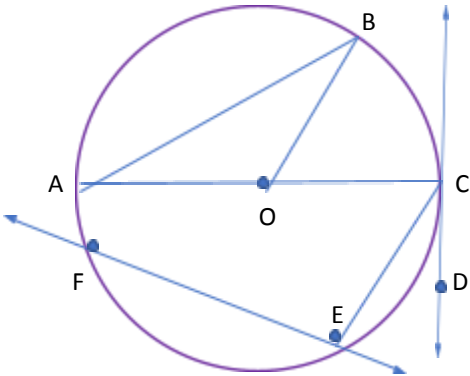


DAILY LESSON LOG OF M7GE-IIIg-1 (Week Seven-Day Four)

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, sizes and geometric relationship.		
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: Illustrates a circle and the terms related to it: radius, diameter, chord, central angle, and inscribed angle. (M7GE-IIIg-1) Learning Objectives: 1. Define, draw and name a circle and its parts. 2. Identify the various segments and parts related to a circle. 3. Demonstrate accuracy and precision in using a compass and other measuring devices.		
II. CONTENT	Circles and Its Parts (radius, diameter, chord, central angle, and inscribed angle)		
III. LEARNING RESOURCES	teacher’s guide, learner’s manual		
A. References			
1. Teacher’s Guide	Pages 282-285		
2. Learner’s Materials	Pages 230-232		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources	Next Century Mathematics pages 501-508		
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 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.</i>		
A. Review previous lesson or presenting the new lesson	Recall the different terms learned about circles. The teacher will have a game for the definition of the terms. He/She will pass a paper cabbage with the terms on it. As the paper cabbage is passed on, they will sing a common song of the class. When the song stops, the student who holds the paper cabbage will peel out one paper with the term on it. The student then gives the definition.		
B. Establishing a purpose for the lesson	The teacher lets the students realize that circles play important role in man’s life. Almost everything that we see around us are made beautiful because of some circular shapes. Recognizing geometrical shapes and its relationships are important skills needed to understand the concepts of a circle.		
C. Presenting examples/ instances of the new lesson	The teacher lets the students, in groups of three, do activity 1 found on page 231 of the Learner’s Manual. Answer key: 1. Segment BF 2. 75°		
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of arriving at the answer of each item in activity 1. Furthermore, he/she asks the students about the mathematical skills or principles they used in arriving at the answer.		
E. Discussing new concepts and practicing new skills #2	The teacher discusses and illustrates thoroughly the definition of a circle and its parts as presented on page 232 of the Learner’s Manual.		
F. Developing mastery (leads to formative assessment 3)	Working in pairs, the teacher lets the students answer Points to Ponder # 3 on the Learner’s Manual page 232. The teacher should see to it that the students		

	demonstrate accuracy and precision in using a compass and other measuring devices.
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the definition and characteristics of the parts of a circle. He/She will ask questions like: 1. What is a circle? 2. What are the parts of a circle? 3. How does the chord of a circle differ from its radius and diameter? 4. What relation exists between the radius and the diameter of a circle? 5. What is the difference of a secant and a tangent of a circle? 6. What is a central angle? 7. What is an arc? 8. What is an inscribed angle? Answers shall be drawn from the students. Possible response: 1. A circle is a set of points in a given plane, each point of which is at a fixed distance from a point called the center. 2. The parts of a circle are radius, diameter, secant, tangent, chord, central angle, arc and inscribed angles. 3. A chord is a segment whose endpoints are points on a circle, a radius is a segment whose endpoints are the center of the circle and a point on that circle, a diameter is a chord containing the center of the circle. 4. The radius is one-half the length of the diameter. 5. A secant is a line that intersects a circle at two distinct points, and a tangent is a line on the plane intersecting the circle at exactly one point called the point of tangency. 6. A central angle is an angle whose vertex is on the circle's center, and whose sides intersect the circle at two points. 7. An arc is a portion of a circle determined by a central angle. 8. An inscribed angle is an angle whose vertex is on a circle and whose sides intersect a circle at a point other than the vertex.
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Identify the parts of a circle.  1. Name the radii. 2. Name the chords. 3. Name the diameter. 4. Name the tangent. 5. Name the secant. 6. What are the central angles?

	7. What are the inscribed angles? 8. Name 2 major arcs. 9. Name 2 minor arcs. 10. Name the semicircle. Answer key: 1. $\overline{OA}$, $\overline{OC}$, $\overline{OB}$ 2. $\overline{AB}$, $\overline{FE}$, $\overline{EC}$ 3. $\overline{AC}$ 4. $\overline{CD}$ 5. $\overline{FE}$ 6. $\angle BOC$, $\angle BOA$ 7. $\angle ABO$, $\angle BAC$, $\angle ACE$ 8. $\widehat{AEB}$, $\widehat{BAE}$ 9. $\widehat{BC}$, $\widehat{AFE}$ 10. $\widehat{ABC}$, $\widehat{AEC}$
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	

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