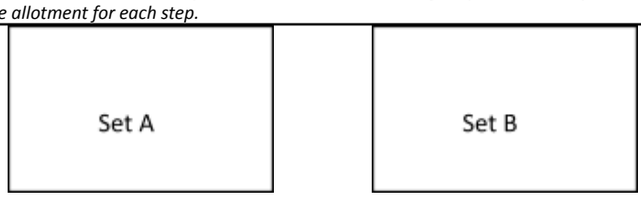
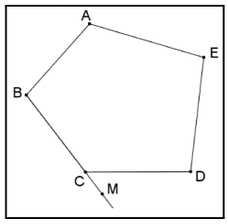
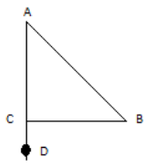
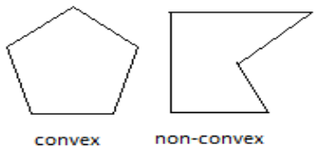
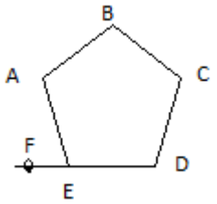
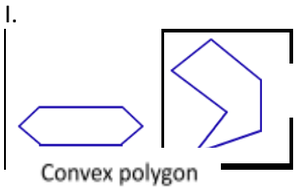
DAILY LESSON LOG OF M7GE-IIIe-2(Day One)

School		**Grade Level**	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 polygons.
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 polygons (a) convexity; (b) angles ; (c) sides Learning Objectives:**M7GE-IIIe-2** 1. Differentiate convex and non-convex polygon. 2. Determine the interior and exterior angles. 3. Exhibit attentiveness and perseverance upon learning the key concepts of polygons.
II. CONTENT	CONVEX AND CONCAVE POLYGON
III. LEARNING RESOURCES	Teacher's guide, learner's module
A. References	
1. Teacher's Guide pages	pages 260-268
2. Learner's Materials pages	pages 212-216
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	 Let the students answer the guide questions: Guide Questions: 1. Are the figures in each set polygon? 2. Can you state a difference between the two sets? Hint: Tell the students try to extend the sides of the figures. Possible Answers: 1. Yes, they are polygons. 2. If the sides of the polygon are to be extended, in Set A lines containing the sides of the polygon do not cross the interior of the polygon but in Set B lines containing the sides of the polygon cross the interior of the polygon.
B. Establishing a purpose for the lesson	The teacher lets the students realize that identifying and extending the sides of the polygon are mathematical skills needed to understand the key concepts of convex and nonconvex.
C. Presenting examples/ instances of the new lesson	Based on the above Activity the teacher tells the students that the polygons in Set are called convex while the polygons in Set B are called nonconvex. He/she lets the students, in group of three, do Exercise below. Classify each figure as a convex or non-convex polygon. 1.  Answer Key: • Non-convex • Convex • Non-convex • Convex • Convex

	2.  3.  4.  5. 
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the definition of convex and nonconvex polygon as reflected on page 216 of the Learner's Material. A polygon is said to be **convex** if the lines containing the sides of the polygon do not cross the interior of the polygon.
E. Discussing new concepts and practicing new skills #2	The teacher discusses and illustrates thoroughly the definition of a convex polygon. A convex polygon is associated with two types of angles: exterior angle and interior angle. Example:  In the convex polygon ABCDE, ∟A, ∟B, ∟BCD, ∟D, and ∟E are the interior angles, while ∟MCD is an exterior angle.
F. Developing mastery (leads to formative assessment 3)	Think, Pair, Share Activity: The teacher lets the students work the Activity. I.Draw a convex and non-convex pentagon. II.Give 3 interior angles and 1 exterior angle.  Answer Key: I.  II. Interior angles- ∟A, ∟B, ∟BCA Exterior angles- ∟DCB
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the topic through the following questions: 1. How to determine if it's convex and non-convex polygon? 2. What are exterior and interior angles? Possible answers are drawn from the students. 1. Polygon is said to be **convex** if the lines containing the sides of the polygon do not cross the interior of the polygon, otherwise the polygon is non-convex. 2. **An exterior angle** of a convex polygon is an angle that is both supplement and adjacent to one of its interior angles. On the other hand, **interior angle** is an angle inside the polygon.

I. Evaluating Learning	Let the students answer individually the formative test. I. Convex and non convex hexagon II. Give 2 interior angles and 1 exterior angles.  Answer Key: I.  II. Interior angles- ∟A, ∟B, ∟C, ∟DFA Exterior angle - ∟DFE
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	
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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