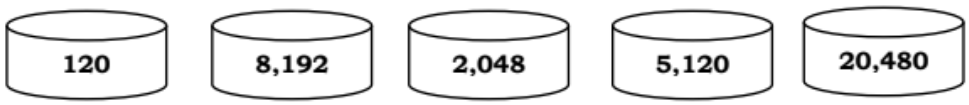
Department of Education
National Capital Region
Division of Pasig City
EUSEBIO HIGH SCHOOL
TLE Department

DAILY LESSON PLAN

School	EUSEBIO HIGH SCHOOL	**Grade Level**	7
Teacher	Romel Junio	**Learning Area**	TLE 7
Date		**Quarter**	Second

I. OBJECTIVES	
1. Content Standards	students will demonstrate proficiency in understanding and applying fundamental principles of technical drawing, including line types, geometric constructions, and basic dimensioning, to accurately communicate and represent objects in a clear and standardized manner.
2. Performance Standards	Apply basic dimensioning principles, including placement, alignment, and use of dimension lines, to provide precise measurements for the objects being represented
3. Learning Competencies	Code: TLE_CSS9-Q2-M10.pdf At the end of the lesson, the learners should be able to: 3.1 Students should be able to demonstrate understanding of fundamental technical drawing concepts, including basic geometric shapes, line types, and dimensioning principles, through written explanations and simple sketches. 3.2 Students should develop an appreciation for the importance of precision and accuracy in technical drawing, as evidenced by active participation in class discussions and an expressed interest in applying technical drawing skills in computer system servicing. 3.3 Students should be capable of producing accurate and neat technical drawings using appropriate drawing tools. This will be assessed through the creation of a simple technical drawing that adheres to specified dimensions and requirements.
I. CONTENT	Introduction to Technical Drawing
II. LEARNING RESOURCES	
A. References	
1. TG pages	
2. LM pages	SLM 10: Introduction to Technical Drawing pp. 7- 10
3. Textbook pages	

4. Additional materials from Learning Resource (LR) portal	
B. Other Learning Resources	Digital Learning Resources: PowerPoint presentation, laptop, HDMI. Traditional Learnings Resources: pictures, chalk, and TV.
III. PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson	 Teacher will ask call an student and asked it to convert the given storage and the student must answer it or find the answer on the choices below 1. 20 megabytes (MB) = _____ kilobyte (KB) 2. 2 kilobytes (KB) = _____ byte (B) 3. 5 gigabytes (GB) = _____ megabyte (MB) 4. 15 bytes (B) = _____ bit (b) 5. 8 terabytes (TB) = _____ gigabyte (GB) Answer:
1. Establishing a purpose for the lesson	Teacher will show a Grib/puzzle where the student must find the words the teacher will ask the words are DRAWING PENCILS ART COMPASS ISOMETRIC CURVES FREEHAND DRAFTER This is the puzzle/ grib the teacher will show on the students

	 V R H Y T F M U K N C F M K M G N D R A W I N G B I B O V W J H A V C Z V L Q P R S T R A O K J S I R J P M G T A L K B D E C W L S B A L D E P Z V J F R Q U A D Y K E Z M S M W I G I A H W S N B D H O F B C J U C E F U C R A F L S C P L K A Z U S T F U I H C I A G U A S L I C N E P R O E H Y J K R T H J M Q X R M V R E M B G Q X N A Z K F P J X E N R Z A N K J P X M A W D Z P S L F B S O X M K S H M I Y B C I J D M Y V W S B J L W Q G D W O Y H
a. Presenting examples/ instances of the new lesson	Basic Geometric Shapes: Start with simple shapes like squares, circles, triangles, and rectangles. Have students draw these shapes using a ruler and a compass. Emphasize precision and accuracy. Orthographic Projections: Provide a simple 3D object (like a cube) and have students draw its orthographic projections - top, front, and side views. This helps them understand how 3D objects can be represented in 2D. Dimensioning: Introduce dimensioning by giving them a drawn object without measurements. Ask them to add dimensions using proper dimensioning techniques. This can include linear, angular, and radial dimensions. Isometric Drawing: Transition to isometric drawings. Have students draw a simple object, like a block or a tool, in isometric view. Emphasize the use of isometric grid paper. Section Views: Introduce section views by providing an object with a cutting plane indicated. Ask students to draw the section view, showing the interior details. Detail Drawings: Provide a simple assembly of parts and ask students to create detailed drawings of each individual part. This helps them understand how parts fit together. Tolerances and Fits: Introduce the concept of tolerances and fits. Provide a shaft and hole combination and ask students to indicate the tolerances. Exploded Views: Provide an assembly of simple objects and ask students to create an exploded view to show how the parts fit together. Pictorial Views: Ask students to draw an object in either an oblique or perspective view. This helps them understand how objects can be represented with depth. Revolved Features:

