DAILY LESSON LOG OF M8AL-IVb-1 (Week Two-Day Three)

	School		Grade Level	Grade 8
	Teacher		Learning Area	Mathematics
	Teaching Date and Time		Quarter	Fourth
I.	OBJECTIVES	objectives, necessary proceduremedial activities may be assessed using Formative Assa	ires must be followed and if needd done for developing content know essment Strategies. Valuing objective dren to find significance and joy in le	curriculum standards. To meet the ed, additional lessons, exercises and ledge and competencies. These are as support the learning of content and earning the lessons. Weekly objectives
Α.	Content Standards	The learner demonstrate triangle, and parallel and	es understanding of key conce I perpendicular lines.	epts of inequalities in a
В.	Performance Standards	clarity in formulating, in	mmunicate mathematical thin vestigating, analyzing, and sol lities, and parallelism and per e representations.	ving real-life problems
C.	Learning Competencies/ Objectives	Learning Objectives: 1. Recall on Exterior A 2. Applies Exterior A inequalities; and 3. Demonstrate appre	, ,	n problems involving triangle ipation and group team work
II.	CONTENT	Application of Exterior A	ngle Inequality Theorem	
III.	LEARNING RESOURCES	teacher's guide, learner'	s module,	
A.	References			
1.	Teacher's Guide	453-454		
2.	Learner's Materials	399-401		
3.	Textbook pages			
4.	Additional Materials			
	from Learning Resource			
	(LR) portal			
В.	Other Learning Resources			
IV.	PROCEDURES	pupils/students will learn well which you can infer from forn pupils/students with multiple processes, and draw conclus	. Always be guided by demonstratio native assessment activities. Sustain ways to learn new things, practice	the activities appropriately so that on of learning by the pupils/ students of learning systematically by providing the learning, question their learning relation to their life experiences and
			the students review on Extent the angles using > and <:	rior Angle Inequality Theorem
A.	Review previous lesson	100 /1	m / RCT	Ă
	or presenting the new		m∠BST m∠SBT	
	lesson	<i>m∠</i> 1	<i>m</i> ∠ <i>SBT</i>	1
		Answer: >,>		S T
В.	Establishing a purpose for the lesson		dents realize the importance on onship of the sides and angle	of Triangle Inequality theorem s of a triangle.
C.	Presenting examples/ instances of the new lesson	answer of the question a Exterior angle inequality The school is having a The students beautify t "banderitas" from the c	and let them explain.	ts the students determine the
			-	A P C D E

		the shortest line of "banderitas" do the students use? Explain.
D.	Discussing new concepts and practicing new skills #1	The teacher process the answers of the students using the questions the follows; 1. Which line is the shortest line for "banderitas"? 2. Why do you think so? 3. What triangle inequality theorem is being used? 4. What does it state? 5. How are we able to use the concept in getting the answer? Answer: 1. \overline{PD} is the shortest line from center of the stage P tied to the opposite building's railings \overline{AE} . 2. Explaination may vary depends on the students understanding of the illustration. 3. We use the concept of Exterior Angle Inequality theorem. 4. It states that the exterior angle of a triangle is greater than the measurement of either of the remote interior angles. 5. (Refer to the illustration.) Observe $m\angle ABP > m\angle ACP > m\angle ADP$ the angles from the left. $m\angle EDP > m\angle ECP Observe \text{ the } AB C D E$ angles from the left. Since $\angle PDE$ is a right angle and $\angle EDP$ & $\angle ADP$ are linear pair, so $m\angle EDP + m\angle ADP = 180^\circ$, thus $m\angle ADP = 90^\circ$. Therefore, using the Triangle Inequality theorem 1, $m\overline{CP} > m\overline{DP}$.
E.	Discussing new concepts and practicing new skills #2	The teacher discusses and illustrates thoroughly the Exterior Angle Inequality Theorem and their importance in determining some real life scenarios. Furthermore, the teacher gives additional real life scenarios involving Exterior Angle Inequality Theorem as illustrative examples.
F.	Developing mastery (leads to formative assessment 3)	The teacher lets the students do the following in triads. I. Arrange the angles from the largest to the smallest. Refer to the illustration shown at the right. Answer key: $\angle 1, \angle 3, \angle 4, \angle 5, \angle 2$
G.	Finding practical applications of concepts and skills in daily living	
н.	Making generalizations and abstractions about the lesson	The teacher lets the students generalize their learning using the following question: 1. What does the Exterior Angle Inequality Theorem state? Possible Answers: 1. The Exterior Angle Inequality Theorem states that the measurement of the exterior angle is greater than the measurement of either of the remote interior angles.

		The teacher lets the students answer the formative assessment individually.
		I. In $\triangle ABC$, $m\angle A=40^{\circ}$ and $m\angle B=20^{\circ}$, which of the following is true
		in relation to the exterior angle? Write TRUE or FALSE on your answer sheet.
		1. $m \angle BCD = 40^{\circ}$ 2. $m \angle BCD = 20^{\circ}$
		2. $m \angle BCD = 20^{\circ}$ 3. $m \angle BCD = 60^{\circ}$
ı.	Evaluating Learning	4. $m \angle BCD = 30^{\circ}$
		$\underline{\qquad} 5. m \angle BCD = 50^{\circ}$
		II. Compare the angles using the inequality symbols; >,<,=. $m \angle$ $m \angle$
		$m \angle$ $m \angle$
		$m \angle$ $m \angle$ B
<u> </u>		Ā D Č
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.
Α.	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	
E.	remediation Which of my teaching	
	strategies worked well? Why did these work?	
F.	What difficulties did I	
	encounter which my principal or supervisor can	
G.	help me solve? What innovation or	
0.	localized materials did I	
	use/ discover which I wish	

to	share	with	other
teac	achers		

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