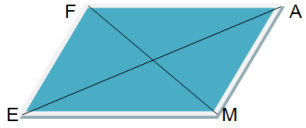
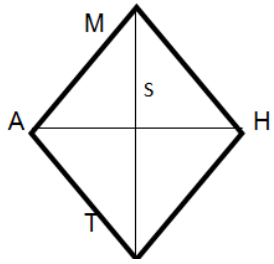
Annex 1B to DepEd Order No. 42, s. 2016

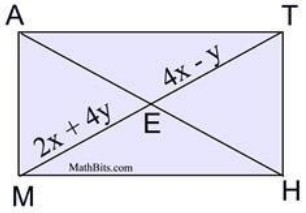
GRADES 1 to 12 DAILY LESSON LOG	School		Grade Level	9
	Teacher		Learning Area	Mathematics 9
	Teaching Dates and Time		Quarter	THIRD (Week 2)

	SESSION 1	SESSION 2	SESSION 3	SESSION 4
Section & Time:				
I. **OBJECTIVES**				
A. **Content Standards**	The learner demonstrates understanding of key concepts of quadrilaterals and triangle similarity			
B. **Performance Standards**	The learner is able to investigate, analyze, and solve problems involving quadrilaterals and triangle similarity through appropriate and accurate representation.			
C. **Learning Competencies**	31. The learner uses properties to find measures of angles, sides and other quantities involving parallelograms. (M9GE-IIIb-1)		32. The learner proves theorems on the different kinds of parallelograms (rectangle, rhombus, square). (M9GE-IIIc-1)	
Objectives	a. Recall the description of a parallelogram. b. Measure the angles and sides of parallelograms. c. Show team work in a given activity.	a. Determine the properties of a parallelogram. b. Prove that the given figure is a parallelogram. c. Show open-mindedness in proving such conditions.	a. Determine theorem on special parallelograms (rectangle, rhombus, square). b. Apply theorem on special parallelograms. c. Show interest in solving real – life situations.	a. Prove theorem on special parallelogram (rectangle). b. Apply theorem on special parallelogram (rectangle). c. Show camaraderie in doing activities.
NTENT	Properties of a Parallelogram		Special Parallelogram	
ARNING RESOURCES				
A. References				
1. **Teacher's Guide pages**	213 – 214	213 – 214	211– 212	211 – 212

2. **Learner's Materials pages**	318 – 320	320 – 322	311 – 317	311 – 317
3. **Textbook**			Dilao, Soledad J, et.al (2002). Geometry (New Trends in Math Series), pp. 140 –143 Math Time pp 12 – 15	Dilao, Soledad J, et.al (2002). Geometry (New Trends in Math Series), pp. 140 – 143 Math Time pp 12 – 15
4. **Additional Materials from Learning Resource (LR) portal**				
Other Learning Resources			LCD projector, laptop, activity sheets	LCD projector, laptop, activity sheets
ROCEDURES				
A. **Reviewing previous lesson or presenting the new lesson**	JUMBLED WORD!	Observe the given figure and answer the following questions: 	Preliminary Activity	THINK-PAIR-SHARE

B. **Establishing a purpose for the lesson**	Based on the previous activity, what are the parts of a parallelogram?	Sharing the objectives	Computer aided game on Parallelogram  POKEMON GO	GAME : Name Me!
C. **Presenting examples/instances of the new lesson**	Teaching/Modelling Illustrative Examples	Given: Parallelogram HOME with diagonals HP and OE. Prove: HT ≅ ≅ MT ; OT ≅ ≅ ET	Group Activity Using models (cut-outs) parallelograms guide the students to measure the indicated parts of the parallelogram.	Illustrative Example
D. **Discussing new concepts and practicing new skills #1**	Find the missing angles and sides in each parallelogram using a protractor.	Refer to the given figure and answer the following. Given: ▱ MATH is a parallelogram.  	THINK-PAIR-SHARE	Group Work
E. **Discussing new concepts and**	Analysis		Analysis	Analysis

practicing new skills #2	Guided Practice: (Orally)	Based on the activity, how does each part of a parallelogram related to each other?	Guided Practice: (Orally)	Guided Practice: (Orally)
F. **Developing mastery (Leads to Formative Assessment 3)**	**Activity 6.2:** Defense! Defense!		Seat work	Seat work
G. **Finding practical applications of concepts and skills in daily living**	GROUP ACTIVITY	GROUP ACTIVITY	Analyze the situation.	GROUP ACTIVITY
H. **Making generalizations and abstractions about the lesson**	Based on the activity, how do you describe a parallelogram?	rties of a rallelogram: rty 1: In a rallelogram, any two posite sides are ngruent. rty 2: In a rallelogram, any two posite angles are ngruent. rty 3: In a rallelogram, any two nsecutive angles are pplementary. rty 4: The diagonals a parallelogram ect each other. Property 5: A diagonal of a	Things to Remember: 1. Diagonals of rhombus are perpendicular. 2. Each diagonal of a rhombus bisects a pair of opposite angles. 3. Diagonals of a rectangle are congruent. gonals of a square perpendicular and ngruent.	Diagonals of a rectangle are congruent.

		parallelogram divides the parallelogram into two congruent triangles.		
I. **Evaluating learning**	Answer the given problem: In the adjoining figure, ABCD is a parallelogram in which ∠BAD = 75° and ∠DBC = 60°.	Assessment	Quiz  	QUIZ!!!
J. **Additional activities for application or remediation**	Do the following: 1. Draw and cut pot a parallelogram and call it ROSE. 2. Fold it along the diagonal OE and the along the diagonal RS. 3. Mark the point of intersection of the two diagonals. How does this point divide the diagonals?		Journal Writing: 1. Are all properties involving diagonals common to all parallelograms? 2. Why is it all properties involving diagonals true to a square?	 **Given:** rectangle *MATH*, diagonals = 36 in. **Find:** *x* and y.
EMARKS				

VI. REFLECTION				
. of learners who earned 80% in the evaluation				
. of learners who require additional activities for remediation				

l the remedial lessons work? No. of learners who have caught up in the lesson				
. of learners who continue to require remediation				
ich of my teaching strategies worked well? Why did these work?				
at difficulties did I encounter which my principal or supervisor can help me solve?				
hat innovation or localized materials did I used/discover which I wish to share with other teachers?				