	Provide a profile view of an object and ask students to draw the object after it has been revolved around an axis.
1. Discussing new concepts and practicing new skills #1	Technical drawing is a precise form of visual communication used to convey how something functions or is constructed. It's like a universal language for professionals in various industries. Architects, engineers, designers, and technicians use technical drawings to convey their ideas accurately. Now, let's distinguish technical drawing from sketching or freehand drawing. While both involve putting pen to paper, they serve different purposes. Technical drawing is all about precision. It provides specific details and measurements to guide the creation or construction of something. It's often done using specialized tools and, nowadays, even digitally. On the other hand, sketching or freehand drawing is more about capturing feelings, ideas, or scenes. It's a form of artistic expression that can be used to convey emotions or depict objects in a more interpretive way. It's been used since ancient times as a universal language for sharing information, ideas, and feelings. In technical drawing, we have a set of internationally recognized standards that ensure clear and accurate representation. This helps professionals from different parts of the world understand each other's drawings. It's a bit like a blueprint for building, only in a visual format. Now, let's talk about the tools we'll be using. First, we have drawing pencils. These come in different hardness levels, which affect the darkness and softness of the lines. Next, we've got erasers for those moments when we need to make corrections. A protractor is useful for measuring angles up to 180 degrees. A compass helps us draw precise circles or arcs. Squares and French curves assist in creating straight lines and curves, respectively. And, of course, we need paper to draw on.
1. Developing mastery (Leads to Formative Assessment 3)	Students must match column a with the correct answer on column b Column A _____1. It is an act and discipline of making drawings that outwardly impart how something capacities or is built. _____2. It conveys creative drawing that pass on thought, feeling, temperament or circumstances. _____3. A type of drawing that is isometric, point of view. _____4. An instrument that's utilized to clean or delete superfluous marks or redress off-base drawings. _____5. This instrument is used to draw arcs and circles. Column B **A.** Eraser **B.** Squares **C.** Technical Drawing **D.** Compass **E.** 3D drawings **F.** Sketching

2. Developing Mastery

Student must Accomplish the table below

Step 1	Step 2	Step 3
With the use of your pencil, draw any THING that comes into your mind. Use the space below.	Now, gather any available drawing instrument and draw the same THING you have on the first column.	Compare the two drawings.

Rubric Scoring

	Excellent 5 pts	Good 4 pts	Basic Requirements 3 pts	Little or no effort 2 pts
Composition/Design Level of understanding about instructions and concepts used in the activity.	The artwork is planned carefully; understanding of all concepts and instructions is clearly demonstrated.	The artwork is planned carefully; understanding of most concepts and instructions is demonstrated.	The artwork shows little evidence of understanding the concepts and instructions.	The artwork shows no understanding of the concepts and instructions.
Creativity/ Challenge Inventiveness, expression of ideas and imagination portrayed in the	The artwork demonstrates a challenging level of production and creativity as well as outstanding	The artwork demonstrates a satisfactory level of production and creativity as well as logical	The artwork demonstrates a basic level of attention to production, creativity, and problem solving skills.	The artwork demonstrates very little attention to production, creativity, and problem solving skills.

3. Finding practical applications of concepts and skills in daily living

Complete the chart by following the steps below.
Step 1. Consider the Plus Points
In this step, simply enumerate all of the positive things you can think of. Don't critique yourself along the way, simply spill out all the positive points that you can think of.
Step 2. Consider the Minus Points
Enumerate all of the negative things you can think of. Again, don't critique yourself. Simply spill out all the negative points you can think of.
Step 3. Consider the Interesting Points of the Situation.
Enumerate all the interesting points that you can think of. Rather than positive or negative, they are simply points of interest that you should direct your attention to.
Step 4. Make your Conclusion Lastly, you make your judgement because you've scanned and organized three important aspects: the positives, the negatives, and the interesting.

	<table><tr><th>Plus</th><th>Minus</th><th>Interesting</th></tr><tr><td></td><td></td><td></td></tr><tr><td colspan="3">Conclusion:</td></tr></table>
4. Making generalizations and abstractions about the lesson	Technical drawing is a precise and standardized way of communicating how something functions or is constructed. It's a crucial skill for professionals in fields like engineering, architecture, and design. This form of visual communication is like a universal language that allows experts from different parts of the world to understand each other's ideas and plans. In contrast, freehand drawing or sketching is a more artistic form of expression, focusing on capturing feelings, ideas, or scenes. It's a way to convey emotions or depict objects in a more interpretive manner. We've also covered the basic instruments used in technical drawing, such as pencils, erasers, protractors, compasses, squares, French curves, and circle templates. Each of these tools serves a specific purpose and contributes to creating precise and accurate drawings.
5. Evaluating Learning	Student must explain briefly the quotation below “Creativity is contagious, pass it on” - Albert Einstein
6. Additional activities for application or remediation	Assignment that are related to the next topic What is a Schematic Diagram?
IV. REMARKS	
V. REFLECTION	
A. No. of learners who earned 80% on the formative assessment	

B. No. of learners who require additional activities for remediation who scored below 80%	
C. Did the remedial lessons 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 this work?	
F. What difficulties did I encounter which my principal or superior 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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