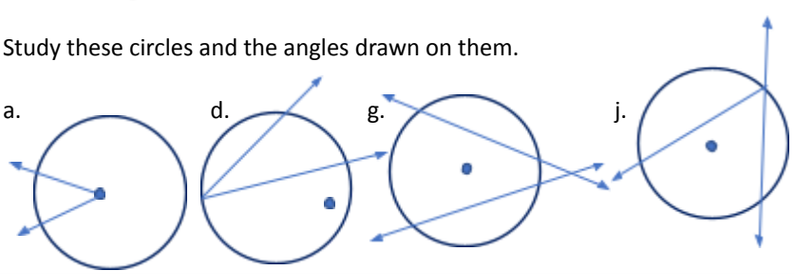
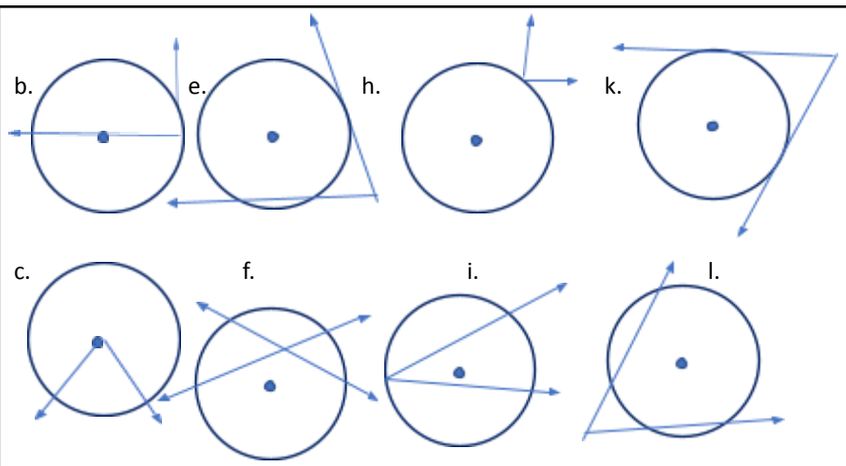
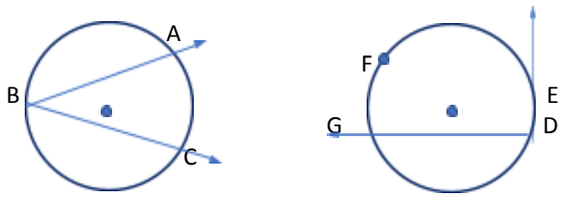
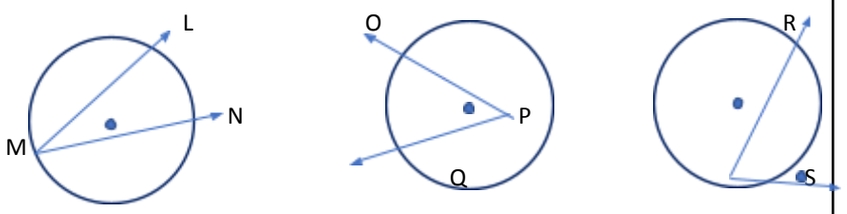
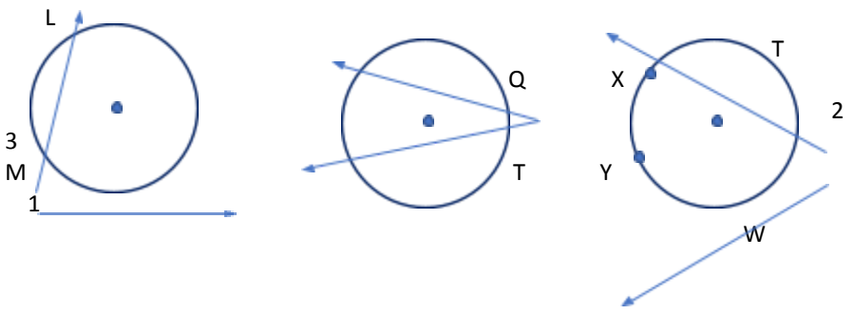
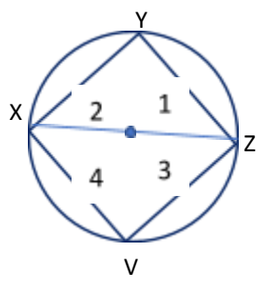
DAILY LESSON LOG OF M7GE-IIIg-1 (Week Seven-Day Three)

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, sizes and geometric relationship.		
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: Illustrates a circle and the terms related to it: radius, diameter, chord, central angle, and inscribed angle. **(M7GE-IIIg-1)** Learning Objectives: 1. Define and illustrate an inscribed angle. 2. Identify an inscribed angle.		
II. CONTENT	Circles and Its Parts		
III. LEARNING RESOURCES	teacher's guide, learner's material		
A. References			
1. Teacher's Guide	Pages 282-285		
2. Learner's Materials	Pages 230-232		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources	Next Century Mathematics pages 501-508		
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	Drill Define or describe these terms (on flash cards) and let the students identify quickly. Radius — secant — major arc Chord — tangent — minor arc Diameter — semicircle — central angle Recall all important terms about a circle and their interrelationship.		
B. Establishing a purpose for the lesson	The teacher lets the students realize that recognizing some geometrical figures and some parts of a circle and its properties are important skills needed to understand the concepts of a circle.		
C. Presenting examples/ instances of the new lesson	The teacher lets the students, in groups of four to do the activity. Let us now focus our attention on angles whose vertex is on a circle and whose sides intersect a circle at a point other than the vertex. Such angle are called inscribed angles. Study these circles and the angles drawn on them. a. d. g. j. 		

	 Which figures on the board satisfy the condition of inscribed angles? Name them. Key Answers: d, j, b, i
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of recognizing an inscribed angle. Take note of these figures. See how the angles are formed.  The teacher asks the students the following questions: 1. What are the names of the angles formed in each figure? 2. What are the names of the arc intercepted by the angle? 3. On both figures, are the vertices of the angles found on the circles? Possible answers: 1. ∠ABC and ∠GDE 2. $\overset{\frown}{AC}$ and $\overset{\frown}{GFE}$ 3. Yes, the vertices are on the circle.
E. Discussing new concepts and practicing new skills #2	Activity 2. The teacher lets the students name an inscribed angles. What are the inscribed angles? ∠LMN, ∠RST  T .

F. Developing mastery (leads to formative assessment 3)	Observe the figures. Do the angles formed are inscribed angles? Why? Possible answer: They do not form an inscribed angle because the vertex is not on the circle. 
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the definition and characteristics of the parts of a circle. He/She will ask questions like: 1. What is an inscribed angle? 2. How did you know that the angle formed is not an inscribed angle? Answers shall be drawn from the students. Possible response: 1. An inscribed angle is an angle whose vertex is on the circle and whose sides are chords of the circle. 2. An angle is not an inscribed angle if the vertex of the angle do not lie on the circle and the sides are not chords of the circle.
I. Evaluating Learning	The teacher lets the student answer individually the formative assessment. Given the figure below, name the inscribed angles.  Answer Key: ∠YXZ, ∠ ZXV, ∠XVZ, ∠VZX, ∠XZY, ∠ZYX
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	

Prepared by:

JAIME M. CABUCOS

MT-1, MCCNHS