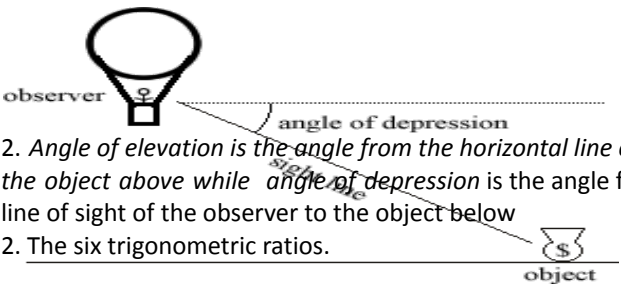


DAILY LESSON LOG OF M9AL-IIj-1

School	CANDUMAN NATIONAL HIGH SCHOOL	Grade Level	Grade 9
Teacher	JOEYNEIL F. DEMAPE	Learning Area	Mathematics
Teaching Date and Time	Day-1	Quarter	Fourth
I. OBJECTIVES	<i>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.</i>		
A. Content Standards	The learner demonstrates understanding of 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 angles of elevation and angles of depression M9GE-IVd-1 Learning Objectives: 1. Recall on concepts of angle of elevation and depression ; 2. Illustrate angle of depression 3. Solve real life problems involving angle of elevation and depression. 4. Display teamwork in doing in today's task.		
II. CONTENT	Angle of Elevation		
III. LEARNING RESOURCES	teacher's guide, learner's module,		
A. References			
1. Teacher's Guide	Pages		
2. Learner's Materials	Pages 457-464		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources			
IV. PROCEDURES	<i>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.</i>		
A. Review previous lesson or presenting the new lesson	The teacher asks the students about the previous topic angle of elevation		
B. Establishing a purpose for the lesson	The teacher lets the students realize that identifying the angle of depression is important in solving real-life problems.		
C. Presenting examples/ instances of the new lesson	The teacher will ask the following questions? 1. What is angle of depression? 2. What is the difference between angle of elevation and angle of depression 2. What should we use in solving for the missing measurement of a right angle? Possible Answers		

	1. <i>The angle of depression</i> is the angle from the horizontal to the line of sight of the observer to the object below . <i>The line of sight</i> is an imaginary line that connects the eye of an observer to the object being observed.  2. <i>Angle of elevation</i> is the angle from the horizontal line of sight of the observer to the object above while <i>angle of depression</i> is the angle from the horizontal to the line of sight of the observer to the object below 2. <u>The six trigonometric ratios.</u>
D. Discussing new concepts and practicing new skills #1	The teacher will be divided the class in to 5 groups each group will be provided manila papers to answer Activity : 2 on page 468 Who Am I and answer the following questions. Questions: 1. What did you realize in the activity? 2. Did the activity help you remember the concept of angles of elevation and depression? 3. How do you differentiate an angle of elevation from an angle of depression?
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to formative assessment 3)	The teacher will present another problem to let the each group answer. Illustrate the following situations. 1. From an airplane at an altitude (height) of 1200 m, the angle of depression to a rock on the ground measures 28°. 2. From a plane flying due east at 265 m above sea level, the angles of depression of two ships sailing due east measure 35° and 25°. Guide Questions: 1. What did you realize in the activity? 2. Did the Activity help you remember the concept of angles of elevation and depression?
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical skills or principles that are needed to differentiate angle of elevation from angle of depression. 1. What is angle of depression? 2. How will you illustrate angle of elevation ? 3. What is the difference between angle elevation from angle of depression
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment Draw and label a picture for each problem.

	1. A boy who is on the second floor of their houses watches his dog lying on the floor. The angle between his eye level and his line of sight is 32 degrees. 2. From the top of a vertical cliff 40 m high, the angle of depression of an object that is level with the base of the cliff is 34 degrees. 3. A person stands at the window of a building so that his eyes are 12.6 m above the level ground. An object is on the ground 58.5 m away from the building on a line directly beneath the person 4. The angle of depression from a balloon on a 75-foot string to a person on the ground is 36The angle of depression from a balloon on a 75-foot string to a person on the ground is 36 degrees . How high is the balloon? . How high is the balloon? 5. From the top of a 120-foot-high tower, an air traffic controller observes an airplane on the runway at an angle of depression of 19 degrees
J. Additional activities or remediation	
V. REMARKS	
VI. REFLECTION	<i>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.</i>
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	