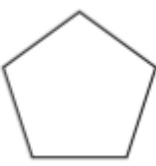
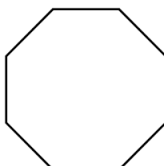
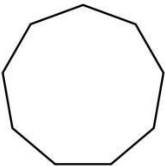
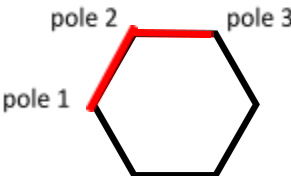


DAILY LESSON LOG OF M7GE-IIIj-1 Day 2 (Week One-Day Two)

School		Grade Level	Grade 7
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 sides and angles of a polygon.		
B. Performance Standards	The learner is able to formulate and solve accurately authentic problems involving sides and angles of a polygon.		
C. Learning Competencies/ Objectives	Learning Competency: Solves Problems involving Angles of a Polygon (M7GE-IIIj-1) Learning Objectives: 1. Find the measures of interior and exterior angles of a given polygon; 2. Demonstrate appreciation of solving angles of a polygon in real life application; and 3. Solve problems accurately involving angles of a polygon.		
II. CONTENT	Solving Problems Involving Angles of a Polygon		
III. LEARNING RESOURCES	teacher’s guide, learner’s module,		
A. References			
1. Teacher’s Guide			
2. Learner’s Materials			
3. Textbook pages			
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	Review previous lesson by letting the students answer the exercises below. A. Arrange the polygons in the increasing order of the sum of their interior angles. decagon, triangle, pentagon, hexagon _____ B. Arrange the polygons in the decreasing order of the sum of their interior angles. quadrilateral, hexagon, pentagon, octagon _____ Answer Key: 1. triangle(180°), pentagon(540°), hexagon(720°), decagon(1440°) 2. octagon(1080°), hexagon(720°), pentagon(540°), quadrilateral(360°)		

B. Establishing a purpose for the lesson	The teacher lets the students realize that recognizing the sum of the measures of interior/exterior angles is an important skill needed to understand better the concepts of solving problems involving angles of a polygon.
C. Presenting examples/ instances of the new lesson	The teacher lets the students, in groups of three, do the next activity. A. Find the sum of the measures of the interior angles of each polygon. 1.  2.  3. 25-gon B. Find the measure of each interior angle of each regular polygon. 1. Pentagon 2. Octagon 3. 100-gon Answer Key: A. 1. 900° 2. 540° 3. $4,140^\circ$ B. 1. 108° 2. 135° 3. 176.4°
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of arriving at the answer of each item above. Furthermore, he/she asks the students about the mathematical skills or principles that they used to find the sum of the measures of interior angles of each polygon.
E. Discussing new concepts and practicing new skills #2	Working in pairs, the teacher lets the students answer the activity. Find the measures of each exterior angle of each regular polygon. 1.  2.  3. 15-gon Answer Key: A. 1. 45° 2. 40° 3. 24°
F. Developing mastery (leads to formative assessment 3)	The poles for a tent form the vertices of a regular hexagon. When the poles are properly positioned, what is the measure of the angle formed at a corner of the tent?   The measure of the angle formed at a corner of the tent is an interior angle of a regular hexagon. Answer Key: The angle at a corner of the tent measures 120°.
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the mathematics concepts or skills used to find the sum of the measures of interior/exterior angles of a polygon through questions like: 1. How did you find the sum of the measures of the interior angles of a polygon?

	2. Where there mathematics concepts or skills used to find the number of sides of a polygon? Answers shall be drawn from the students. Possible response: 1. look for pattern/using the formula 2. yes, by applying the concept of the sum of the interior angles of a polygon with n sides, $S= 180(n-2)$, and the sum of the measures of the exterior angles is 360^0
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. 1. Find the sum of the interior angle measures of the school crossing sign. 2. Find the measure of each interior angle of a dodecagon. 3. Find the measure of each exterior angle of a nonagon. <i>For items 4 & 5, A regular polygon has 20 sides.</i> 4. Work out the size of each exterior angle. 5. Work out the size of each interior angle. Answer Key: 1. The sum of the interior angle measures 540^0. 2. 150^0 3. 40^0 4. 18^0 5. 162^0
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	(Localization and Contextualization is done in developing mastery leads to formative assessment 3)

Prepared by:

JENNIFER E. DEJITO
DGLLOMNHS-MATH TEACHER