

DAILY LESSON LOG OF M9GE-IIIe-1(Day One)

School		Grade Level	Grade 9
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 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: Solves problems involving parallelograms, trapezoid, and kites(M9GE-IIIe-1) Learning Objectives: 1. Identify the properties and theorems of a parallelogram 2. Solve problems involving parallelograms 3. Show critical thinking skills in solving problems involving parallelograms		
II. CONTENT	Solving Problems Involving Parallelograms		
III. LEARNING RESOURCES			
A. References	Teacher’s guide, Learner’s module Oronce, O.& Mendoza, M.(2014). e-math 9. Rex Bookstore, Inc. Sampaloc, Manila. Larson, R., et. al.(2004). Geometry. Mc Dougal Littell, a division of Houghton Company Mifflin Company, Evanston,IL.		
1. Teacher’s Guide pages			
2. Learner’s Materials pages	pp. 309-344		
3. Textbook pages	McDougal Littell Geometry, pp. 330-355 e-math 9, 238-268		
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources /Materials	activity sheets, instructional materials		
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	The teacher lets the students recall and identify the properties and theorems on parallelograms by completing the following statements. Parallelogram Property 1 In a parallelogram, any two opposite sides are _____. Pa Parallelogram Property 2 In a parallelogram, any two opposite angles are _____. Parallelogram Property 3 In a parallelogram, any two consecutive angles are _____. Parallelogram Property 4 The diagonals of a parallelogram _____ each other. Parallelogram Property 5 A diagonal of a parallelogram divides the parallelogram into two congruent _____. Answers: 1.congruent 2.congruent 3.supplementary 4. bisect 5. triangles		

B. Establishing a purpose for the lesson	The teacher lets the students realize that there are a lot of real-life situations or problems that can be modelled or solved using the properties or theorems of a parallelogram. And to be able to solve these problems easily, one must memorize or familiarize the properties or theorems of a parallelogram.
C. Presenting examples/ instances of the new lesson	The teacher explains and illustrates how to solve problems involving parallelograms. He/she explains the following steps: 1. Read and understand the problem/situation given. 2. Identify the property/theorem to be used base on the parallelogram given. 3. Formulate the equation. 4. Solve the equation. 5. Check your solution/s. Illustrative example 1. Find the value of x and y for which CARE is a parallelogram. 1.1. Given: $PA = 5x - 4$ $PE = 4x$ <i>Solutions:</i> <i>Diagonals of a parallelogram bisect each other.</i> $PE = PA$ $4x = 5x - 4$ $x = 4$ 1.2. Given: $CE = 2x + 3$ $RA = 5x - 12$ <i>Solutions:</i> <i>Opposite sides of a parallelogram are congruent.</i> $CE = RA$ $2x + 3 = 5x - 12$ $x = 7$ 1.3 Given: $m\angle C = (3y)^\circ$; $m\angle A = (4y - 65)^\circ$ <i>Solutions:</i> <i>Consecutive angles of a parallelogram are supplementary.</i> $m\angle C + m\angle A = 180^\circ$ $3y + 4y - 65 = 180^\circ$ $7y = 180 + 65$ $y = 35$ 1.4 Given: $\angle A = (3x + 60)^\circ$; $\angle E = (2x - 5)^\circ$ <i>Solutions:</i> <i>Opposite angles of a parallelogram are congruent.</i> $m\angle A = m\angle E$ $3x + 60 = 2x - 5$ $x = 55$
D. Discussing new concepts and practicing new skills #1	The teacher lets the students work in groups of three in answering the activity below. 1. If SAME is a parallelogram with $MR = (3x + 50)$ mm and $RS = (5x - 2)$ mm, find AE. <i>Answer: AE = 128</i>
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to formative assessment 3)	
G. Finding practical applications of concepts and skills in daily living	The teacher lets the students reflect on the following question: Why do you think many containers such as tackle boxes, jewellery boxes, and tool boxes, etc. use parallelograms in their designs?

	 Tackle box (Student's answers may vary)
H. Making generalizations and abstractions about the lesson	The teacher lets the students summarize the lesson by answering the following questions: 1. What are the steps in solving problems involving parallelograms? • <i>Read and understand the problem/situation given.</i> • <i>Identify the property/theorem to be used base on the parallelogram given.</i> • <i>Formulate the equation.</i> • <i>Solve the equation.</i> • <i>Check your solution/s.</i> 2. What are the properties of a parallelogram? • <i>In a parallelogram, any two opposite sides are congruent.</i> • <i>In a parallelogram, any two opposite angles are congruent.</i> • <i>In a parallelogram, any two consecutive angles are supplementary.</i> • <i>The diagonals of a parallelogram bisect each other.</i> • <i>A diagonal of a parallelogram divides the parallelogram into two congruent triangles.</i>
I. Evaluating Learning	The teacher lets the students work with a partner to answer Activity 7: (Yes You Can!) which is found on page 317 of the Learner's Module. (See TG for the answers) INSERT PAGE OF TG....
J. Additional activities or remediation	
V. REMARKS	
VI. REFLECTION	
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	Pictures of different containers, such as, tackle boxes, jewellery boxes, and tool boxes

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