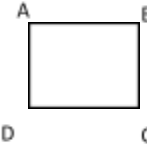
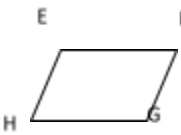
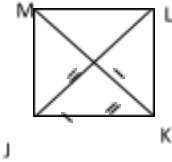
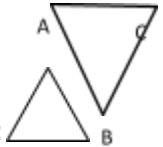
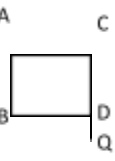
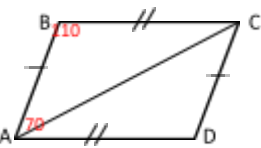
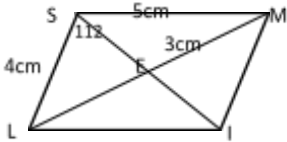


DAILY LESSON LOG OF M9GE-IIIa-2 (Day Two)

School		Grade Level	Grade 9
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Third Quarter
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 parallelograms and triangle similarity.		
B. Performance Standards	The learner is able to investigate, analyze, and solve problems involving parallelograms and triangle similarity through appropriate and accurate representation.		
C. Learning Competencies/ Objectives	Learning Competency: Determines the conditions that guarantee a quadrilateral a parallelograms. (M9GE-IIIa-2) Learning Objectives: 1. Determine the different properties of parallelograms 2. Enumerate parts of a parallelogram that are congruent 3. Show interest through active participation		
II. CONTENT	Quadrilaterals that are Parallelograms		
III. LEARNING RESOURCES	teacher’s guide, learner’s module,		
A. References			
1. Teacher’s Guide	Pages 210-211		
2. Learner’s Materials	Pages 309-314		
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	To review the lesson, the teacher asks the following questions: 1. What are the different properties of a parallelogram? 2. What is the relationship of the opposite angles of a parallelogram? Consecutive angles? 3. What does a diagonal do with the parallelogram? Expected Answers: 1. Opposite Angles and sides are parallel, consecutive angles are supplementary, diagonals bisect each other, diagonal divides the parallelogram into 2 congruent triangles 2. They are congruent. They are supplementary. 3. It divides the parallelogram into two equal triangles. The teacher must also check if students have done their assignment but won’t have to check it as of the moment as student will have to do self-correction as the lesson progresses.		
B. Establishing a purpose for the lesson	The teacher lets the students realize the importance of knowing the properties of parallelograms and the conditions that guarantee a quadrilateral is a parallelogram in order to solve problems related to it easily.		

C. Presenting examples/ instances of the new lesson	To present the lesson, the teacher instructs students to gather in groups, and then have the students do Activity 6.1: Draw Me! Of LM p. 311-312. The activity can be done by assigning an item to every group. Group 1- #1 Group 4- #4 Group 2-# 2 Group 5-# 5 Group 3- # 3 The students then present their work to the class. Possible Illustrations: 1.  2.  3.  4.  5. 
D. Discussing new concepts and practicing new skills #1	To develop the lesson, the teacher asks: 1. How did you find the activity? <i>Difficult</i> 2. Did you follow the steps accordingly? <i>No</i> 3. Based on your illustrations, fill in the blanks of the questions on p. 312 of your LM. The teacher informs students that the activity has something to do with the conditions that guarantee that a quadrilateral is a parallelogram. <i>Answers on Conditions that guarantee a quadrilateral a parallelogram:</i> 1. Opposite; congruent 2. Opposite: congruent 3. Consecutive; supplementary 4. Diagonals 5. Diagonal; congruent triangles 6. Parallel; congruent
E. Discussing new concepts and practicing new skills #2	The teacher then discusses the conditions that guarantee a quadrilateral is a parallelogram on p. 312 of LM.
F. Developing mastery (leads to formative assessment 3)	The teacher directs students to check their answers on Check your Guess 2 as they do self-correction. The teacher just calls representatives to share answers to the class.
G. Finding practical applications of concepts and skills in daily living	Given, a quadrilateral ABCD, $\angle A \cong \angle C$ and $\angle B \cong \angle D$ and the measures of $\angle A = 70^\circ$ while $\angle B = 110^\circ$. Is quadrilateral ABCD a parallelogram? Explain your answers.  Expected Answers: Yes, Opposites sides are parallel and congruent Opposite angles are congruent (given) 2 consecutive angles are supplementary; $\angle A \ \& \ \angle B (70^\circ + 110^\circ = 180^\circ)$ Diagonal AC divides the quadrilateral into 2 congruent triangles: triangles $ABC \cong CDE$
H. Making generalizations and abstractions about the lesson	To summarize the lesson, the teacher asks the following questions: What makes a quadrilateral a parallelogram in terms of the following: a. Sides? b. Angles? c. Diagonals? Expected Answers: a.Sides: Opposite sides must be parallel and congruent. b.Angles: Opposite angles are congruent. c.Diagonal: Diagonals bisect each other and divides the parallelogram into 2

	congruent triangles.																				
I. Evaluating Learning	To assess student’s understanding of the lesson, the teacher gives this activity to be answered individually. Given: Quadrilateral SMIL is a parallelogram, such that $\angle S \cong \angle I$, $SM \cong LI$ LM and SI are diagonals that intersect at point E. Give the measure of the following:  <table border="1" data-bbox="849 491 1412 680"> <tbody> <tr> <td>1. $\angle SLE$ = _____</td> <td>6. $\angle ELS$ = _____</td> </tr> <tr> <td>2. $\angle ESL$ = _____</td> <td>7. LE = _____</td> </tr> <tr> <td>3. SE = _____</td> <td>8. SM = _____</td> </tr> <tr> <td>4. EM = _____</td> <td>9. LM = _____</td> </tr> <tr> <td>5. LI = _____</td> <td>10. $\angle EIL$ = _____</td> </tr> </tbody> </table> Answer Key: <table> <tbody> <tr> <td>1. 112°</td> <td>6. 68°</td> </tr> <tr> <td>2. 112°</td> <td>7. 3cm</td> </tr> <tr> <td>3. 5cm</td> <td>8. 4cm</td> </tr> <tr> <td>4. 3cm</td> <td>9. 6cm</td> </tr> <tr> <td>5. 4cm</td> <td>10. 68°</td> </tr> </tbody> </table>	1. $\angle SLE$ = _____	6. $\angle ELS$ = _____	2. $\angle ESL$ = _____	7. LE = _____	3. SE = _____	8. SM = _____	4. EM = _____	9. LM = _____	5. LI = _____	10. $\angle EIL$ = _____	1. 112°	6. 68°	2. 112°	7. 3cm	3. 5cm	8. 4cm	4. 3cm	9. 6cm	5. 4cm	10. 68°
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J. Additional activities or remediation	The teacher instructs the students to study the lesson discussed for tomorrow’s activity.																				
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																					

