DAILY LESSON LOG OF M9GE-IIIe-1(Day Two)

School		Grade Level	Grade 9
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 parallelograms and triangle similarity.		
B. Performance Standards	The learner is able to investigate, analyze, and solve problems involving parallelograms and triangle similarity through appropriate and accurate representation.		
C. Learning Competencies/ Objectives	Learning Competency: Solves problems involving parallelograms, trapezoid, and kites(M9GE-IIIe-1) Learning Objectives: 1. Identify the properties and theorems of a parallelogram 2. Solve problems involving rectangle, rhombus, and square 3. Show critical thinking skills in solving problems involving rectangle, rhombus, and square		
II. CONTENT	Solving Problems Involving S	Special Parallelograms	
III. LEARNING RESOURCES			
A. References	Teacher's guide, Learner's module Oronce, O.& Mendoza, M.(2014). e-math 9. Rex Bookstore, Inc. Sampaloc, Manila. Dacanay, C. et. al.(2017).Empowering Through Math 9.Ephesians Publishing Inc., Quezon City.		
1. Teacher's Guide pages			
2. Learner's Materials pages	pp. 309-344		
3. Textbook pages	Empowering Through Math e-math 9, 238-269	9, pp.222-228	
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources /Materials	activity sheets, instructiona	l materials	
IV. PROCEDURES	that pupils/students will led pupils/ students which you systematically by providing practice the learning, quest	e across the week. Spread out in well. Always be guided by de can infer from formative assessmig pupils/students with multiple ion their learning processes, and heir life experiences and previous	monstration of learning by the nent activities. Sustain learning ways to learn new things, a draw conclusions about what
A. Review previous lesson or presenting the new lesson	The teacher lets the students recall and identify the properties and theorems on parallelograms by answering the activity below with a partner. Directions: Complete the following statements. 1. A rectangle, rhombus, and are all parallelograms. 2. A rectangle has four angles and a rhombus has four sides. 3. A is both a rectangle and a rhombus. 4. A parallelogram is a rectangle if:		

Answer key: 1. square 2. right, congruent 3. square 4. right, congruent, 5. congruent, perpendicular, opposite 6. congruent The teacher calls some students to share to the class the answer for each number and ask the students the following guide question: 1. What are the properties of a parallelogram? Are these properties also true to that of a rectangle, rhombus, and square? Explain your answer. Properties of a parallelogram(see page 344 of the Learner's Module) Yes. Squares have all the properties of rectangles and rhombuses. Because rectangles and rhombuses are both parallelograms, they have all the properties of a parallelogram. 2. What are the theorems on a rectangle? rhombus? square? (See page 344 of the Learner's Module) The teacher explains to the students that there are a lot of real-life situations or problems that can be modelled or solved using the properties or theorems on Establishing a purpose for rectangle, rhombus, and square. And to be able to solve these problems easily, the lesson one must memorize or familiarize the properties and theorems about the parallelograms, rectangles, rhombus, and square. The teacher explains and illustrates how to solve problems involving parallelograms. He/she explains the following steps in solving each problem: 1. Read and understand the problem/situation given. 2. Identify the property/theorem to be used base on the parallelogram given. 3. Formulate the equation. 4. Solve the equation. 5. Check your solution/s. 1. Quadrilateral LOVE is a rectangle. L a. Given: $m\angle E = (x + 40)^{\circ}$ and $m\angle V = (2x - 10)^{\circ}$. Find the value of x. Solutions: A rectangle has four right triangles. *m∠E = 90* x + 40 = 90x = 50 $m \angle V = 2x - 10$ C. Presenting examples/ 2x - 10 = 90instances of the new lesson 2x = 100x = 50b. Given: LV = 3x + 1 and EO = 21 - 2x. Find the value of x. Solutions: Diagonals of a rectangle are congruent. LV = EOHence, 3x + 1 = 21 - 2xx = 42. Quadrilateral ROAD is a rhombus. If $m \angle ROA = 108^{\circ}$, find: a. m∠ROB b. m∠ORB c. m∠ORD 1. In the rhombus, diagonal OD bisects $\angle ROA$ and $\angle RDA$. So, $m\angle ROA = 108^{\circ} = 2m\angle ROA$ Thus, $m \angle ROB = 54^{\circ}$. 2. In right \triangle ROB, acute angles \angle ROB and \angle ORB are complementary.

	T		
	$m \angle ORB = 90^{\circ} - m \angle ROB$		
	= 36°		
	3. m∠ORD = 2m∠ORB		
	3. MZORD = 2MZORB = 2(36°)		
	- 2(30) = 72°		
	C. Quadrilateral CART is a square. Find m∠TPC and m∠TAC. R		
	1. m∠TPC		
	2. m∠TAC A L_C		
	Solutions:		
	1. m∠TPC = 90°		
	2. m∠TAC = 45°		
	The teacher lets the students, in groups of three, answer the following.		
	1. If SAME is a rhombus with \angle AMS = $(9x + 15)^{\circ}$ and \angle EMS = $(8x + 17)^{\circ}$, find m \angle ESA.		
	1. If SAIVE is a Hioribus with ZAIVIS = $(9x + 15)$ and ZEIVIS = $(6x + 17)$, find Hizesa. Answer: m∠ESA = 66°		
D. Discussing new concepts			
and practicing new skills #1			
	2. If SAME is a square with AR = $(x+5)$ cm and MS = $(4x-6)$ cm, Find RE.		
	Answer: RE = 13		
	The teacher calls some students to show and explain the solutions of the activity.		
5 Diametra and			
E. Discussing new concepts and			
practicing new skills #2			
F. Developing mastery (leads to formative assessment 3)			
G. Finding practical applications	The teacher lets the students reflect on the following question:		
of concepts and skills in daily	Why do you think there many objects that are rectangular in shape?		
living	(Student's answers may vary)		
	The teacher lets the students summarize the lesson by answering the following questions:		
	What are the steps in solving problems involving rectangle, rhombus, and square?		
	2. What are the properties/theorems of a rectangle? rhombus? square?		
	Answers:		
	1.		
	Read and understand the problem/situation given.		
	 Identify the property/theorem to be used base on the parallelogram given. Formulate the equation. Solve the equation. Check your solution/s. 		
	2.		
	Properties of a Rectangle:		
H. Making generalizations and	1. All the properties of a parallelogram		
abstractions about the lesson	2. It has four right angles.		
	2 Its diagonals are congruent		
	3. Its diagonals are congruent. 4. Each diagonal hisects the angles of the rhombus		
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	3. AE =
	4. m∠AVY =
	F E 5. m∠FEA =
	II. Solve for x and y in each parallelogram.
	1. ABCD is a rhombus. Find the value of x if BC = 3x and CD = x + 2.
	АВ
	D
	2. HOPE is a rectangle with diagonals intersecting at W. Given HO = 8x - 13 and
	EP = 7x+11.
	н о
	E
	Answer Key:
	I.
	i. 1. 7
	2. 7
	3. 14
	4. 90°
	5. 45°
	II. 1. 1
	2. 24
J. Additional activities or	
remediation	
V. REMARKS	
VI. REFLECTION	
A N. Cl.	
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80% of the evaluation	
B. No. of learners who require	
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G.	What innovation or localized	
	materials did I use/ discover	Objects inside the classroom that are rectangular in shape
	which I wish to share with	
	other teachers	

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