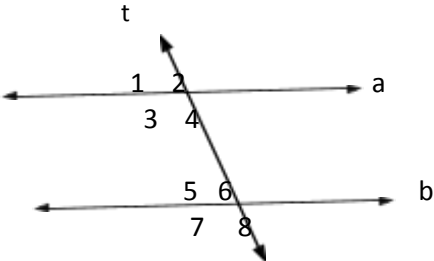
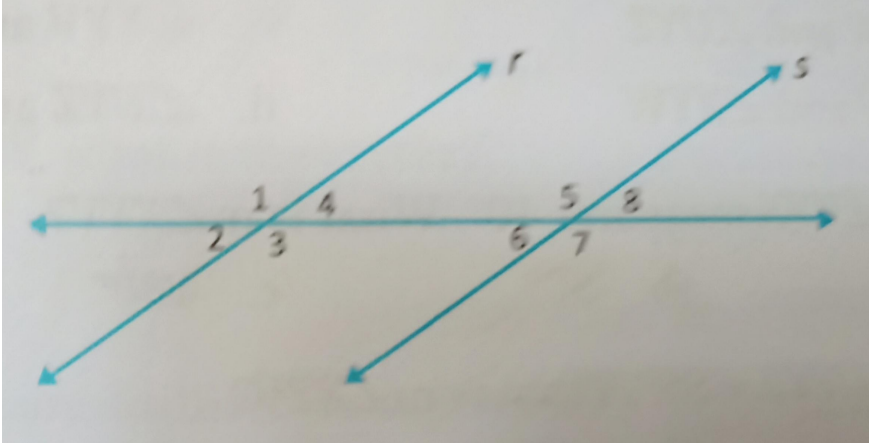


DAILY LESSON LOG OF M7GE-IIIc-1 (DAY ONE)

School		Grade Level	Grade 7
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	THIRD
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 the Formative Assessment Strategies. Valuing objectives support the learning 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 standard	The learner demonstrate understanding of the key concepts of geometry of shapes and sizes and geometric relationships.		
B. Performance Standards	The learner is able to derives relationships among angles formed by parallel line cut by a transversal and by inductive reasoning		
C. Learning Competencies/ Objectives	Learning Competency: derives relationships among angles formed by parallel lines cut by a transversal using measurement and by inductive reasoning. (M7GE-IIIc-1) 1. Describes the angles formed by parallel lines cut by a transversal 2. Name the angles formed by parallel lines cut by a transversal 3. Display appreciation in deriving angles formed by parallel lines cut by a transversal using inductive reasoning.		
II. CONTENT	Angles formed by parallel lines cut by a transversal; interior; exterior, same side interior and same side exterior angles.		
III. LEARNING RESOURCES			
A. References	Teacher’s Guide and learner’s Material		
1. Teacher’s Guide	Pages 246-256		
2. Learner’s Materials	Pages 202- 205		
3. Textbook Pages			
4. Additional Materials from the 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 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 will review the previous lesson through question like: 1. How will you describe parallel lines?		
B. Establishing a purpose for the lesson	The teacher lets the students realize that inductive reasoning is useful skill to determine measures of angles when parallel lines are cut with a transversal line.		
C. Presenting examples/ instances of the new lesson	The students will describe a transversal line based on the given figure. Line a and line b are parallel lines cut by transversal line t. How will you describe a transversal line?  Possible answer: A transversal is a line that intersects the two or more lines .		

D. d	The teacher discusses the different pairs of angles formed when two lines are cut by transversal. He/she will present the following of angles as represented using the figure: Interior angles: $\angle 3, \angle 4, \angle 5$, and $\angle 6$ Exterior angles: $\angle 1, \angle 2, \angle 7$, and $\angle 8$ Same side interior angles: $\angle 3$ and $\angle 5$, $\angle 4$ and $\angle 6$ Same side exterior angles: $\angle 2$ and $\angle 8$, $\angle 1$ and $\angle 7$
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to formative assessment 3)	The students will work by pair in answering the exercise: Identify the following using the figure where line p is parallel to line q.
	a. 2 pairs of same side interior angles b. 2 pairs of same side exterior angles c. transversal line d. 4 interior angles e. 4 exterior angles Answer Key: a. $\angle 3$ and $\angle 5$, $\angle 4$ and $\angle 6$ b. $\angle 1$ and $\angle 7$, $\angle 2$ and $\angle 8$ c. line t d. $\angle 3, \angle 4, \angle 5$, and $\angle 6$ e. $\angle 1, \angle 2, \angle 7$, and $\angle 8$
G. Finding practical applications of concepts and skills in daily living	
H. Making Generalizations and abstraction about the lesson	The teacher summarizes the definition of exterior, interior, transversal, same side interior and exterior angles through questions like: 1. What is a transversal line? 2. What is an interior angle? exterior angle? 3. What is same side interior angle? same side exterior angle? Possible responses: 1. A transversal is a line that intersects the two or more lines . 2. Interior angles are the four angles formed inside the parallel lines while exterior angles lie outside the parallel lines. 3. Same side interior angles are pair of interior angles that lie on the same side of the transversal while same side exterior angles are pair of exterior angles that lie on the same side of the transversal.
I. Evaluating Learning	The teacher lets the students work individually the formative assessment.

	Use the given plane figure.  Assume that $r \parallel s$ 1. Name all interior angles 2. Name all exterior angles 3. Name two pairs of same side interior angles. 4. Name two pairs of same side exterior angles. Answer Key: 1. $\angle 3, \angle 4, \angle 5,$ and $\angle 6$ 2. $\angle 1, \angle 2, \angle 7,$ and $\angle 8$ 3. $\angle 3$ and $\angle 6$, $\angle 4$ and $\angle 5$ 4. $\angle 1$ and $\angle 8$, $\angle 2$ and $\angle 7$
J. Additional Activities or remediation	
V. REMARKS	
VI. REFLECTION	<i>Reflect on you 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	
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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