

DAILY LESSON LOG OF M7GE-IIIa-3 (Week One-Day Two)

School		Grade Level	Grade 7
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Third
I. OBJECTIVES	<i>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.</i>		
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: Classifies the different kinds of angles (M7GE-IIIa-3) Learning Objectives: 1. Measuring the different kinds of angles; 2. Constructing the different kinds of angles. 3. Demonstrate accuracy and precision in using protractor.		
II. CONTENT	Different kinds of angles		
III. LEARNING RESOURCES	teacher’s guide, learner’s material		
A. References			
1. Teacher’s Guide	Pages		
2. Learner’s Materials	Pages 198		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources			
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	The teacher reviews the different kinds of angles. Identify the kinds of angles. Given the measure. 1. 35° 2. 90° 3. 158°		
B. Establishing a purpose for the lesson	The teacher lets the students realized that recognizing the different kinds of angles is an important skill needed to understand the measurement of the different kinds of angles.		
C. Presenting examples/ instances of the new lesson	The teacher lets the students, in groups of three do activity 1, letter a, found page 198 in learners material.		

D. Discussing new concepts and practicing new skills #1	The teacher discusses the students the process of arriving at the answer of each exercise in activity 1.a. Furthermore, he/she asks the students about the mathematical skills and principles that they use to recognize angles. He/she tells them that angles can be measured through the use of a compass.
E. Discussing new concepts and practicing new skills #2	The teacher discusses and illustrates thoroughly the measurement of angles on page 198, activity 1.b numbers 1 to 5 of Learners Material. Answer key. 1. 80° 2. 120° 3. 90° 4. 70° 5. 90°
F. Developing mastery (leads to formative assessment 3)	Working in pairs, the students answer on page 198, activity 1.b numbers 6 to 10 of Learners Material. 6. 50° 7. 140° 8. 160° 9. 20° 10. 40°
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical skills or principles used to recognize the kinds of angles, its measure, and the definitions of angles through questions like: 1. What is an angle? 2. What are the kinds of angles? 3. What is the measure of an acute angle, obtuse, and right angle? 4. What is instruments is used to measure an angle? Answer 1. An Angle is a union of two non-collinear rays with common endpoint. The two non-collinear rays are the sides of the angle while the common endpoint is the vertex. 2. Acute, Obtuse and right 3. acute angle measure greater than 0° but less than 90° Right angle measure exactly 90° Obtuse angles measure greater than 90° but less than 180° 4. Protractor
I. Evaluating Learning	The teacher lets the students answers on page 198, activity 1.b numbers 11 to 15. Individually 11. 30° 12. 60° 13. 70° 14. 20° 15. 110°
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	