



**GRADES 8
DAILY LESSON LOG**

School CAVITE NATIONAL SCIENCE HIGH SCHOOL

Grade Level 8

Teacher *DIZON, ELIZABETH & GUANZON, ROSALIA P.*

Learning Area *MATH*

Teaching Dates and Time

Quarter *FOURTH*

Teaching Day and Time

Grade Level Section

Session 1

Session 2

Session 3

Session 4

I. OBJECTIVES

Content Standards

The learner demonstrates understanding of key concepts of inequalities in a triangle.

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Performance Standards

The learner is able to communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems using appropriate and accurate representations.

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Learning Competencies / Objectives

The learner proves inequalities in a triangle.
(M8GE-IVc-1)
Prove inequalities in a triangle.
Apply the theorems in proving inequalities in triangle.
c. Show the importance of inequalities in a triangle in real life.

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II. CONTENT	Inequalities in Triangles	Inequalities in Triangles	Inequalities in Triangles	Inequalities in Triangles
III. LEARNING RESOURCES				
References				
Teacher's Guide pages	K to 12 Mathematics Curriculum Guide Retrieved June 7,2016 from http://lrmds.deped.gov.ph/ .	K to 12 Mathematics Curriculum Guide Retrieved June 7,2016 from http://lrmds.deped.gov.ph/ .	K to 12 Mathematics Curriculum Guide Retrieved June 7,2016 from http://lrmds.deped.gov.ph/ .	K to 12 Mathematics Curriculum Guide Retrieved June 7,2016 from http://lrmds.deped.gov.ph/ .
Learner's Materials pages	Mathematics Learner's Module - Grade 8, Department of Education	Mathematics Learner's Module - Grade 8, Department of Education	Mathematics Learner's Module - Grade 8, Department of Education	Mathematics Learner's Module - Grade 8, Department of Education
Textbook pages			Robert Kalin, R. & Collin, M., Geometry, pp194-202 Prentice Hall Oronce, O. & Mendoza M., e-math III pp. 352-363	Robert Kalin, R. & Collin, M., Geometry, pp194-202 Prentice Hall Oronce, O. & Mendoza M., e-math III pp. 352-363
Additional Materials from Learning Resource (LR) portal		https://www.youtube.com/watch?v=t2YK87VbLCM https://www.youtube.com/watch?v=Q3wps6M6oB4 https://www.youtube.com/watch?v=3vOfQnUjzV8 https://www.youtube.com/watch?v=YHwSe-0c7Xo https://www.youtube.com/watch?v=Jeh8tZ2NJAe https://www.youtube.com/watch?v=7PflSEpPQns https://www.youtube.com/watch?v=YQjMr1hX8Wg https://www.youtube.com/watch?v=YQjMr1hX8Wg	https://www.youtube.com/watch?v=t2YK87VbLCM https://www.youtube.com/watch?v=Q3wps6M6oB4 https://www.youtube.com/watch?v=3vOfQnUjzV8 https://www.youtube.com/watch?v=YHwSe-0c7Xo https://www.youtube.com/watch?v=Jeh8tZ2NJAe https://www.youtube.com/watch?v=7PflSEpPQns https://www.youtube.com/watch?v=YQjMr1hX8Wg https://www.youtube.com/watch?v=YQjMr1hX8Wg	https://www.youtube.com/watch?v=t2YK87VbLCM https://www.youtube.com/watch?v=Q3wps6M6oB4 https://www.youtube.com/watch?v=3vOfQnUjzV8 https://www.youtube.com/watch?v=YHwSe-0c7Xo https://www.youtube.com/watch?v=Jeh8tZ2NJAe https://www.youtube.com/watch?v=7PflSEpPQns https://www.youtube.com/watch?v=YQjMr1hX8Wg https://www.youtube.com/watch?v=YQjMr1hX8Wg

		https://www.youtube.com/watch?v=PmCZL3VXfZg	https://www.youtube.com/watch?v=PmCZL3VXfZg	https://www.youtube.com/watch?v=PmCZL3VXfZg
		https://www.youtube.com/watch?v=Px6yV0AzF8	https://www.youtube.com/watch?v=Px6yV0AzF8	https://www.youtube.com/watch?v=Px6yV0AzF8
		https://www.youtube.com/watch?v=yfgrwsqRb0g	https://www.youtube.com/watch?v=yfgrwsqRb0g	https://www.youtube.com/watch?v=yfgrwsqRb0g
Other Learning Resources			http://www.basic-mathematics.com/triangle-inequality-theorem.html http://www.basic-mathematics.com/triangle-inequality-theorem-proof.html http://brewton.schoolwires.net/cms/lib010/AL01901380/Centricity/Domain/133/5-5_The_Triangle_Inequality.pdf	http://www.basic-mathematics.com/triangle-inequality-theorem.html http://www.basic-mathematics.com/triangle-inequality-theorem-proof.html http://brewton.schoolwires.net/cms/lib010/AL01901380/Centricity/Domain/133/5-5_The_Triangle_Inequality.pdf
IV. PROCEDURES				
Reviewing previous lesson or presenting the new lesson	Energize	“ LYING OR NOT ”	Possible Lengths	Video presentation
Establishing a purpose for the lesson	Presentation of Objectives	Presentation of Objectives	Presentation of Objectives	Presentation of Objectives
Presenting examples/ instances of the lesson	Presentation of illustrative examples.	Presentation of illustrative examples.	Presentation of illustrative examples.	Presentation of illustrative examples.
Discussing new concepts and practicing new skills #1	Things to consider in proving Triangle	Let us Analyze	Write a Two-column proof	Write a Two-column proof
Discussing new concepts and practicing new skills #2	Two-column Proof	Correct Combination	Range of values	Can you form a triangle

Developing mastery (Leads to Formative Assessment 3)	Independent Practice	Find Me!	Solve	Find the third side
Finding practical applications of concepts and skills in daily living	Create your own proof.	Create your own proof	Possible distances	Which the best route?
Making generalizations and abstractions about the lesson	See attach DLP	See attach DLP	See attach DLP	See attach DLP
Evaluating learning	Complete the proof	Complete the proof	Write two-column proof	Write two-column proof
Additional activities for application or remediation	See attached LCTG	Write two-column proof	Practice More	Practice More
V. REMARKS				
VI. REFLECTION				
No.of learners who earned 80% on the formative assessment				
No.of learners who require additional activities for remediation.				
Did the remedial lessons work? No.of learners who have caught up with the lesson.				
No.of learners who continue to require remediation				

Which of my teaching strategies worked well? Why did these work?				
What difficulties did I encounter which my principal or supervisor can help me solve?				
What innovation or localized materials did I use/discover which I wish to share with other teachers?				

Prepared by:

Noted by:

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