## 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.				
Α.	Content Standards	The learner demonstrates understanding of key concepts of parallelograms and triangle similarity.				
В.	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 I	Quadrilaterals that are Parallelograms			
III.	LEARNING RESOURCES	teacher's guide, learner's module,				
Α.	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	1. What 2. What paralle 3. What  Expected Answers: 1. Opposite Angle supplementary parallelogram i 2. They are congr 3. It divides the p  The teacher must also of to check it as of the more	e teacher asks the following quare the different properties of is the relationship of the opposelogram? Consecutive angles? does a diagonal do with the passes and sides are parallel, consect, diagonals bisect each other, onto 2 congruent triangles uent. They are supplementary, arallelogram into two equal triangles where the students have done the ment as student will have to do	a parallelogram? site angles of a arallelogram? cutive angles are diagonal divides the angles.		
В.	Establishing a purpose for the lesson		udents realize the importance conditions that guarantee a q ms related to it easily.			

C.	Presenting examples/ instances of the new	To present the lesson, the teacher instructs students to gather in groups, and then have the students do <b>Activity 6.1: Draw Me!</b> Of LM p. 311-312. The activity can be done by assigning an item to every group.  Group 1- #1		
	lesson	1. A B 2. E F 3. M		
	resson	D C H K		
		4. A 5. A C		
		$C \longrightarrow B \longrightarrow D$ $Q$		
	Discussing new concepts and practicing new skills #1	To develop the lesson, the teacher asks:  1. How did you find the activity? Difficult  2. Did you follow the steps accordingly? No  3. Based on your illustrations, fill in the blanks of the questions on p.  312 of your LM.		
D.		The teacher informs students that the activity has something to do with the conditions that guarantee that a quadrilateral is a parallelogram.		
		Answers on Conditions that guarantee a quadrilateral a parallelogram:  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, $\langle A \cong \langle C \text{ and } \langle B \cong \langle D \text{ and the measures of } \langle A = 70^{\circ} \rangle$ while $\langle B = 110^{\circ}$ . 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; <a &="" +="" 110°="180°)" 2="" <b(70°="" abc="" ac="" congruent="" diagonal="" divides="" into="" quadrilateral="" th="" the="" triangles="" triangles:="" ≅cde<=""></a>		
н.	Making generalizations	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?		
	and abstractions about the lesson	c. Diagonals?		
	C 1C33011	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.
		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 <s <i,="" and="" are="" at="" diagonals="" e.="" following:<="" give="" intersect="" li="" lm="" measure="" of="" point="" si="" sm="" th="" that="" the="" ≅=""></s>
ı.	Evaluating Learning	S S S S S S S S S S S S S S S S S S S
		Answer Key:  1. 112° 6. 68° 2. 112° 7. 3cm 3. 5cm 8. 4cm 4. 3cm 9. 6cm 5. 4cm 10. 68°
J.	Additional activities or remediation	The teacher instructs the students to study the lesson discussed for tomorrow's activity.
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?	
G.	What innovation or localized materials did I use/ discover which I wish to share with other teachers	

Teacher I- Casili Night High School