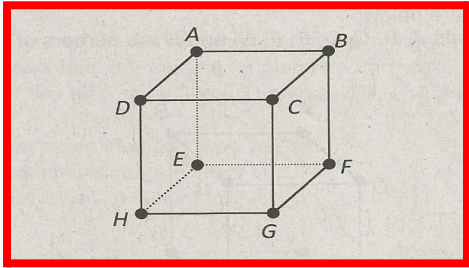


DAILY LESSON LOG OF M7GE-IIIa-1 (Week One-Day One)

School		Grade Level	Grade 7
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 geometry of shapes and sizes, and geometric relationships.		
B. 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 using concrete and pictorial models (M7GE-IIIa-1) Learning Objectives: 1. Described the undefined terms; 2. Explain how identified point/s, line/s and plane/s in a given figure are named; and 3. Construct pictorial models/ concrete models on point, line and plane.		
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 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.		
A. Review previous lesson or presenting the new lesson	The teacher presents the following illustrations to the students. Then ask the students to name each. 		

	1. Two points determine a line. 2. Three points not on the same line determine a plane. 3. Two intersecting lines determine a plane. 4. Two parallel lines determine a plane. 5. A line and a point not on the line determine a plane. 6. Collinear Points 7. Coplanar points/lines
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to formative assessment 3)	Let the students do the following. 1. Illustrate point Z and point X. 2. Draw line AB. 3. Draw plane ABCD. 4. Illustrate point T inside plane FACE. 5. Draw a line T that intersect plane TRUE at point T. Answer key: 1. .Z, .X 2 3 4 5
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and	Ask the students to answer the following questions to ponder: 1. Consider the stars in the night sky. Do they represent a point?

abstractions about the lesson	2. Consider the moon in its fullest form. Would you consider a full moon as a representation of a point? 3. A dot represent a point. How big is the area of a dot that represents a point and a 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 both 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	<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	
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	