DAILY LESSON LOG OF M9GE-IVf-g-1(Day One)

School		Grade Level	Grade 9
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Fourth
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 the basic concepts of trigonometry.		
B. Performance Standards	The learner is able to apply the concepts of trigonometric ratios to formulate and solve real-life problems with precision and accuracy.		
C. Learning Competencies/ Objectives	Learning Competency: Illustrates laws of sines and cosines (M9GE-IVf-g-1) Learning Objectives: 1. Identify oblique triangles 2. State the law of sines 3. Illustrate the law of sines 3. Appreciate the importance the law of sine in solving problems involving oblique triangles		
II. CONTENT	Illustrating the Law of Sines		
III. LEARNING RESOURCES			
A. References	Press, Inc. Makati City.	nodule ade 9 Mathematics Patterns and 2014). e-math 9. Rex Bookstore,	
1. Teacher's Guide pages			·
2. Learner's Materials pages	pp. 477-496		
3. Textbook pages	Grade 9 Mathematics Patte e-math 9: pp. 412-420	rns and Practicalities: pp. 468 - 4	78
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources / Materials	Activity sheets, instruction	onal materials, scientific calcul	ator
IV. PROCEDURES	pupils/students will learn we students which you can infer fi providing pupils/students with their learning processes, and	across the week. Spread out the ell. Always be guided by demonstrom formative assessment activities. In multiple ways to learn new thing draw conclusions about what the pleage. Indicate the time allotment for	ration of learning by the pupils/ Sustain learning systematically by gs, practice the learning, question by learned in relation to their life
A. Review previous lesson or presenting the new lesson	triangles on the board. He/s guide questions: 1. The triangles we see aroupictures of objects that are patterns? Do the triangles we see aroupictures of objects that are patterns? Do the triangles we see aroupictures of the pictures of t	sify the things in your list and tho ? What is your basis for classifying the triangle? Give your definition l. Prvation, how would you classify	ok at the pictures Below. (Post an you see the triangular ght angle? east two things around that e called oblique triangles. ve listed. Find out what ose that were posted on the ng them as such?

	 No The students answer may vary, depending upon how the room was structured. The triangles do not contain a right angle. The triangles may be classified as acute triangles or obtuse triangles. Your students may state the definition of oblique triangles in several ways. What is important is that they realize that all oblique triangles do not contain a right angle. Oblique triangles may be classified into two. These are: acute triangles and obtuse triangles. The teacher calls some students to share their answers to the class.
B. Establishing a purpose for the lesson	The teacher lets the students realize that there are some real life problems that involve oblique triangles. And since these triangles do not contain right angles, using the trigonometric ratios involving right triangle is not applicable to these types of triangles. These types of triangles can be solved using either the law of sines or the law of cosines.
	The teacher lets the students answer the Oral Exercises which is found on pages 478 – 479 of the learner's module. Answer Key:
C. Presenting examples/ instances of the new lesson	1.105°; obtuse triangle 2.90°; neither 3.85°; acute triangle 4.60°; 60°; acute triangle 5.55°; acute triangle 6.110°; obtuse triangle 7.65°; neither 8.25°; obtuse triangle 9.92°; obtuse triangle 10.80°; acute triangle
D. Discussing new concepts and practicing new skills #1	The teacher lets the students, by pair, answer Activity 1, which is found on page 480 of the learner's module. Possible answers: 1. Any of the following answers is correct — • All triangles are oblique • 3 parts of each triangle are given, while the other three are missing • In some triangles, the measures of two angles and one side are given. In others, the measures of two sides and the angle one of these sides are given. 2. Any of the following answers is correct — • Based on the measures of the angles and the general appearance of the triangles, some students may group them as acute triangles or obtuse triangles. • Based on the parts whose measures are given, some students may group them as follows: □ triangles whose measures of two sides and an angle opposite one of these sides are given □ triangles whose measures of two angles and a side are given (Note: The second basis for grouping is what is desired in this activity. If in case you cannot elicit this answer from your students, ask them additional questions that will lead them to it.) 3. No to both
E. Discussing new concepts and practicing new skills #2	The teacher discusses thoroughly the derivation of the Law of Sines by following the procedures of Activity 2: Exploring Possibilities, which is found on page 480 of the learner's module. He/she discusses Illustrative example 1: SAA case. (Refer to page 481 of the learner's module) The teacher may give another illustrative example on the SAA case. (optional)
F. Developing mastery (leads to formative assessment 3)	and the second of the second o
G. Finding practical applications of concepts and skills in daily living	

H. Making generalizations and abstractions about the lesson	The teacher lets the students summarize the lesson by asking the following questions: 1. What are oblique triangles? 2. How can we solve oblique triangles? 3. State the formula of the Law of Sines. 4. What are the cases or given information of an oblique triangle where we can use the Law of Sines? Answer Key: 1. Oblique triangles are triangles which do not contain any right triangle. 2. We can solve oblique triangles by using the law of sines or the law of cosines. 3. In any ΔABC, \$\frac{\sinsin A}{a} = \frac{\sinsin B}{b} = \frac{\sinsin C}{c}\$ 4. We can use the law of sines in solving an oblique triangle if the following information are given: \[\textstyle{\t
I. Evaluating Learning J. Additional activities or	The teacher lets the students answer the following activity individually. Directions: Determine which trigonometric law to apply: sine or cosine. 1. 8 8 8 2. 10 15 2. 12 3. 3. 4 8 Answer Key: 1.cosine law 2. cosine law 3. sine law 4. sine law 5. sine law 5. sine law 5. sine law 6. sine law 6. sine law 7. sine law 7. sine law 7. sine law 8. sine law 9. sine law
remediation	

٧	. REMARKS
V	I. REFLECTION
Α.	No. of learners who earned
A.	80% of the evaluation
	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
D.	continue to require
	remediation
	TETTICUIALIUTI
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
J.	materials did I use/ discover
	which I wish to share with
	other teachers

Prepared by:

VIRNA MARIE C. PORIO

Paknaan National HS