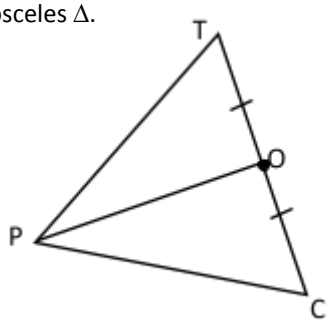
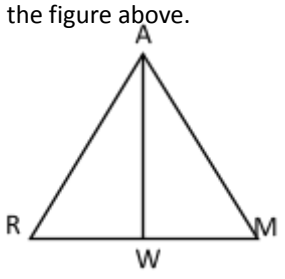
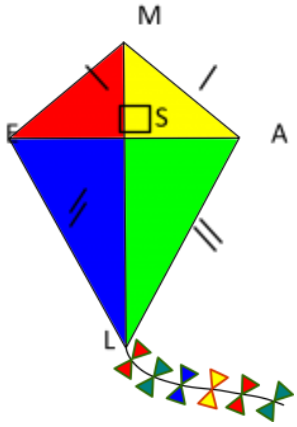
DAILY LESSON LOG OF M8GE-IIIi-j-1 (Week 10 Day 1)

School		**Grade Level**	Grade 8
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 triangle congruence.		
B. Performance Standards	The learner is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations.		
C. Learning Competencies/ Objectives	Learning Competency: Applies triangle congruence to construct perpendicular lines and angle bisectors. **(M8GE-IIIi-j-1)** Learning Objectives: 1. Recall the definition of perpendicular lines and angle bisector 2. Identify statements that satisfy the construction of perpendicular lines and angle bisector 3. Shows interest in doing the activities		
II. CONTENT	Construction of Perpendicular Lines Applying Triangle Congruence		
III. LEARNING RESOURCES	teacher's guide, learner's module,		
A. References			
1. Teacher's Guide			
2. Learner's Materials			
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	Review previous lesson by letting the students answer the questions below: 1. What are perpendicular lines and angle bisectors? 2. How to construct perpendicular lines and angle bisectors applying triangle congruence?		
B. Establishing a purpose for the lesson	The teacher lets the students realize that triangle congruence can be applied in constructing perpendicular lines and angle bisector.		

C. Presenting examples/ instances of the new lesson	The teacher lets the students, in groups of three, do the Activity below. Given : ΔCPT is an isosceles Δ.  Identify if the given statement is TRUE or FALSE given the figure above. 1. $PT \cong PC$ 2. $OT \cong OC$ 3. $\angle T \cong \angle C$ 4. PO ⊥ CT 5. PO bisects $\angle CPT$ Answer Key: 1.TRUE 2. True 3. True 4. False 5. True
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of arriving the correct answer in the given Activity. Furthermore, he/she asks the students about mathematical skills or principles that they used to identify the statements if satisfy the construction of perpendicular lines and angle bisector.
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to formative assessment 3)	Working in pairs, the teacher lets the students answer the exercise below. In the diagram below, ΔRAM is an equilateral triangle and AW ⊥ RM. Identify if the given statement is TRUE or FALSE given the figure above. 1. $RW \cong MW$ 2. AW is an angle bisector 3. $\angle RAW \cong \angle WMA$ 4. $\angle R \cong \angle M$ 5. $m\angle R = 90$ 

	Answer Key: 1. True 2. True 3. False 4. True 5. False
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical skills or principles used to illustrate and rational algebraic expressions through the questions like: 1. What did you do to arrive at the answer? 2. What are the principles and skills use to identify statements which are true? Answers shall be drawn from the students.
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment.  Given the shape of a kite above, identify if the given statement is TRUE or FALSE . 1. $\angle LEA \cong \angle LAE$ 2. Δ EMA is an isosceles triangle. 3. LM is an angle bisector. 4. EA is an angle bisector. 5. $ME \cong MA$ Answer Key: 1. True 2. True 3. True 4. False 5. True

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	The figure given in the evaluation indicates the localization is done.

Prepared by:

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