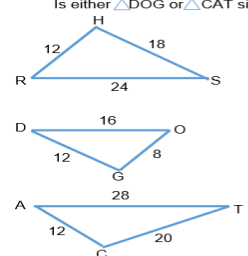
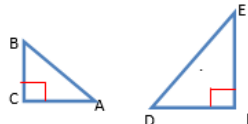
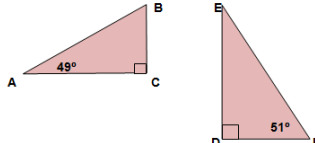
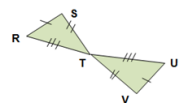
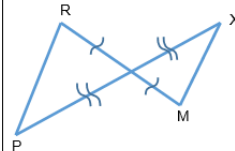


 GRADES 1 to 12 DAILY LESSON LOG	School		Grade Level	9
	Teacher		Learning Area	Mathematics 9
	Teaching Dates and Time		Quarter	THIRD (Week 7)

	SESSION 1	SESSION 2	SESSION 3	SESSION 4
Section & Time:				
I. OBJECTIVES				
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	39.3. The learner proves the conditions for similarity of triangles, by AA similarity theorem. (M9GE-IIIg-h-1)	39.2. The learner proves the conditions for similarity of triangles, by SSS similarity theorem. (M9GE-IIIg-h-1)	39.1. The learner proves the conditions for similarity of triangles, by SAS similarity theorem. (M9GE-IIIg-h-1)	*The learner proves the condition for Similarity of Triangles using the Triangle Angle Bisector Theorem. (M9GE-IIIg-h-1)
Objectives	a. Describe AA Similarity Theorem. b. Prove the condition for similarity of triangles using the AA Similarity theorem. c. Value accumulated knowledge as means of new understanding.	a. Describe SSS Similarity Theorem. b. Prove the condition for similarity of triangles using the SSS Similarity theorem. c. Value accumulated knowledge as means of new understanding.	a. Describe SAS Similarity Theorem. b. Prove the condition for similarity of triangles using the SAS Similarity theorem. c. Value accumulated knowledge as means of new understanding.	a. Prove the condition for Similarity of Triangles using the Triangle Angle Bisector Theorem. b. Apply the Triangle Angle-Bisector Theorem in solving for the unknown side of a triangle. c. Value accumulated knowledge as means of

				new understanding.
CONTENT	AA Similarity Theorem	SSS Similarity Theorem	SAS Similarity Theorem	Triangle Angle Bisector Theorem
LEARNING SOURCES				
A. References				
1. Teacher's Guide pages	241-243	241-243	245-246	247 - 249
2. Learner's Materials pages	368-371	370-372	378-380	376 – 378
3. Textbook pages				Making Connections in Mathematics III pp.208-211
4. Additional Materials from Learning Resource (LR) portal	www.analyzemath.com	www.analyzemath.com		
Other Learning Resources				
PROCEDURES				
A. Reviewing previous lesson or presenting the new lesson	Analyze-Then-Solve!	Activity: ANSWER MO, SHOW MO	Is either $\triangle DOG$ or $\triangle CAT$ similar to $\triangle HRS$? 	Group Activity Motivational Activity
B. Establishing a purpose for the lesson	Motivational Activity	Activity: I CHALLENGE YOU!	Review Questions	Proving Triangle Angle Bisector Theorem

C. Presenting examples/instances of the new lesson	Illustrative Examples	Illustrative Examples	Write the statements/reasons that are left blank in the proof of SAS Similarity Theorem. Refer to the hints provided to help you.	Modeling: Illustrative Example
D. Discussing new concepts and practicing new skills #1	ACTIVITY Write the statements or reasons that are left blank in the proof of AA Similarity Theorem.	Activity Guided Questions	1. Use a ruler and a protractor to construct ROM whose two sides and included angle have the following measures: OR = 10 cm, OM = 8 cm, and $m\angle RO = 65^\circ$ 2. Cut out the triangle and compare it with those of your classmates.	Activity: THINK – PAIR – SHARE
E. Discussing new concepts and practicing new skills #2	Analysis	Analysis	Analysis	Analysis Guided Practice
F. Developing mastery (Leads to Formative Assessment 3)	It's Your Turn to Prove It!	Use the SSS Similarity Theorem in writing an if-then statement to describe an illustration or in completing a figure based on an if-then statement.	Work in Pair. Write the reasons that are left blank in the proof of SAS Similarity Theorem. Refer to the hints provided to help you.	Seatwork

G. Finding practical applications of concepts and skills in daily living	Write the statements or reasons that are left blank in the proof of AA Similarity Theorem.	Write the statements or reasons that are left blank in the proof of SSS Similarity Theorem.	Given: $\angle C$ and $\angle F$ are right angles and $\frac{AC}{BC} = \frac{DF}{EF}$ Prove : $\triangle ABC \sim \triangle DEF$ 	Application in Real-life Problem Solving																												
H. Making generalizations and abstractions about the lesson	To prove conditions for similarity of triangles, we may use the AA Similarity Theorem: AA Similarity Theorem Two triangles are similar if two angles of one triangle are congruent to two angles of another triangle.	To prove conditions for similarity of triangles, we may use the SSS Similarity theorem: SSS Similarity Theorem Two triangles are similar if the corresponding sides of two triangles are proportional	SAS Similarity If in two triangles two pairs of corresponding sides are proportional and the included angles are congruent, then the triangles are similar.	Triangle Angle-Bisector Theorem If a segment bisects an angle of a triangle, then it divides the opposite side into segments proportional to the other two sides.																												
I. Evaluating learning	If the triangles are similar, write a similarity statement between the two triangles. a.  <table border="1" data-bbox="495 1208 866 1367"><thead><tr><th>Statements</th><th>Reasons</th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table>	Statements	Reasons											If the triangles are similar, write a similarity statement between each pair of triangles.  <table border="1" data-bbox="929 1240 1310 1326"><thead><tr><th>Statements</th><th>Reasons</th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table>	Statements	Reasons							Given the figure use SAS Similarity Theorem to prove that:  <table border="1" data-bbox="1355 1240 1706 1319"><thead><tr><th>Statements</th><th>Reasons</th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table>	Statements	Reasons							Quiz
Statements	Reasons																															
Statements	Reasons																															
Statements	Reasons																															

J. Additional activities for application or remediation	Assignment: 1. Follow-up 2. Study	Assignment: Follow-up	Assignment: Study and Research:	Assignment: 1. Follow-up 2. Study and research
MARKS				

VI. REFLECTION				
No. of learners who earned 80% in the evaluation				
No. of learners who require additional activities for remediation				
No. of the remedial lessons work? No. of learners who have caught up in the lesson				
No. of learners who continue to require remediation				
Which of my teaching strategies worked well? Why did these work?				
What difficulties did I encounter which my principal or supervisor can help me solve?				
What innovation or localized materials did I used/discover which I				

wish to share with other teachers?				
---------------------------------------	--	--	--	--