DAILY LESSON LOG OF M9AL-III-1

	School		Grade Level	Grade
	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 similarity.		
В.	Performance Standards	The learner is able to invented the second through appropriate and	•	problems involving similarity
C.	Learning Competencies/ Objectives	Learning Objectives: 1. Determine simil 2. Illustrate similar 3. Demonstrate ap	rity of figures.	ts of similarity of objects are
II.	CONTENT	Similarity		
III.	LEARNING RESOURCES	teacher's guide, learner's	s module,	
A.	References			
	1. Teacher's Guide			
	2. Learner's Materials			
	3. Textbook pages	Geometry, Lesson Plans f	for Teachers, pages 98-100	
	4. Additional Materials			
	from Learning			
	Resource (LR) portal			
В.	Other Learning Resources			
IV.	PROCEDURES	pupils/students will learn well. which you can infer from form pupils/students with multiple v	Always be guided by demonstration ative assessment activities. Sustain ways to learn new things, practice ons about what they learned in re-	the activities appropriately so that on of learning by the pupils/students a learning systematically by providing the learning, question their learning clation to their life experiences and
A.	Review previous lesson or presenting the new lesson	The teacher asks the stud	dents: "Which pairs have the	same shape"?

		2. 4.	
В.	Establishing a purpose for the lesson	Possible Responses: Triangle, circle, rectangle The teacher lets the students realize that recognizing the shapes of different figures are important skills needed to understand the concept of similarity.	
C.	Presenting examples/ instances of the new lesson	 The teacher presents the next activity. Prepare cut outs of triangular regions as follows: Equilateral triangles which differ in the lengths of their sides; Isosceles triangles which differ only in the lengths of their legs; Congruent scalene triangles; and Scalene triangles in which the corresponding angles are congruent, but the sides of one triangle are twice the length of the corresponding sides of another triangle. Divide the class into smaller groups. Give each group an envelope containing cut outs of a variety of triangular shapes. Then ask them to do the following activity. Tabulate their findings and make conclusions from their observations. Select pairs of triangles which have the same shape. For every pair, find the measures of the angles. How do angles compare? Finds the lengths of the sides. What can you conclude about the sides? 	
D.	Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of arriving at the answers of each exercise in the in the activity. Furthermore asks the students the following questions: 1. When are two triangles similar? 2. What relationship exists between corresponding sides and corresponding angles of similar triangles?	
E.	Discussing new concepts and practicing new skills #2		
F.	Developing mastery (leads to formative assessment 3)	Working in pairs the teacher lets the students determine whether each pairs of triangles are similar.	

	Determine all other coals again of tall it	
	Determine whether each pair of triangles are similar. a. N C. 405 B N C. 405 A D A TO 700 E	
	Answer: a. Similar b. Not similar c. Similar d. Similar	
Finding practical applications of concepts and skills in daily living		
Making generalizations and abstractions about the lesson	The teacher summarizes with the students the mathematical skills or principles that involves similarity of figures. Two triangles are similar if and only if their vertices can be made to correspond such that: a. corresponding angles are congruent; and b. corresponding side are proportional	
	The teacher lets the students answer individually the formative assessment.	
	 Ine teacher lets the students answer individually the formative assessment. Answer the following questions. Justify your answers accordingly. If two triangles are congruent, are they similar? What is the ratio of their corresponding sides? If two triangles are similar, are they congruent? Explain. Suppose ΔABC~ΔPQR and ΔPQR~ΔLMN. What is true about ΔABCandΔLMN? Explain? Possible Answers: Yes. 1:1 Sometimes ΔABC~ΔLMN by transitive property 	
Evaluating Learning	 Answer the following questions. Justify your answers accordingly. If two triangles are congruent, are they similar? What is the ratio of their corresponding sides? If two triangles are similar, are they congruent? Explain. Suppose ΔABC~ΔPQR and ΔPQR~ΔLMN. What is true about ΔABCandΔLMN? Explain? Possible Answers: Yes. 1:1 Sometimes 	
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J.	Additional activities or remediation	
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	
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	

Prepared by:

DANILO B. POLIAS

MCCNHS