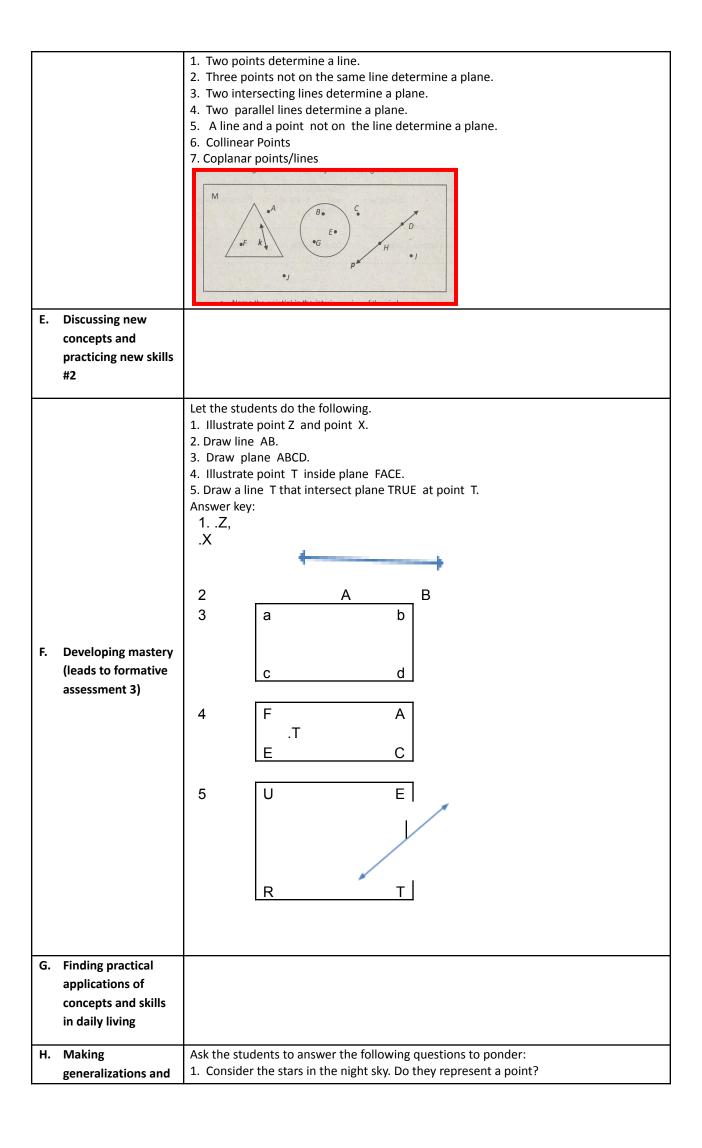
DAILY LESSON LOG OF M7GE-IIIa-1 (Week One-Day One)

	School	Grade Level	Grade 7		
	Teacher	Learning Area	Mathematics		
Те	aching Date and Time	Quarter			
l.	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.			
Α.	Content Standards	The learner demonstrates understanding of key concepts of geometry of shapes and sizes, and geometric relationships.			
В.	Performance Standards	The learner is able to create models of plane figures and formulate and solve accurately authentic problems involving sides and angles of a polygon.			
C.	Learning Competencies/ Objectives	Learning Competency: Represents point, line, and plane models (M7GE-IIIa-1) Learning Objectives: 1. Described the undefined terms; 2. Explain how identified point/s, line/s and plane/s in a 3. Construct pictorial models/ concrete models on point	given figure are named; and		
II.	CONTENT	The Undefined Terms in Geometry			
III.	LEARNING RESOURCES	teacher's guide, learner's material			
A.	References				
1.	Teacher's Guide	Pages 228			
2.	Learner's Materials	Pages 184			
3.	Textbook pages				
4.	Additional Materials from Learning Resource				
	(LR) portal				
B.	Other Learning Resources				
IV.	PROCEDURES	These steps should be done across the week. Spread out that pupils/students will learn well. Always be guided by the pupils/ students which you can infer from formative learning systematically by providing pupils/students with things, practice the learning, question their learning pro about what they learned in relation to their life experier Indicate the time allotment for each step.	demonstration of learning by assessment activities. Sustain multiple ways to learn new ocesses, and draw conclusions		
A.	Review previous lesson or presenting the new lesson	The teacher presents the following illustrations to the stoname each.	udents. Then ask the students		

В.	Establishing a purpose for the lesson	Possible responses: line segment, rectangle, l The teacher lets the stud concrete or pictorial mod	dents realize that a line,		used to form
C.	Presenting examples/ instances of the new lesson	following are some of the or a plane. Place each of one whole sheet of pape wall needle and ceiling Edge of a Table Note: Make a table will could represent a Point	Objects Representing the objects around us that bject in its correspondinger. * blackboard * Intersection of a side * Electric wire * Surfa * H th 3 columns. On the first, on the second columns.	esenting the Undefined Terms Indicate us that could represent a point, a line responding column in the table. Do this in a poard * Corner of a table * laser * in of a side wall and ceiling * Tip of a cowire * Intersection of the front wall * Surface of the Table * Paper * in the first column write, Objects that could lumn write, Objects that could lumn write, Objects that could represent a plane plane plane plane paper	
D.	Discussing new concepts and practicing new skills #1	ots and C. Name the line(s) in th einterior region of the triangle. D. Give other name(s) for line P.			



	abstractions about the lesson	representation of a point? 3. A dot represent a point. How big is the area of a dot that represents a point and dot that represent a circular region? 4. A point has no dimension. A line has dimension. How come that a line composed of dimensionless points has dimension? 5. A pencil is an object that represents a line. Does a pencil extend infinitely in bot directions? Is a pencil a line?		
I.	Evaluating Learning	The points A, B, C, D, E, F, G and H are corners of a box shown below. Answer the following questions: 1. How many lines are possible which can be formed by these points? 2. What are the lines that contain the point A? 3. Identify the different planes which can be formed by these points. 4. What are the planes that contain line DC? 5. What are the planes that intersect at line BF?		
J.	Additional activities or remediation			
V.	REMARKS			
VI.	REFLECTION	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.		
A.	No. of learners who earned 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 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?
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G.	What innovation or
	localized materials
	did I use/ discover
	which I wish to
	share with other
	teachers