School	Grade Level Grade 9
Teacher	Learning Area Mathematics
Teaching Date and Time  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 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>educ, Paralleograms property http://mathwarehouse .com
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 the previous lesson by letting the students answer the exercise.  A B D E  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.

		In a parallelogram, any two opposite consecutive angles are supplementary.  The diagonals of a parallelogram forms two congruent triangles.  A diagonal of a parallelogram forms two congruent triangles.  2. Rectangle, square, parallel and rhombus
В.	Establishing a purpose for the lesson	The teacher lets the students realize that the properties of parallelogram can be used in finding the measures of angles sides and other properties involving parallelogram.
		The teacher lets the student do the following in pairs, do Activity 7: Yes You Can! p.317-318 of the Learner's manual.  Answer Key:  1. a. x = 6
C.	Presenting examples/ instances of the new lesson	b. AB = 13 cm C. y = 10  property d. AD = 13 cm e. P = 52 cm  The lengths of AB and AD were determined through substitution .a was found by applying parallelogram
		<ul> <li>2. a. a = 40</li> <li>b. m∠BAD = 105</li> <li>c. m∠CBA = 75</li> <li>3. a. BD = 16 cm</li> <li>b. AE = 6.5 2</li> <li>2. ∠CBA was solved by applying parallelogram property</li> <li>3. The lengths of BD and AE were solved by applying parallelogram property 4.</li> </ul>
D.	Discussing new concepts and practicing new skills #1	The teacher discusses and illustrates thoroughly to the students the process of arriving the answers in Activity 7 found on page317-318 of the Learner's Module.
E.	Discussing new concepts and practicing new skills #2	
F.	Developing mastery (leads to formative assessment 3)	
G.	Finding practical applications of concepts and skills in daily living	The teacher lets the students to use the properties of parallelogram in finding the measure of sides. ( <i>Taken from the Localization and Contextualization guide</i> ).  1. The rectangle bulletin board is to be hang on the center of the wall. If diagonal is 25 inches and 20 inches length. Find the width of the rectangular bulletin board.  Answer Key:  20 1. $25$ $w$ $25^2 = 20^2 + w^2$ $625 = 400 + w^2$ $625 - 400 = w^2$ $225 = w^2  \sqrt{225} = \sqrt{w^2}$ $15 = w \text{ width of rectangle}$
Н.	Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical skills in the usage of the properties of parallelogram in finding the measures of angles, sides and other quantities involving parallelogram.

## DAILY LESSON LOG OF M9-GE-IIIb-1(Day 6)

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 C D Answer Key:  3x+1 = 21-2x  5x=20
	X=4
J. Additional activities or remediation	
V. REMARKS	
VI. REFLECTION	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.
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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