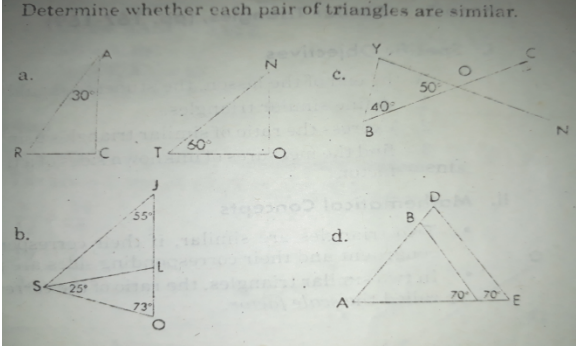


DAILY LESSON LOG OF M9AL-III-1

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.		
B. Performance Standards	The learner is able to investigate, analyze, and solve problems involving similarity through appropriate and accurate representation.		
C. Learning Competencies/ Objectives	Learning Competency: Illustrates similarity of figures. (M9AL-III-1) Learning Objectives: - Determine similar triangles. - Illustrate similarity of figures. - Demonstrate appreciation that the concepts of similarity of objects are useful in solving measurement- related real-life problems.		
II. CONTENT	Similarity		
III. LEARNING RESOURCES	teacher's guide, learner's module,		
A. References			
1. Teacher's Guide			
2. Learner's Materials			
3. Textbook pages	Geometry, Lesson Plans for Teachers, pages 98-100		
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	The teacher asks the students: "Which pairs have the same shape"? 1.   3.		

	2.   4.   Possible Responses: Triangle, circle, rectangle
B. Establishing a purpose for the lesson	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. 1. Prepare cut outs of triangular regions as follows: a. Equilateral triangles which differ in the lengths of their sides; b. Isosceles triangles which differ only in the lengths of their legs; c. Congruent scalene triangles; and d. 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. 2. 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. a. Select pairs of triangles which have the same shape. b. For every pair, find the measures of the angles. How do angles compare? c. Find 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 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 whether each pair of triangles are similar.  Answer: - Similar - Not similar - Similar - Similar
G. Finding practical applications of concepts and skills in daily living	
H. 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: - corresponding angles are congruent; and - corresponding side are proportional
I. Evaluating Learning	The 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 $\triangle ABC \sim \triangle PQR$ and $\triangle PQR \sim \triangle LMN$. What is true about $\triangle ABC$ and $\triangle LMN$? Explain? Possible Answers: - Yes. 1:1 - Sometimes $\triangle ABC \sim \triangle LMN$ by transitive property

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	

Prepared by:

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