	School		Grade Level	Grade 9
	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 similarity.		
В.	Performance Standards	The learner is able to investigate, analyze, and solve problems involving similarity through appropriate and accurate representation.		
c.	Learning Competencies/ Objectives	Learning Competency: Des Learning Objectives: 1. Describe a propor 2. Apply the principle	cribes a proportion. (M9A tion.	e value of the missing term.
II.	CONTENT	Similarity		
III.	LEARNING RESOURCES	Teacher's guide, learner's n	nodule	
A.	References			
	1. Teacher's Guide	Page 233-234		
	2. Learner's Materials	Page 358-359		
	3. Textbook pages			
	4. Additional Materials from Learning Resource (LR) portal			
В.	Other Learning Resources			
IV.	PROCEDURES	pupils/students will learn well. Als which you can infer from formativ pupils/students with multiple wa	ways be guided by demonstration we assessment activities. Sustain ys to learn new things, practice to about what they learned in re	ne activities appropriately so that n of learning by the pupils/students learning systematically by providing the learning, question their learning elation to their life experiences and
A.	Review previous lesson or presenting the new lesson	students answer the follow 1. Ana is 10 years of of Ana's age to he 2. If there are 18 b	ring: d, while her mother is 35 r mother's age?	evious lesson by letting the syears old. What is the ratio ass, what is the ratio of the

		2. In a test Deman annual E there the second block arrange LAE to	
		3. In a test Roman answered 5 items incorrectly but answered 15 items	
		correctly. Find the ratio of;	
		a. wrong answers to total number of items;	
		b. wrong answers to total number of items; and	
L		c. correct answer to total number of items	
B.	Establishing a purpose for	The teacher lets the students realize that solving problem on ratio is an	
	the lesson	important tool needed to understand the concept of proportion.	
		The teacher asks the students, in groups of four, find the cross-products and tell	
		whether the ratios are equal.	
		a. $\frac{30}{9} = \frac{40}{12}$ c. $\frac{15}{10} = \frac{20}{16}$	
		b. $\frac{2}{3} = \frac{7}{16}$ d. $\frac{9}{12} = \frac{12}{16}$	
		3 10 12 16	
	Dunganting automates I	Apply the principle of proportion to find the value of the missing term.	
C.	Presenting examples/	a. $\frac{x}{10} = \frac{10}{16}$ a. $\frac{25}{4}$	
	instances of the new	b. $\frac{x-2}{x+3} = \frac{4}{5}$ b. 22	
	lesson	, , ,	
		c. $\frac{x+1}{4} = \frac{3}{16}$ c. $-\frac{1}{4}$	
		d. $2:(x-3)=4:36$ d. 21	
		e. 8:10=12:x e. 15	
		f. $3:5=5:(2x+1)$ f. $\frac{11}{3}$	
		g. $1:(x-1)=(x+1):3$ g. $2:2$	
		h. $(x + 3): (x^2 - 9) = 1:5$ h. 8	
D.	Discussing new concepts	The teacher discusses with the students the process of arriving at the answer of	
	and practicing new skills	each number in the Activity. The teacher asks the students about the	
	#1	mathematical skills or principles that they used in finding the missing term.	
<u> </u>			
E.	Discussing new concepts	The teacher discusses briefly but clearly and illustrates thoroughly the	
	and practicing new skills	Fundamental Rule and Properties of Proportion presented on Activity 4: Certainly, The Ratios are Equal! on page 358 of the Learner's Module.	
	#2	Certainiy, The Natios are Equal: on page 550 of the Leather's Moudie.	
		Working in pairs, the teacher lets the students perform Activity 4: Certainly, The	
		Ratios are Equallon page 359 of the Learner's Module.	
		Answer Key: Using cross-multiplication property	
F.	Developing mastery (leads	Property of Original Proportion to find out if ratios equal?	
"	to formative assessment	proportion $\frac{y}{3} = \frac{a}{4}$ 4y=3a	
	3)		
	J	Alternation Property $\frac{y}{a} = \frac{3}{4}$ 4y=3a	
		Inverse Property $\frac{3}{y} = \frac{4}{a}$ $3a=4y \rightarrow 4y = 3a$	
		Addition Property $\frac{y+3}{3} = \frac{a+4}{4}$ $4(y+3) = 3(a+4)$	
		4y+12=3a+12	
		4y=3a	
		,	

		Subtraction Property $\frac{y-3}{3} = \frac{a-4}{4}$	4(y - 3) = 3(a - 4) $4y - 12 = 3a - 12$ $4y = 3a$
		Sum Property of the Original Proportion $\frac{y}{3} + \frac{a}{4} = \frac{y+a}{7}$	for $\frac{y}{3} = \frac{y+a}{7}$:
		, , , , , , , , , , , , , , , , , , ,	7y? 3(y + a) 7y? 3y + 3a 4y=3a
		For $\frac{a}{4} = \frac{y+a}{7}$:	
			7a? 4(y + a) $7a? 4y + 4a$ $3a = 4y$
			4y = 3a
G.	Finding practical applications of concepts and skills in daily living		
Н.	Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical unknown value. "The principle of proportion states that the product of the extremes".	
1.	Evaluating Learning	The teacher lets the students answer individual Find the unknown term of the proportion. 1. $x: 4 = 5: 10$ 2. $\frac{8}{x} = \frac{4}{9}$ 3. $7: 8 = 4: x$ 4. $4: x = x: 9$ 5. $\frac{2}{3} = \frac{x}{12} = \frac{y}{15}$ 6. $3: 4 = 9: x$ 7. $\frac{5}{10} = \frac{6}{m}$ 8. $4: x = x: 25$ 9. $1: (x + 3) = (x - 3): 7$ 10. $8: 4 = (3 + x): x$	Answer Key: 1. 2 2. 18 3. $\frac{32}{7}$ 46, 6 5. X=8, y=10 6. 12 7. 12 810, 10 94, 4 10. 3
J.	Additional activities or remediation		
V.	REMARKS		
VI.	REFLECTION	Reflect on your teaching and assess yourself as a teach works? What else needs to be done to help the publicational supervisors can provide for you so whe questions.	upils/students learn? Identify what help your

A.	No. of learners who earned 80% of the evaluation	
В.	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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