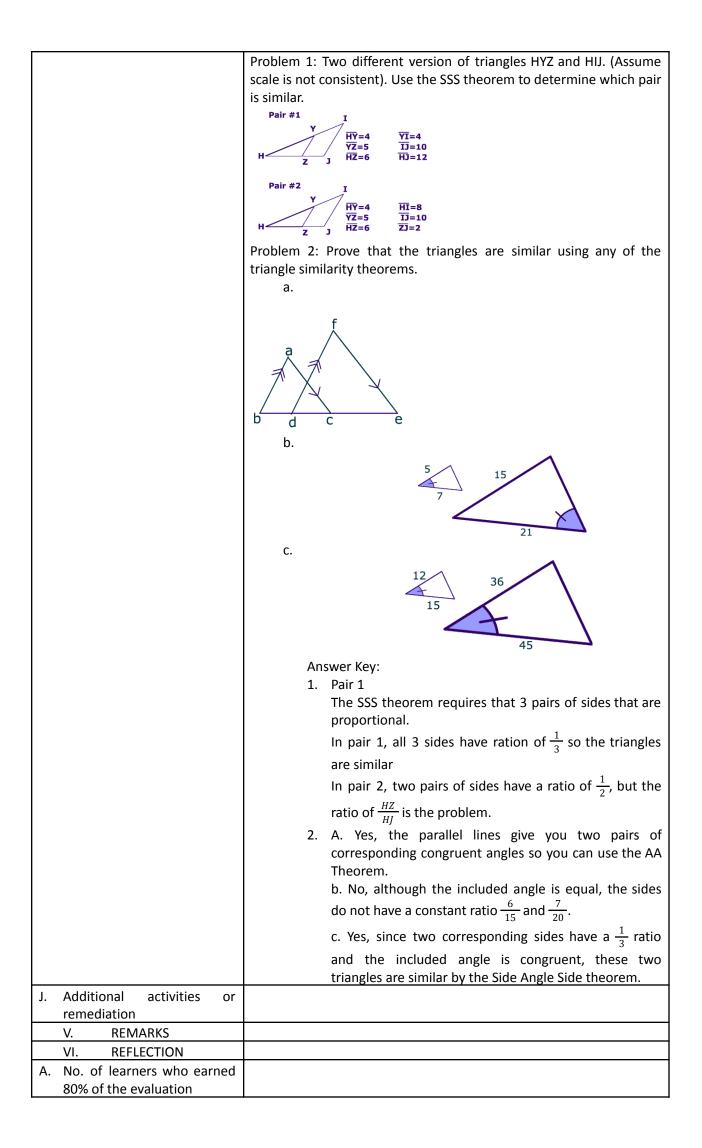
## DAILY LESSON LOG OF M9GE-IIIi-1 (Day 1)

School			Grade Level	Grade 9
Teacher			Learning Area	Mathematics
Teaching Date and Time			Quarter	Third
	I. OBJECTIVES			
A.	Content Standards	The learner demonstrates understanding of key concepts of parallelograms and triangle similarity.		
B.	Performance Standards	The learner is able to investig	•	
		involving parallelograms and tria	ingle similarity th	rough appropriate
		and accurate representation.		
C.	Learning Competencies/	Learning Competency: Applies th	eorems to show t	hat given triangles
	Objectives	are similar (M9GE – IIIi – 1) Learning Objectives:		
		1. State the SSS, SAS Theorems ar	nd the AA nostulat	e
		2. Apply the theorems to show th	•	
		3. Display respect for others in do	-	
	II. CONTENT	Triangle Similarity Postulates and	Theorems	
	III. LEARNING			
	RESOURCES			
	A. References			
	1. Teacher's Guide	Pages 200 274		
	<ol> <li>Learner's Materials</li> <li>Textbook pages</li> </ol>	Pages 369-374		
	4. Additional Materials			
	from Learning Resource			
	(LR) portal			
	B. Other Learning	https://www.mathwarehouse.com	m/geometry/simila	ar/triangles/simila
	Resources	r-triangle-theorems.php		
	IV. PROCEDURES			
A.	Review previous lesson or	The teacher reviews the "Similari	•	
	presenting the new lesson	1. Angle-Angle (AA) Similarity Pos are congruent to two angles of		- 1
		similar.	another, then the	triangles must be
		2. Side-Side-Side (SSS) Similarit	y Theorem - If t	he lengths of the
		corresponding sides of two tri		· ·
		triangles must be similar. (This is	_	• •
		3. Side-Angle-Side (SAS) Similar	•	-
		triangle is congruent to an angle of the sides including these	-	- 1
		triangles must be similar. (This is	-	
B.	Establishing a purpose for	The teacher lets the students r		
	the lesson	very important in determining the	•	
C.	Presenting examples/	The teacher may use the followir	ng activity to apply	the theorem that
	instances of the new lesson	shows the similarity of triangles.		
		"Tell me the height, please"	llowing guestiess	
		Using the theorem, answer the form to you know how to find the he		ol flagnole without
		directly measuring it?	ibile of your school	maspoie without
D.	Discussing new concepts and	The teacher discusses with the stude	ents the answer of th	ne previous activity.
	practicing new skills #1			·
		Answer Key:	, , ,	4 - 6 4 1 - 4 1 1
		height of a flagpole lenght of the shadow cast by the flagpole	$r = \frac{heigh}{lenght of the sh}$	t of the student adow cast by the studen
		Example:		-
		Length of the shadow cast by the flag	gpole = 15ft.	
		Height of the student = 5ft.  Length of the shadow cast by the stu	dent = 3ft	
		Length of the shadow cast by the stu	aciit - Jit.	

		Solution: $\frac{x}{15} = \frac{5}{3}$
		3x = 75
		x = 25
E.	Discussing new concepts and	
	practicing new skills # 2	
F.	Developing mastery (Leads to formative assessment3)	Working in pairs, the teacher lets the students answer the following exercise.
		Solve for the unknown.  1. Triangle HYV and triangle AYB are similar by the AA similarity theorem. What is the value of x?
		2. Study the diagram. Find the value of x, the distance between T and E.  T and E.  T x E v
		3. Given triangle DAR and KMR. What is the value of y?  D A A Answer Key: 1. 40.375 2. 5.625
		3. 9.625
G.	Finding practical applications of concepts and skills in daily living	
H.	Making generalizations and abstractions about the lesson	The teacher summarizes with the students the theorems that show the similarity of triangles.  1. Angle-Angle (AA) Similarity Postulate - If two angles of one triangle are congruent to two angles of another, then the triangles must be similar.  2. Side-Side-Side (SSS) Similarity Theorem - If the lengths of the corresponding sides of two triangles are proportional, then the triangles must be similar. (This is like SSS congruency)  3. Side-Angle-Side (SAS) Similarity Theorem - If an angle of one triangle is congruent to an angle of a second triangle and the lengths of the sides including these angles are proportional, then the triangles must be similar. (This is like SAS congruency).
I.	Evaluating Learning	The teacher lets the students answer individually the following
		problems.



B.	No. of learners who require additional activities for remediation who scored below 80%	
C.	Did the remediation lesson work? No. of learners who have caught up with the lesson.	
D.	No. of learner 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 of localized materials did I wish to share with other reachers.	

Prepared by:

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