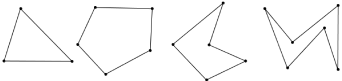
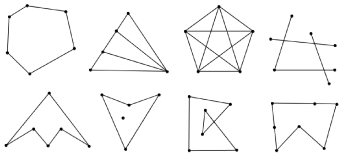


DAILY LESSON LOG OF M7GE-IIIe-2(Day One)

School		Grade Level	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 polygons.		
B. Performance Standards	The learner is able to create models of plane figures and formulate and solve accurately authentic problems involving sides and angles of a polygon.		
C. Learning Competencies/ Objectives	Learning Competency: Illustrates polygons (a) convexity; (b) angles ; (c) sides Learning Objectives: M7GE-IIIe-2 1. Define polygons. 2. Illustrate the parts of polygons. 3. Exhibit attentiveness and perseverance upon learning the key concepts of polygons.		
II. CONTENT	POLYGONS		
III. LEARNING RESOURCES	Teacher’s guide, learner’s module		
A. References			
1. Teacher’s Guide pages	pages 260-268		
2. Learner’s Materials pages	pages 212-216		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources	Next Century Mathematics pages 464-467, flashcards,visual aid		
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 demonstrates to the class on how to form polygon using the barbeque sticks(segments). And he/she then asks the students “What are polygons?” Possible response: -shapes, figures, many sided shapes , closed figure		
B. Establishing a purpose for the lesson	The teacher lets the students realize that the idea of fitting together the segments end to end is an important concept needed to understand about polygons.		
C. Presenting examples/ instances of the new lesson	Think Pair and Share Activity: Using the three groups of figures let the students analyze on what are polygons. Have them share his/her idea about polygon in 1 sentence only. And after 5 minutes call somebody to share it to the class. The ff. are polygons:  The ff. are not polygons:  Which of these are polygons?  ☐ Call somebody from the class to draw a figure/s which being identified as polygon		

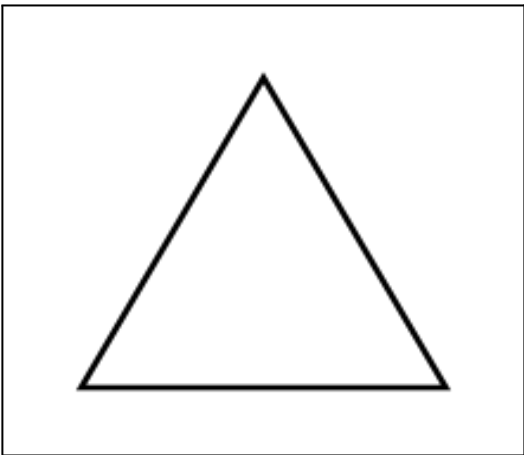
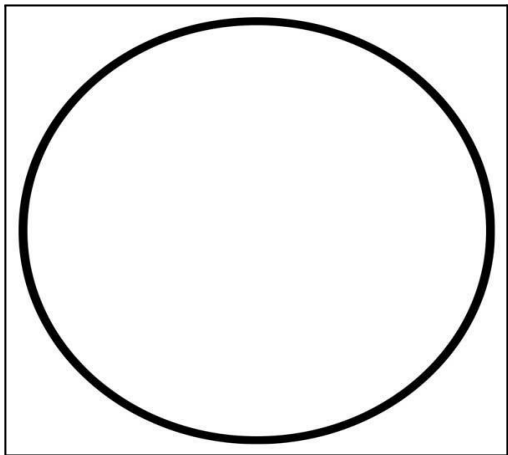
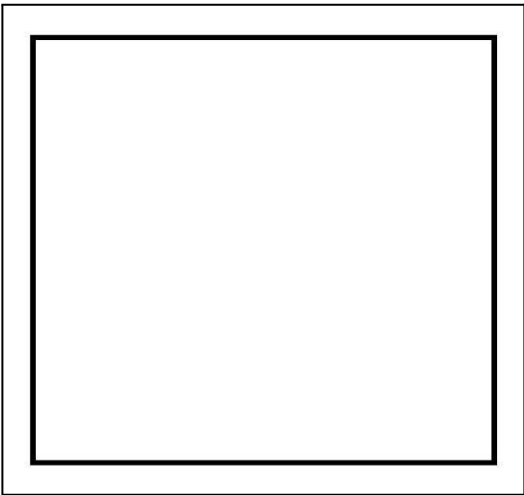
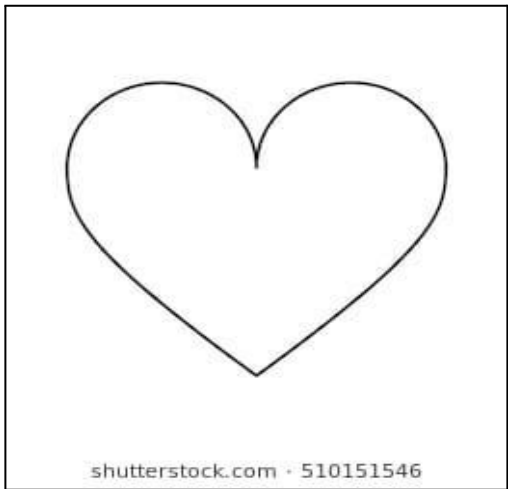
D. Discussing new concepts and practicing new skills #1	The teacher will group the students into 5 and for 12 minutes let the group answer the following questions. Inform the students that they have to read pages 214-215 of the LM in order to get the answers. 1. What is polygon? 2. How are you going to name polygon? 3. Can two segments form a polygon? 4. What is the minimum number of non-collinear segments needed to satisfy the definition of polygon above? 5. Why are these figures not considered as polygons? Possible answers of the students: 1. A polygon is a union of non-collinear segments, the sides, on a plane that meet at their endpoints, the vertices so that each endpoint (vertex) is contained by exactly two segments (sides). 2. Polygons are named through its consecutive vertices. 3. No 4. 3 5. Not closed figure, more than one closed figure, some endpoints do not meet
E. Discussing new concepts and practicing new skills #2	The teacher discusses the key concepts of polygons and illustrating its parts. The segments are the sides of the polygon. Consecutive sides are sides with common end points. The endpoints of the sides are called the vertices of the polygon. Consecutive vertices of a polygon are vertices which are endpoints of the same side. Diagonal of a polygon is a segment joining any two non-consecutive vertices. See example below. Example No.1 Identify the following parts: 1. Name of the polygon- polygon ABCD 2. Sides- AB, BC, CD, AD 3. consecutive sides- AB, BC 4. Vertices- A, B, C, D, 5. consecutive Vertices- A and B 6. Diagonal- AC, BD Example No.2 The teacher also discusses that a polygon separates the plane that contains it into three sets of points: the polygon itself, the interior of the polygon and the exterior of the polygon. In example No.2, point A is the exterior of the polygon, point B is on the polygon and point C is in the interior of the polygon.
F. Developing mastery (leads to formative assessment 3)	The teacher uses flashcards showing different shapes and call somebody from the class to give the answer. Identifying the shapes that are polygon and not polygon and let them explain why it is not polygon as well as identifying its parts. (See attachments) Identify the parts of the polygon. 1. Give two pairs of consecutive sides. 2. Give two pairs of consecutive vertices. 3. Give one diagonal. Answer Key: 1. $\overline{AB}$ and $\overline{BD}$, $\overline{BD}$ and $\overline{DC}$ 2. A and B, B and D 3. $\overline{AD}$
G. Finding practical applications of concepts and skills in daily living	

