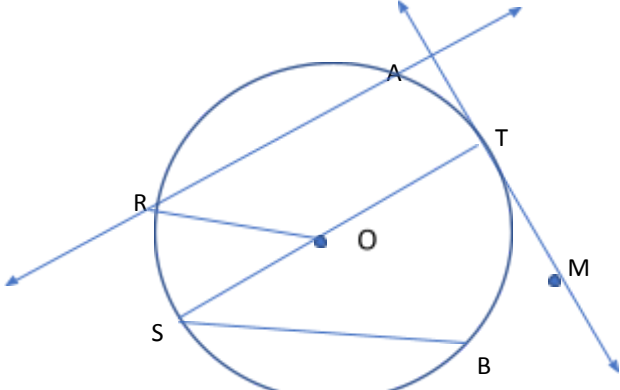
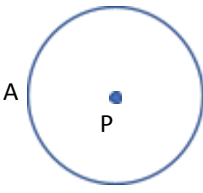
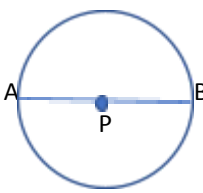
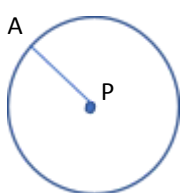
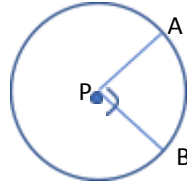
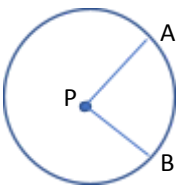
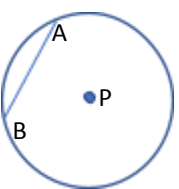
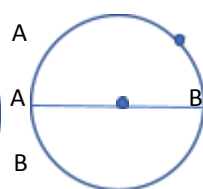
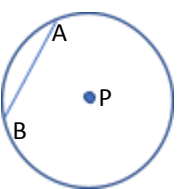
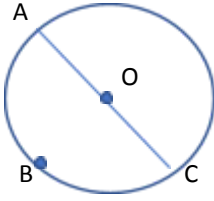
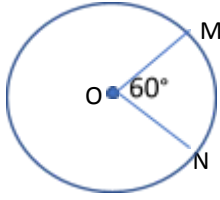


DAILY LESSON LOG OF M7GE-IIIg-1 (Week Seven-Day two)

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: - Define, identify and illustrate - a central angle - a major arc - a minor arc - a semicircle - Differentiate one part of the circle from the other.		
II. CONTENT	Circles and Its Parts (Arcs and Central Angles)		
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: Use the figure - Name the three radii - What is line TM? - Name a diameter. - What do you call line RA? - What do you call segment SB? - Is segment ST also a chord? Why? 		

	Answer key: 1.segments RO, SO and TO 2. tangent 3. segment ST 4. secant 5. chord 6. yes, it is a chord because the endpoints are on the circle.
B. Establishing a purpose for the lesson	The teacher lets the students realize that recognizing the 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 comprehend and say “ If you look at circular shapes in nature and in physical objects, like fruits, bicycle wheels, or tree rings, you will observe that there are parts of the objects. These properties of a circle are the points of the discussion.
D. Discussing new concepts and practicing new skills #1	The teacher lets the students study the figures that he/she will present on the board.  a.  b.  c.  d.  e.  f.  g.  h. - How many parts are determined by segment AB in figure b.? these are called semicircles - Look at figure g, what is the length of the curve with heavy lines? the length of the curve with lighter lines? How are these curve lines named? These are the major arc and the minor arc. - Look at figure h, diameter AB of circle P, separates the circles into two regions. These are arc ACB and arc AB. Since a circle has a degree measure of 360, what is the measure of the semicircle? The measure of the semicircle is 180 degrees. - In figure d, notice that an angle is formed. Where is the vertex of this angle? The angle whose vertex is the center of the circle is called a central angle.
E. Discussing new concepts and practicing new skills #2	The teacher discusses and illustrates thoroughly the definition of some parts of the circle. Given the figures, try to name the following:  $\widehat{ABC}$ is a _____ $m\widehat{ABC}$ = _____  $\widehat{MN}$ is a _____ $m\angle MON$ = _____

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:
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