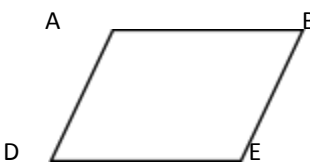


School		Grade Level	Grade 9
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Third
I. OBJECTIVES	<i>Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises 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.</i>		
A. Content Standards	The learner demonstrates understanding of key concepts of quadrilaterals (parallelogram, trapezoid, kites) and triangle similarity.		
B. Performance Standards	The learner is able to investigate, analyze and solve problems involving quadrilaterals (parallelogram, trapezoid, kites) and triangle similarity through appropriate and accurate representation.		
C. Learning Competencies/ Objectives	Learning Competency: Uses properties to find the measure of angles, sides and other quantities involving parallelograms (M9AL-GE-IIIb-1) Learning Objectives: 1. Use properties of parallelogram. 2. Find the measures of angles, sides and other quantities involving parallelograms. 3. Show appreciation the use of parallelograms.		
II. CONTENT	Using Properties to find the Measures of Angles, Sides and other quantities involving parallelograms.		
III. LEARNING RESOURCES			
A. Content Standards			
1. Teacher’s Guide pages	p.212-222		
2. Learner’s Materials pages	p.305-325		
3. Textbook pages	Empowering Math 9 p.222-227		
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources	https://study.com.academy/lesson , https://www.mathplanet.edu , Parallelograms property http://mathwarehouse.com		
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	Review the previous lesson by letting the students answer the exercise.  1. What are the properties of parallelogram? 2. What are kinds of parallelogram? Answer Keys: 1. In a parallelogram, any two opposite sides are congruent. In a parallelogram, any two opposite angles are congruent.		

I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Find the measures for the value for x. 1.In the rectangle ABCD, AC=3x+1 and BD =21-2x. A D C D Answer Key: 3x+1 = 21-2x 5x=20 X=4
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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