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 be able to accurately apply and demonstrate the formulas for calculating the area and perimeter of various geometric figures, including rectangles, squares, triangles, and circles, in both theoretical and practical scenarios.
2. Performance Standards	Students will be assessed based on their ability to correctly apply the appropriate formulas to calculate the area and perimeter of geometric figures, demonstrating proficiency in both theoretical and practical contexts.
3. Learning Competencies	Code: TLE_CSS9-Q2-M7.pdf At the end of the lesson, the learners should be able to: 3.1 Be able to comprehend and apply the formulas for calculating the area and perimeter of geometric figures. 3.2 Develop an appreciation for the practical application of geometric formulas in computer system servicing, recognizing the relevance of mathematical concepts in real-world scenarios. 3.3 Demonstrate the ability to accurately and efficiently perform calculations of area and perimeter using appropriate tools, such as calculators and computer software, in the context of computer system servicing.
I. CONTENT	Formula for Area and Perimeter of Geometric Figures
II. LEARNING RESOURCES	
A. References	
1. TG pages	
2. LM pages	SLM:7 pp. Formula for Area and Perimeter of Geometric Figures pp. 7- 11
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 give a solving problem 1. 0 + 0 = 2. 1 + 1 + 1 = 3. 1 – 0 = 4. 0 – 0 = 5. 1 x 0 = Student possible answer: 1. 0 2. 3 3. 1 4. 0 5. 0
1. Establishing a purpose for the lesson	the teacher will ask a question related on incoming lesson Teacher: what is the perimeter of a triangle with sides measuring 6 centimeters, 8 centimeters and 9 centimeters. Student possible answer: 23cm Teacher: A computer case has a length of 28 inches and a width of 24 inches. What is the perimeter of the computer case? Student possible answer: 104in Teacher: A working table has a length of 1600 centimeters and a width of 300 centimeters. How much area we need? Student possible answer: $480,000cm^2$ Teacher: What is the area of the computer room if it is 8 meters long and 7 meters wide? Student possible answer: $56m^2$ Teacher: What is the area of a circle if the diameter is 120 centimeters? Student possible answer: $11309.73cm^2$

a. Presenting examples/ instances of the new lesson	the teacher will present this as an example for the incoming discussion Rectangle: Area Formula: Area = Length × Width Perimeter Formula: Perimeter = 2 × (Length + Width) Example: If a rectangle has a length of 5 units and a width of 3 units, the area is 5 × 3 = 15 square units, and the perimeter is 2 × (5 + 3) = 16 units. Triangle: Area Formula: Area = (Base × Height) / 2 Perimeter Formula: Perimeter = Side1 + Side2 + Side3 (for any triangle) Example: For a triangle with a base of 4 units and a height of 6 units, the area is (4 × 6) / 2 = 12 square units, and the perimeter depends on the lengths of the sides. Circle: Area Formula: Area = πr^2 (where 'r' is the radius) Circumference Formula: Circumference = $2\pi r$ Example: If a circle has a radius of 5 units, the area is $\pi \times (5)^2 = 25\pi$ square units, and the circumference is $2\pi \times 5 = 10\pi$ units. Square: Area Formula: Area = Side × Side (or Side^2) Perimeter Formula: Perimeter = 4 × Side Example: For a square with sides of 7 units each, the area is 7 × 7 = 49 square units, and the perimeter is 4 × 7 = 28 units.
1. Discussing new concepts and practicing new skills #1	Teacher: Good day, class! Today, we're going to explore the fundamental formulas for finding the area and perimeter of geometric figures. These concepts are not just theoretical; they have practical applications in our daily lives. Understanding these formulas can help you remodel a workspace or even assemble a computer system. Student: Sounds interesting! I've always wondered how these mathematical concepts connect to real-world activities. Teacher: Great! Let's start with the concept of perimeter. It's the distance around a two-dimensional shape, think of it like wrapping a string around a rectangular board. The word "perimeter" is derived from two Greek words, "peri" meaning around and "metron" meaning measure. Student: So, it's basically the measurement around the edge of a shape?

Teacher: Exactly! To find the perimeter, you add up the lengths of all the sides. For instance, let's consider a rectangle with a length of 10 centimeters and a width of 4 centimeters. The formula for the perimeter of a rectangle is P = 2l + 2w, where 'l' is the length and 'w' is the width.

