

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

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. Enumerate different types of polygons according to the number of sides. 2. Create a pattern on the number of sides, number of vertices and number of interior angles of a polygon. 3. Participate actively in performing the assigned task.		
II. CONTENT	TYPES OF 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			
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 will ask the following questions: 1. Why are the following figures not considered as polygons?  2. Can two segments form a polygon? If yes, draw the figure. If no, explain why. 3. What is the minimum number of non-collinear segments needed to satisfy the definition of polygon? 4. How many sides, vertices and interior angles are there on the figure below?  Possible answers of the students: 1. The first figure is not closed; the second figure has collinear segments and not closed and the third figure has two intersecting segments. 2. No, because the figure cannot be close. 3. Three 4. 5 sides,5vertices and 5 interior angles.		
B. Establishing a purpose for the lesson	The teacher lets the students realize that illustrating the sides, vertices and exterior angles of a convex polygon for they are important skills needed to identify different types of polygons.		

C. Presenting examples/ instances of the new lesson	The teacher divides the class into 10 groups with 6-7 members,do Activity 16 found on pages 215-216 of the Learner’s Manual for 15 minutes. Inform the students not to paste there output on the bond paper for it will take time. Let the secretary of the group to write their answers on a short bond paper. Answer Key: 3 sides,3 vertices 3 interior angles 4 sides,4 vertices 4 interior angles 5 sides,5 vertices 5 interior angles 6 sides,6 vertices 6 interior angles
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of arriving the answers of Activity 16. He/she asks the students about the mathematical skills that they used to get the pattern. Then, he/she tells the students that a polygon with n sides has n number of vertices and n number of interior angles.
E. Discussing new concepts and practicing new skills #2	The teacher discusses and enumerates thoroughly the different types of polygons according to the sides as presented on pages 214-215 as well as the different types of polygons in terms of congruency of parts.
F. Developing mastery (leads to formative assessment 3)	Think,Pair and Share: The teacher lets the students draw the following polygons. - Quadrilateral - Heptagon - Pentagon - Octagon - Decagon - Undecagon
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the topic through the following questions: - What are the different types of polygons according to its sides? - How do you compare the sides, vertices and interior angles of polygons? Possible response: - The different types of polygons according to its sides are the following: Triangle,quadrilateral,pentagon,hexagon,heptagon,octagon,nonagon,decagon,undecagon ,dodecagon. - A polygon has equal sides,vertices and interior angles.
I. Evaluating Learning	Let the students answer individually the formative assessment. Complete the statements below: - A polygon is _____. - A polygon is equilateral if _____. - A polygon is equiangular if _____. - A polygon is regular if _____. - A polygon with 8 sides,8 vertices and 8 interior angles is _____. - A polygon with 5 sides ,5 vertices and 5 interior angles is _____. Answer Key: - 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. - If all its sides are equal. - If all its angles equal. - If the sides and angles are equal. - Octagon - pentagon
I. 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	(Localization and Contextualization was done during Activity 16 the students used the midribs in performing the Activity. The midribs was being since it is abundant in the locality(Tipolo,Mandaue City).)

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