Daily Lesson Log of M8GE-Ive-1 (Week-Four-Day Four)

	School	Grade Level	8	
	Teacher	Learning Area	Mathematics	
	Teaching Date and	Quarter	Fourth	
	Time	Quarter	1001111	
A. Content Standards		Demonstrates understanding of key concepts of inequalities in a triangle, and parallel and perpendicular lines.		
B.	. Performance Standards Is able to communicate mathematical thinking with coherence and cla		-	
		in formulating, investigating, analyzing, and solving real-life problems involving triangle inequalities, and parallelism and perpendicularity of		
		lines using appropriate and accurate represen	• •	
		Learning Competency: Proves properties of p		
		transversal. (M8GE-lve-1)		
	Laguation	Learning Objectives:		
C.	Learning Competencies/Objective	1. Recall on the different properties of parallel	el lines cut by a transversal.	
	s	2. Solve for the measure of angles formed by parallel	-	
	j	3. Demonstrate appreciation on knowing		
		parallel lines cut by a transversal as impo	_	
<u></u>	I CONTENT	angles formed by parallel lines cut by a trans-		
-	I. CONTENT II. LEARNING RESOURCES	Solving Measures of Angles Formed by Parallel Lines	Lut by a Transversal	
A.				
1.	Teacher's Guide pages			
2.	Learner's Materials			
-	pages	Pages 443-454		
3.	Textbook pages			
4.	Additional Materials			
	from Learning Resource			
	(LR) portal			
B.	Other Learning			
Resources				
	V. PROCEDURES	The beauties also also also diffe		
	Review previous lesson or	The teacher asks the students: " What are the different parallel lines cut by a transversal?"	rent properties/theorems of	
Α.		Possible Answers:		
"	presenting the new lesson	Corresponding angles postulate, alternate exterior	angles theorem, alternate	
		interior angles theorem, same-side exterior angles	_	
		angles theorem		
\vdash		The Assertion less (I) and the control of the contr	and the state of the state of	
В.	Establishing a purpose for	The teacher lets the students realize that know properties/theorems of parallel lines cut by a trans-	versal is important in solving	
	the lesson	measures of angles formed by parallel lines cut by a tr	ansversal.	
		The teacher let the students, by pair, do test III of Ac	tivity 7 found on page 454 of	
C.	Presenting examples/	the Learner's Module.	.,	
L	instances of the new lesson			
		The teacher discusses with the students the process	of arriving at the answer of	
D.	Discussing new concepts	each item in test III of Activity 7.		
	and practicing new skills #1		,	
<u> </u>	Discussing a sure server to	Answers can be found on page 486 of the TG (Soft Co	DY)	
E.	Discussing new concepts and practicing new skills #2			
	The processing reason on the			
		The teacher will let the students work in pairs to do	he task presented below.	
F.	Developing mastery (leads			
	to formative assessment 3)	Directions: Find the value of x.		
<u></u>		1. 2.		

	<u> </u>	
	$\begin{array}{c} 72^{\circ} \\ (7x + 24)^{\circ} \end{array}$	
	Answers: 1. x = 64 2. x = 12	
	The teacher will present this real-life situation and lets the students brainstorm and give their own reasoning.	
G. Finding practical applications of concepts and skills in daily living	PARKING The painted lines that separate parking spaces are parallel. The measure of ∠1 is 60°. What is the measure of ∠2? Explain.	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical skills used to find the measure of angles formed by parallel lines cut by a transversal by asking questions like: 1. What skills did you use to find the measure of angles formed by parallel lines cut by a transversal? 2. How did you find the measure of angles formed by parallel lines cut by a transversal? Possible Answers: 1. Solving linear equations to find the value of x, Applying the concept of properties of parallel lines cut by a transversal 2. Recall on the different properties of parallel lines cut by a transversal. Then, form a linear equation to solve for x.	
I. Evaluating Learning	The teacher lets the students answer in groups of 3 the formative assessment. COLOR ME TO THE FINSH Directions: Find the value x in each item found inside the box and put a color on the arrows that contains the correct answer. Answer each item until you arrive to the finish box. $ x = 6 $ $ x = 6 $ $ x = 6 $ $ x = 6 $ $ x = 6 $ $ x = 7 $	
J. Additional activities or remediation		
V. REMARKS		
VI. REFLECTION		

A.	No. of learners who earned 80% of the evaluation	
В.	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	The teacher contextualized and localized the topic in finding practical application part of the DLL.

COLOR ME TO THE FINISH

Directions: Find the value x in each item found inside the box and put a color on the arrows that contains the correct a arrive to the finish box.

