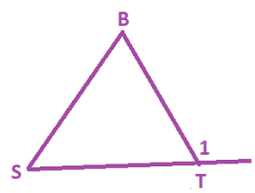
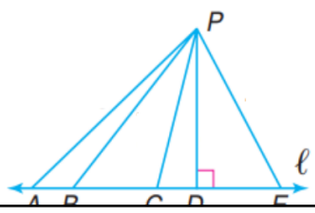
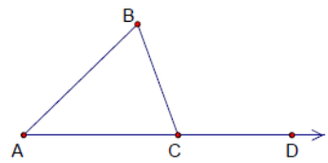
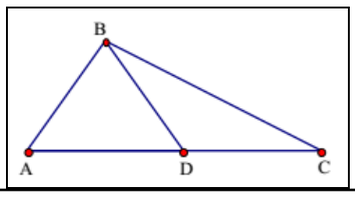
DAILY LESSON LOG OF M8AL-IVb-1 (Week Two-Day Three)

School		**Grade Level**	Grade 8
Teacher		**Learning Area**	Mathematics
Teaching Date and Time		**Quarter**	Fourth

I. OBJECTIVES	*Objectives 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 inequalities in a triangle, and parallel and perpendicular lines.
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 triangle inequalities, and parallelism and perpendicularity of lines using appropriate and accurate representations.
C. Learning Competencies/ Objectives	**Learning Competency:** Applies theorems on triangle inequalities. **(M8AL-IVb-1)** **Learning Objectives:** 1. Recall on Exterior Angle Inequality Theorem; 2. Applies Exterior Angle Inequality Theorem on problems involving triangle inequalities; and 3. Demonstrate appreciation through active participation and group team work in doing activities involving Exterior Angle Inequality Theorem.
II. CONTENT	Application of Exterior Angle 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	
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	The teacher lets the students review on Exterior Angle Inequality Theorem by letting them compare the angles using > and <: $m\angle 1 ____ m\angle BST$ $m\angle 1 ____ m\angle SBT$  ***Answer:*** ***>, >***
B. Establishing a purpose for the lesson	The teacher lets the students realize the importance of Triangle Inequality theorem in determining the relationship of the sides and angles of a triangle.
C. Presenting examples/ instances of the new lesson	The teacher posts the illustration to the class and lets the students determine the answer of the question and let them explain. Exterior angle inequality theorem: The school is having a Arts month celebration. The students beautify the school by putting up "banderitas" from the center of the stage *P* tied to the opposite building's railings $\overleftrightarrow{AE}$. What is 

	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 $\overleftrightarrow{AE}$.* 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 the angles from the right.* *Since $\angle PDE$ is a right angle and $\angle EDP$ & $\angle ADP$ are linear pair, so $m\angle EDP + m\angle ADP = 180^0$, thus $m\angle ADP = 90^0$. 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	
H. 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.*

I. Evaluating Learning	The teacher lets the students answer the formative assessment individually. I. In ΔABC, $m\angle A = 40^0$ and $m\angle B = 20^0$, which of the following is true in relation to the exterior angle? Write TRUE or FALSE on your answer sheet.  _____ 1. $m\angle BCD = 40^0$ _____ 2. $m\angle BCD = 20^0$ _____ 3. $m\angle BCD = 60^0$ _____ 4. $m\angle BCD = 30^0$ _____ 5. $m\angle BCD = 50^0$ II. Compare the angles using the inequality symbols; >,<,=. $m\angle$ ____ $m\angle$ $m\angle$ ____ $m\angle$ $m\angle$ ____ $m\angle$ 
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	

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