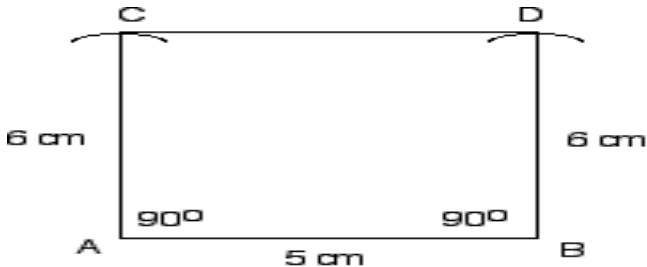
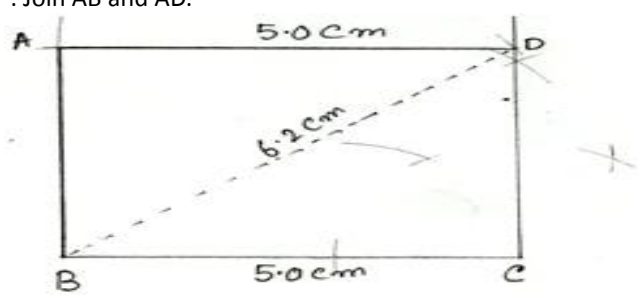
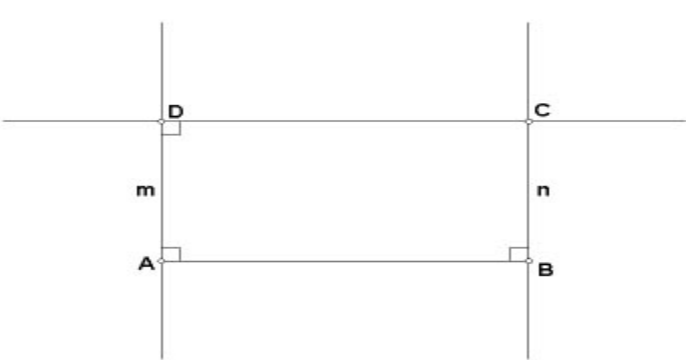


DAILY LESSON LOG OF M7GE-IIIh-i-1 (Week One-Day One)

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	Demonstrates understanding of key concepts of geometry of shapes and sizes and geometric relationships.		
B. Performance Standards	Is able to create models of plane figures and formulate and solve accurately authentic problems involving sides and angles of polygon		
C. Learning Competencies/ Objectives	Construct triangles , squares, rectangles , regular pentagons and regular hexagons; M7GE-IIIh-i-1 Learning Objectives: 1. State the steps of constructing rectangles; 2. Construct rectangles; and 3. Demonstrate appreciation of the importance of constructing rectangles		
II. CONTENT	Constructing rectangles		
III. LEARNING RESOURCES	teacher’s guide, learner’s module,		
A. References	Internet : https://www.kullabs.com/classes/subjects/units/lessons/notes/note-detail/2343 http://math.tutorcircle.com/geometry/how-to-construct-a-rectangle.html https://www.math-only-math.com/construct-different-types-of-quadrilaterals.html		
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			
A. Review previous lesson or presenting the new lesson	The teacher asks the students : a. What are the properties of a rectangle? Possible Responses: a. Four sides, four angles, all angles are 90 ⁰ , opposite sides are equal and parallel		
B. Establishing a purpose for the lesson	The teacher lets the students realize that knowing the properties of a rectangle is an important skill in constructing it.		
C. Presenting examples/ instances of the new lesson	The teachers presents on the board the steps of constructing rectangles. He/ she lets the students prepare the materials for the activity and asks them to follow the steps. This activity should be done individually.		

	Activity No. 1 Construct a rectangle with sides of 5 cm and 6 cm Answer key: Step 1: Measure a 5 cm line AB with a ruler. Step 2: Make a right angle at A. Step 3: Draw an arc, center A, length 6 cm, mark point C. Step 4: Make a right angle at B. Step 5: Draw an arc, center B, length 6 cm, mark point D. Step 6: Join C and D  The teacher checks the students if the figure is drawn correctly.
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the steps of arriving at the figure of Activity 1.
E. Discussing new concepts and practicing new skills #2	The teacher lets the students do the activity 2 individually. He/she reminds the students that in this activity, they will need compass and ruler. Activity No. 2: Construct a rectangle ABCD in which AB = 6cm and BC = 4.5cm. Answer Key: Step 1: Draw AB = 6cm Step 2: At B, construct $\angle PBA = 90^\circ$ From BP cut BC = 4.5cm Step 3: Taking C as the center, draw an arc of radius 6cm and taking A as the center, draw another arc of the radius 4.5cm to cut the previous arc at D. Step 4: Join AD and CD. The teacher discusses and illustrates thoroughly the steps in constructing a rectangle
F. Developing mastery (leads to formative assessment 3)	The teacher lets the students work by pair , do Activity 3. Remind each group to use compass and ruler for the activity. Activity 3 Construct a rectangle ABCD in which side BC = 5 cm and diagonal BD = 6.2 cm.

	Answer Key: Srep 1 : Draw $BC = 5\text{ cm}$. Step 2 : Draw $CX \perp BC$. Step 3 : With B as center and radius 6.2 cm draw an arc, cutting CX at D. Step 4: Join BD. Step 5: With D as center and radius 5 cm, draw an arc. Step 6: With B as center and radius equal to CD draw another arc, cutting the previous arc at A. Step 7 : Join AB and AD. 
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical skills and process constructing rectangle through a question like: 1. How do you construct a rectangle? Answer Key: Step 1 : Choose arbitrary points A and B in the plane and draw segment AB. Step 2 : Raise a perpendicular m to AB at A. Step 3: Raise a perpendicular n to AB at B. Step 3: Choose an arbitrary point C on line n. Step 4: Drop a perpendicular from point C to line m. Let D be the foot of this perpendicular. Step 5: Then quadrilateral ABCD is a rectangle. 

I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. 1. Construct a rectangle ABCD given AC = 5.8 cm and angle between the diagonals is 50°. Answer Key: Step 1: Draw a line segment AC = 5.8 cm. Step 2: Draw the perpendicular bisector of AC and find the mid-point of AC. Let the perpendicular bisectors intersect at O. Step 3: Through O, construct a line POQ such that $\angle POC = 60^\circ$. Step 4: From O draw arcs of radius equal to 3.2 cm to intersect OP at D, and OQ at B. Step 5: Join AD, CD, AB and BC.
J. Additional activities or remediation	
IV. REMARKS	
V. 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	

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EPS in MATH