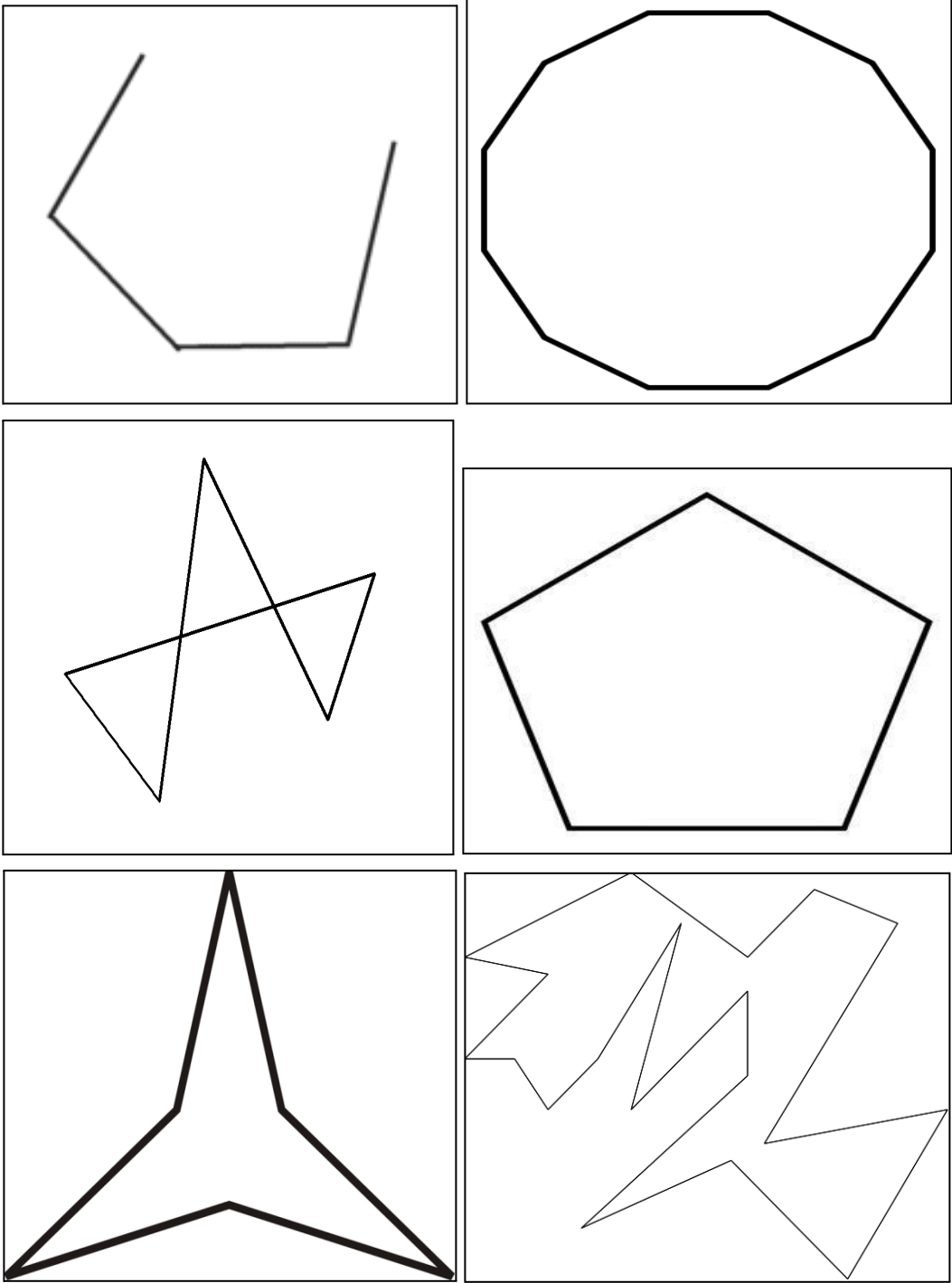
H. Making generalizations and abstractions about the lesson	The teacher summarizes the definition of polygon and illustrating its parts through the following questions like: 1. What is polygon is polygon? 2. How do you name polygons? 3. What is consecutive sides?consecutivevertices?diagonal? Answers shall be drawn from the students. Possible answers: 1. Polygon is a union of non-collinear segments, the sides, on a plane that meet at their endpoints, the vertices, so that each endpoint (vertex) is contained by exactly two segments (sides). 2. A polygon is name by listing its vertices in order. 3. Consecutive sides are sides with a common endpoint. Consecutive vertices are vertices which are endpoints of the same side. Diagonal is a segment joining any two nonconsecutive vertices.
I. Evaluating Learning	The teacher may use activity sheets or manila paper for formative test.(See attachments)
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:

