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.			
В.	Performance Standards	The learner is able to create models of plane figures and formulate and solve			
c.	Learning Competencies/ Objectives	accurately authentic problems involving sides and angles of a polygon. Learning Competency: Derives relationships of geometric figures using measurements and by inductive reasoning; supplementary angles, complementary angles, complementary angles, complementary 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.			
11.	CONTENT	Complementary and Supplementary Angles			
"".	LEARNING RESOURCES	teacher's guide, learner's module,			
Α.	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				
В.	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,			

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?		
E.	and practicing new skills #1 Discussing new concepts and practicing new skills #2	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. The teacher discusses and illustrates the definition of complementary and supplementary angles as presented on page 200 of Learner's Material.		
C.	Presenting examples/ instances of the new lesson Discussing new concepts	angles, the supplementary and complementary angles. The teacher divides the class with 3 – 4 members and distributes the activisheets to every group. The activity is good for 5 minutes. With the use of protractor, determine the measures of the angles marked wiletters and answer the questions that follow: 1.) 2.) Figure 1 Figure 2 Questions: 1.) What are the measures of the following angles: Figure 1: 4γ and 4c, Figure 2: 4α and 4β? 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° The teacher explains with the students the process of arriving at the answer		
В.	Establishing a purpose for the lesson	The teacher allows the students to determine the relationship between pairs of angles, the supplementary and complementary angles.		
A.	Review previous lesson or presenting the new lesson	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. 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.		

		1.) 27°		
		2.) 80°		
		3.) (33 + x)°		
			ement of each of the angle	es whose measures are
		given?		
		1.) 45°		
		2.) 165°		
		3.) (157 + y)°		
		C. Find the measure of each angle.		
		1.) If \$\text{4}\$X and \$\text{4}\$Y are supplementary then, m\$\text{4}\$X + m\$\text{4}\$Y =		
		2.) If the m₄O + m₄P = 90 then, ₄O and ₄P are		
		Answer Key:		
		A. 1.) 63°		
		2.) 10°		
		3.) (57 – x)°		
		B. 1.) 135°		
		2.) 15°		
		3.) (23 – y)° C. 1.) 180°		
		2.) complementar	V	
G.	Finding practical	,,	7	
	applications of concepts			
	and skills in daily living			
	, 5			
		The teacher asks the following questions to the students. (3minutes)		
		1.) What have helped the group accomplish the task?		
١	Making ganavalinations		ne that the two angles	are complementary and
п.	Making generalizations	supplementary?		
	and abstractions about			
	the lesson	Descible Despera		
		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°.		
		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.		
ı.	Evaluating Learning	GIVEN MEASUREMENT	COMPLEMENT ANGLE	SUPPLEMENT ANGLE
		OF ONE ANGLE		
		1.) 55°		
		2.) 70.5°		
		3.) (45 + x)°		
		B. Find the measure of each angle.		
		b. Find the measure of eac	iii aiigie.	
			+	

		1.) 2.)		
			,	
			500	
		x° 140°	60° y°	
		Anguar Kay	-	
		Answer Key:		
		COMPLEMENT ANGLE	SUPPLEMENT ANGLE	
		1.) 35°	125°	
		2.) 19.5°	109.5°	
		3.) (45 – x)	(135 – x) °	
		B. 1.) x = 40° 2.) y = 30°	(133 A)	
		2.,, y 30		
		Find the measures of two complement	tary angles if their difference in measure	
١.	Additional activities as	is 12.		
J.	Additional activities or			
	remediation	Answer: 39 and 51		
		(NOTE: Depending on the level of maste	ery of the students)	
V.	REMARKS			
	REFLECTION	Reflect on your teaching and assess yourself as a teacher. Think about your		
VI.		· -	nat 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.		
Α.	No. of learners who earned 80%	provide for you so when you meet them 	i, you can ask them relevant questions.	
\ \text{\chi}	of the evaluation			
В.	No. of learners who require			
	additional activities for			
	remediation who scored below 80%			
	00/0			
C.	Did the remedial lesson work?			
	No. of learners who have caught			
	up with the lesson.			
D.	No. of learners who continue to			
J.	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			
	Countries			
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Prepared by:

Math Teacher