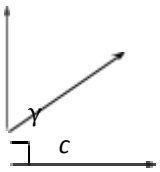
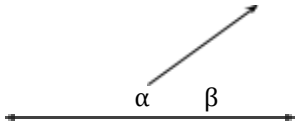
DAILY LESSON LOG OF M7GE –IIIb- 1(Week One-Day One)

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: Derives relationships of geometric figures using measurements and by inductive reasoning; supplementary angles, complementary angles, congruent angles, vertical angles, adjacent angles, linear pairs, perpendicular lines, and parallel lines. **M7GE-IIIb-1** Learning Objectives: 1. Define and illustrate supplementary and complementary angles; 2. Determine the relationship between pairs of angles; and 3. Show cooperation, speed and accuracy in doing the assigned task.		
II. CONTENT	Complementary and Supplementary Angles		
III. LEARNING RESOURCES	teacher's guide, learner's module,		
A. References			
1. Teacher's Guide	Pages 247 - 249		
2. Learner's Materials	Pages 200 - 201		
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	Talk about things that come in pairs. Give examples, and have the students cite their own. Let them briefly explain how the members of each pair are related to each other. Tell the class that angles also form pairs.
B. Establishing a purpose for the lesson	The teacher allows the students to determine the relationship between pairs of angles, the supplementary and complementary angles.
C. Presenting examples/ instances of the new lesson	The teacher divides the class with 3 – 4 members and distributes the activity sheets to every group. The activity is good for 5 minutes. With the use of protractor, determine the measures of the angles marked with letters and answer the questions that follow: 1.)  2.)  Figure 1 Figure 2 Questions: 1.) What are the measures of the following angles: Figure 1: ∡γ and ∡c, Figure 2: ∡α and∡ β? 2.) What is the sum of the measures of angles γ and c in figure 1? 3.) How about angles α and β of figure 2? Possible Answers: 1.) Depends on the actual measurement 2.) 90° 3.) 180°
D. Discussing new concepts and practicing new skills #1	The teacher explains with the students the process of arriving at the answer in Activity. He or She also discusses their observations regarding the sum of the measures of the angles in figures 1 & 2. He or She tells them that the sum of the measures of angles in figure 1 is known as Complementary angles while in figure 2 is called the supplementary angles.
E. Discussing new concepts and practicing new skills #2	The teacher discusses and illustrates the definition of complementary and supplementary angles as presented on page 200 of Learner's Material.
F. Developing mastery (leads to formative assessment 3)	By pair, the teacher lets the students answer the following exercise for 7 minutes. A. What is the complement of each of the angles whose measures are given?

<table>
<tr><td></td><td>1.) 27°
2.) 80°
3.) (33 + x)°
B. What is the supplement of each of the angles whose measures are given?
1.) 45°
2.) 165°
3.) (157 + y)°
C. Find the measure of each angle.
1.) If ∡X and ∡Y are supplementary then, m∡X + m∡Y = _____.
2.) If the m∡O + m∡P = 90 then, ∡O and ∡P are _____.

Answer Key:
A. 1.) 63°
2.) 10°
3.) (57 – x)°

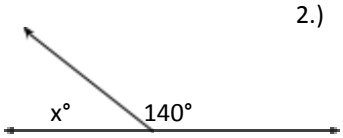
B. 1.) 135°
2.) 15°
3.) (23 – y)°
C. 1.) 180°
2.) complementary</td></tr>
<tr><td>G. Finding practical applications of concepts and skills in daily living</td><td></td></tr>
<tr><td>H. Making generalizations and abstractions about the lesson</td><td>The teacher asks the following questions to the students. (3minutes)
1.) What have helped the group accomplish the task?
2.) How to determine that the two angles are complementary and supplementary?

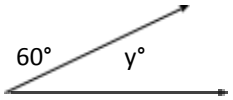
Possible Response:
1.) Cooperation or Teamwork within the members
2.) The two angles are complementary if the sum of their measures is 90°.
The two angles are supplementary if the sum of their measures is 180°.</td></tr>
<tr><td>I. Evaluating Learning</td><td>The teacher lets the students answer individually the formative assessment for 5 minutes.

A. Complete the table below: Give the complement and supplement of each angle.

<table>
<tr><th>GIVEN MEASUREMENT OF ONE ANGLE</th><th>COMPLEMENT ANGLE</th><th>SUPPLEMENT ANGLE</th></tr>
<tr><td>1.) 55°</td><td></td><td></td></tr>
<tr><td>2.) 70.5°</td><td></td><td></td></tr>
<tr><td>3.) (45 + x)°</td><td></td><td></td></tr>
</table>

B. Find the measure of each angle.</td></tr>
</table>

<table>
<tr><td></td><td>1.) 2.)
 

Answer Key:
A.<table><tr><th>COMPLEMENT ANGLE</th><th>SUPPLEMENT ANGLE</th></tr><tr><td>1.) 35°</td><td>125°</td></tr><tr><td>2.) 19.5°</td><td>109.5°</td></tr><tr><td>3.) (45 – x)</td><td>(135 – x) °</td></tr></table>B. 1.) x = 40° 2.) y = 30°</td></tr>
<tr><td>J. Additional activities or remediation</td><td>Find the measures of two complementary angles if their difference in measure is 12.

Answer: 39 and 51

(NOTE: Depending on the level of mastery of the students)</td></tr>
<tr><td>V. REMARKS</td><td></td></tr>
<tr><td>VI. REFLECTION</td><td>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.</td></tr>
<tr><td>A. No. of learners who earned 80% of the evaluation</td><td></td></tr>
<tr><td>B. No. of learners who require additional activities for remediation who scored below 80%</td><td></td></tr>
<tr><td>C. Did the remedial lesson work? No. of learners who have caught up with the lesson.</td><td></td></tr>
<tr><td>D. No. of learners who continue to require remediation</td><td></td></tr>
<tr><td>E. Which of my teaching strategies worked well? Why did these work?</td><td></td></tr>
<tr><td>F. What difficulties did I encounter which my principal or supervisor can help me solve?</td><td></td></tr>
<tr><td>G. What innovation or localized materials did I use/ discover which I wish to share with other teachers</td><td></td></tr>
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Prepared by:

Math Teacher