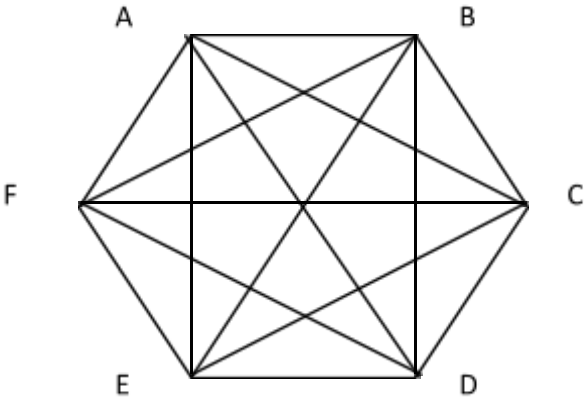
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FLASHCARDS:





FORMATIVE TEST:

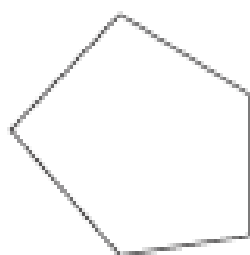


Test I. Use the figure above. Identify the parts of the polygon.

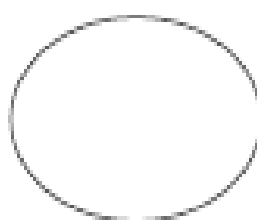
1. Name the polygon.
2. Number of diagonals can be drawn from vertex E.
3. Give two sides.
4. Give two vertices.

Test II. Write **P** if its polygon and **NP** if it's not polygon.

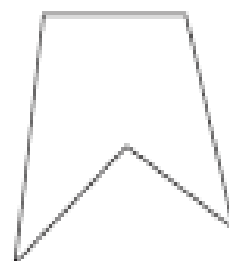
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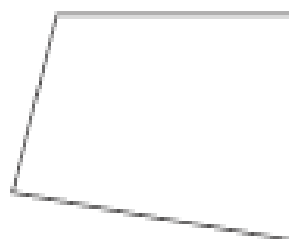
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