Student: Got it! So, for the rectangle, it would be P = 2(10) + 2(4), which gives us 28 centimeters.

Teacher: Perfect! Now, let's look at squares and triangles. The formula for the perimeter of a square is P = 4s, where is the length of the sides. And for a triangle, it's P = a + b + c, where 'a', 'b', and 'c' are the lengths of the sides.

Student: So, for the square, if each side is 5 centimeters, the perimeter would be P = 4(5), which is 20 centimeters. And for the triangle with sides 4 m, 9 m, and 7 m, the perimeter would be 20 m.

Teacher: Exactly! You're catching on quickly. Now, let's move on to the concept of circumference, which is the perimeter of a circle. The formulas for circumference are C = 2πr or C = πd, where 'r' is the radius, 'd' is the diameter, and π is approximately 3.14.

Student: And for the circle example with a radius of 9 cm, the circumference would be C = 2π (9), which is 56.52 cm.

Teacher: Spot on! Now, let's delve into the concept of area. Area is the space occupied by a flat shape or the surface of an object, measured in square units like square centimeters or square meters.

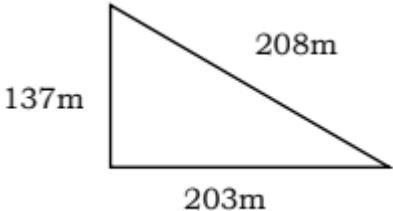Student: Like, how many unit squares would cover the surface?

Teacher: Exactly! For a rectangle with a length of 18 cm and a width of 13 cm, the area is found using the formula A = lw, which gives us 234 cm².

Student: And for a circle with a radius of 7 meters, the area would be A = π (7) ², which is 153.86 m².

Teacher: You're getting the hang of it! Lastly, the area of a triangle is given by the formula A = ½bh. For a triangle with a base of 15 inches and a height of 4 inches, the area would be 30 square inches.

Student: This makes a lot more sense now! These formulas are pretty practical.

Teacher: Absolutely! You can see how understanding these mathematical concepts can be applied in various real-world

	situations. Feel free to ask any questions as we continue exploring geometry together!
1. Developing mastery (Leads to Formative Assessment 3)	The teacher will ask student to answer in the board and show in the board the solution on how they got the real answer 1. Find the perimeter and area of the rectangular PCB (Printed Circuit Board) with length 17 cm and width of 13 cm. 2. Base on the figure, compute the area and perimeter of the triangle. 3. If the dimensions of the motherboard are 305mm and 257 mm respectively, what is its area and perimeter? Student possible answer on the questions
2. Developing Mastery	Teacher will group the class in to 3 and they must look for a round/spherical object that can be found on their school or classroom they must get the area and circumference of this object Object: _____ Circumference: _____ Area: _____
3. Finding practical applications of concepts and skills in daily living	Teacher will ask the student what are they have learned about this lesson and how this lesson and how this lesson will help them on daily living they must wright it on their half lengthwise
4. Making generalizations and abstractions about the lesson	In summary of our lesson for today we, understanding the formulas for calculating the area and perimeter of geometric figures is not just an exercise in mathematical abstraction; it's a practical skill with wide-ranging applications in our daily lives. From remodeling workspaces to assembling computer systems, these mathematical concepts provide a valuable toolkit for quantifying physical space and optimizing arrangements. Whether measuring the distance around a shape or determining the space within it, these formulas empower individuals to make informed decisions about spatial configurations, fostering

	a deeper appreciation for the intersection of mathematics and real-world scenarios.
5. Evaluating Learning	Do you think this lesson is beneficial to you? Write a real-life situation that involves using perimeter and area.
6. Additional activities for application or remediation	Teacher will give a task that are related for the incoming new lesson Watch or learn on how to convert and calculation of Bit, Byte, Kilobyte, Megabyte, Gigabyte and Terabyte

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?	

Prepared by:

FAMOUS C. BUHAYAN
Pre-Service Teacher

Checked by:

ROMEL D. JUNIO
Master Teacher III

Noted by:

EVELYN B. YARIN
Head Teacher VI, TLE Department