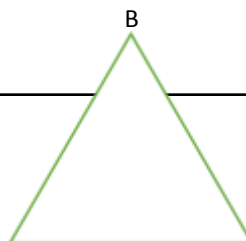


DAILY LESSON LOG OF M9GE-III-f-1 (Three)

School		Grade Level	Grade 9
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 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/ Objectives	Learning Competency: Applies the fundamental theorems of proportionality to solve problems involving proportions. (M9GE-III-f-1) Learning Objectives: 1. Recall the basic proportionality theorem. 2. Apply the basic proportionality theorem in solving for the missing parts of a triangle. 3. Display accuracy in applying the basic proportionality theorem in solving for the missing parts of a triangle.		
II. CONTENT	Applying the fundamental theorems of proportionality to solve problems involving proportions.		
III. LEARNING RESOURCES			
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	Workbook in Math 9, pp.305-306, worksheet		
IV. PROCEDURES	<i>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.</i>		
A. Review previous lesson or presenting the new lesson	The students will be asked to identify the possible proportions that can be derived given the triangle below following the basic proportionality theorem. Recall: Basic Proportionality Theorem If a line parallel to one side of a triangle intersects the other two sides in distinct points, then it cuts off segments which are proportional to these sides.		



	 Answers: $\frac{EB}{EA} = \frac{DB}{DC}$ $\frac{EB}{BA} = \frac{DB}{BC}$ $\frac{AE}{EB} = \frac{DC}{DB}$
B. Establishing a purpose for the lesson	The teacher lets the students realize that familiarizing the basic proportionality theorem is essential in solving for the missing side of a triangle.
C. Presenting examples/ instances of the new lesson	The teacher lets the students answer the worksheet on the basic proportionality theorem.
D. Discussing new concepts and practicing new skills #1	Activity Proper. (Refer to attachment.)
E. Discussing new concepts and practicing new skills #2	Checking and discussion of correct answers.
F. Developing mastery (leads to formative assessment 3)	
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 or principles used in solving for the missing side of a triangle by applying the basic proportionality theorem which states that: If a line parallel to one side of a triangle intersects the other two sides in distinct points, then it cuts off segments which are proportional to these sides.
I. Evaluating Learning	The teacher then records the scores of the students.
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:

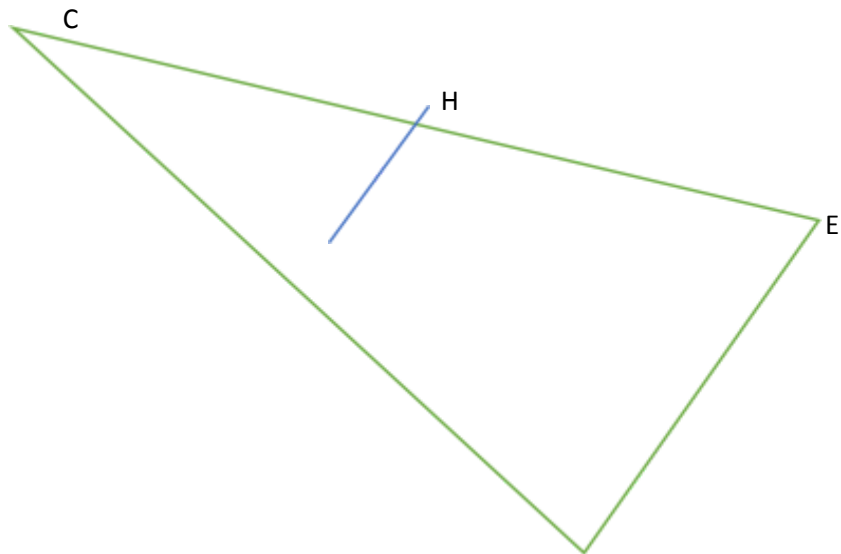
JERECAL Y. BORBON

Jagobiao National High School

Worksheet (Basic Proportionality Theorem)

Name: _____ Yr. & Sec.: _____ Date: _____ Score: _____

I. In $\triangle CEF$, determine whether $HY \parallel ER$ under the given conditions.



R

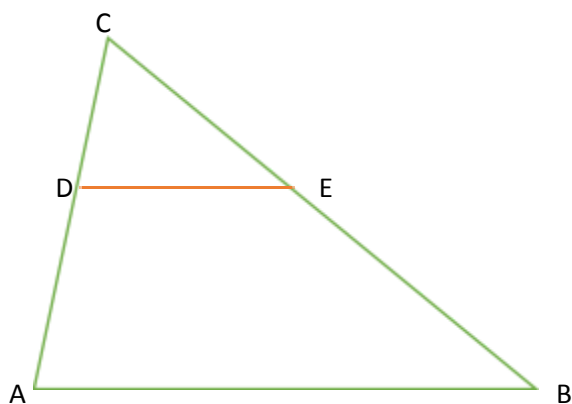
1. $\frac{CY}{YR} = \frac{CH}{HE}$

2. $\frac{RE}{YR} = \frac{YH}{HE}$

3. $\frac{CR}{YR} = \frac{CE}{HE}$

4. $\frac{CY}{YH} = \frac{CR}{RE}$

Move 3 & 4



II. Determine what is asked for.

1. If $\triangle ABC$, $DE \parallel AB$.
 - a. Given $AC = 12$, $CD = 4$ and $BC = 24$. Find CE .
 - b. Given $AC = 15$, $AD = 3$ and $BC = 25$. Find BE .

Answer Key:

I.

1. parallel
2. not parallel
3. parallel
4. parallel

II.

a. $\frac{CD}{CA} = \frac{CE}{CB}$

$$\frac{4}{12} = \frac{CE}{24}$$

$$\frac{12CE}{12} = \frac{96}{12}$$

$$CE = 8$$

$$\text{b. } \frac{AC}{AD} = \frac{BC}{BE}$$

$$\frac{15}{3} = \frac{25}{BE}$$

$$\frac{15BE}{15} = \frac{75}{15}$$

$$BE = 5$$