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
ı.	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.		
Α.	Content Standards		es understanding of key conc	
В.	Performance Standards	clarity in formulating, in involving congruent tria	mmunicate mathematical thi vestigating, analyzing, and so ngles using appropriate and a	lving real-life problems accurate representations.
C.	Learning Competencies/ Objectives	Learning Objectives: 1. Recall the definition	Applies triangle congruence lines and angle bisectors. (Man of perpendicular lines and a that satisfy the construction oing the activities	ngle bisector
II.	CONTENT	Construction of Perpend	dicular Lines Applying Triangle	e 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			
В.	Other Learning			
	Resources			
IV.	PROCEDURES	pupils/students will learn wei which you can infer from fon pupils/students with multiple processes, and draw conclus	e across the week. Spread out t. II. Always be guided by demonstration mative assessment activities. Sustain ways to learn new things, practice ions about what they learned in re the time allotment for each step.	n of learning by the pupils/ students learning systematically by providing the learning, question their learning
Α.	Review previous lesson or presenting the new lesson	1. What 2. How t	by letting the students answer are perpendicular lines and a o construct perpendicular line ng triangle congruence?	ngle bisectors?
В.	Establishing a purpose for the lesson		udents realize that triangle cular lines and angle bisector.	ongruence can be applied in

		The teacher lets the students, in groups of three, do the Activity below.
C.	Presenting examples/ instances of the new lesson	Given: $\triangle CPT$ is an isosceles \triangle . 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. $PO \perp CT$ 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, \triangle RAM is an equilateral triangle and AW \bot 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. $m \angle R=90$

G.	Finding practical	Answer Key: 1. True 2. True 3. False 4. True 5. False	
G.	applications of concepts and skills in daily living		
		The teacher summarizes the mathematical skills or principles used to illustrate and rational algebraic expressions through the questions like:	
н.	Making generalizations and abstractions about the lesson	 What did you do to arrive at the answer? What are the principles and skills use to identify statements which are true? 	
		Answers shall be drawn from the students.	
ı.	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. \triangle 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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