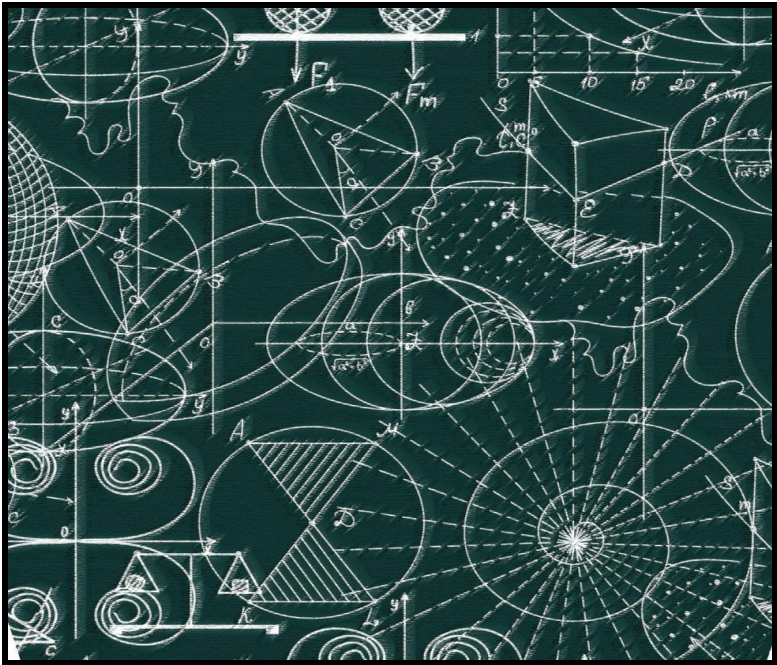
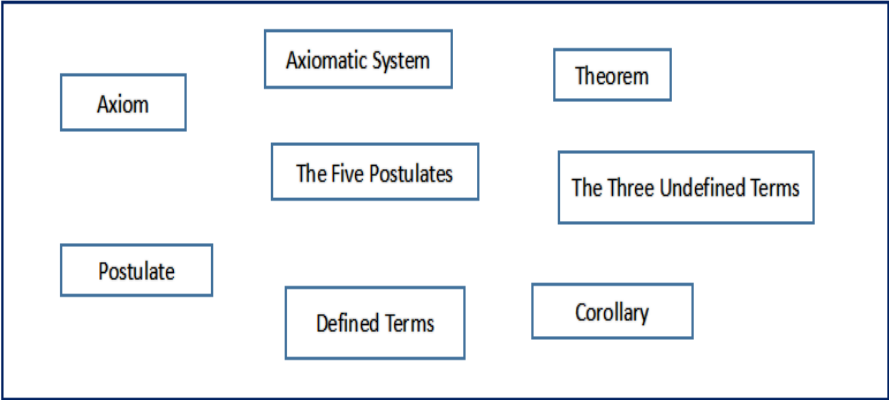
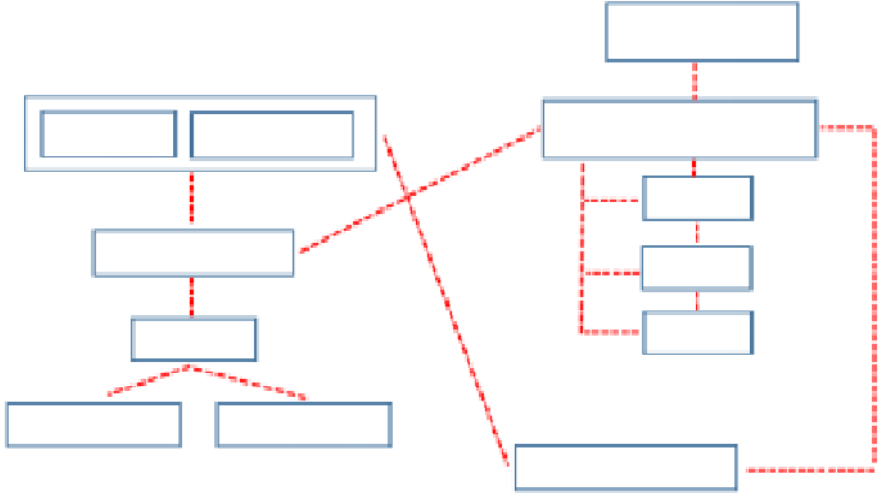
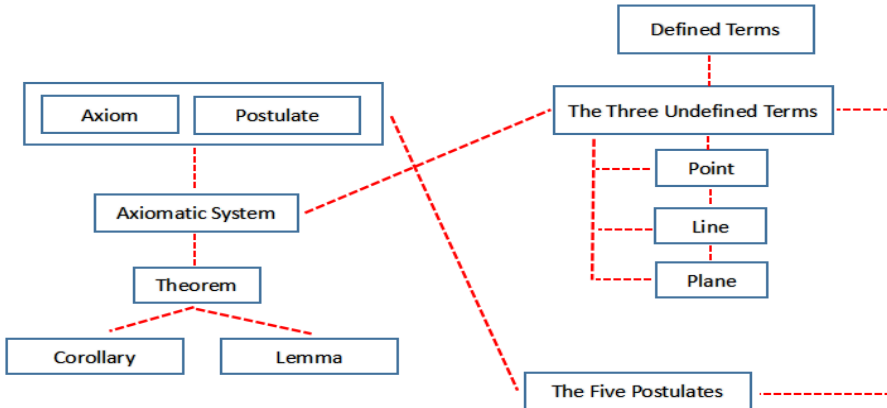


DAILY LESSON LOG OF M8GE-IIIa-1 (Week One-Day One)

School		Grade Level	Grade 8
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Third
I. OBJECTIVES	<i>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.</i>		
A. Content Standards	The learner demonstrates understanding of key concepts of axiomatic structure of geometry and triangle congruence.		
B. Performance Standards	The learner is able to: 1. formulate an organized plan to handle a real-life situation, and 2. 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: Describes a mathematical system. (M8GE-IIIa-1) Learning Objectives: 1. Define the different terms in the mathematical system; 2. Construct the axiomatic structure; and 3. Demonstrate appreciation of mathematical system through active participation and coordination with varied activities.		
II. CONTENT	Axiomatic Structure of Mathematical system		
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	Regional Training of Teachers PPT: https://drive.google.com/file/d/1ZryhVKOZMAwzugVL1YzG-_Yy9kRkrO2u/view?usp=sharing		
IV. PROCEDURES	<i>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.</i>		
A. Review previous lesson or presenting the new lesson	The teacher shows the following pictures and then ask the students the questions that follow:		

	 Questions: 1. What do you see on the picture? 2. What branch of mathematics do we cover these topics? Possible Response: 1. Shapes, Angles, Circles, Measuring balance 2. Geometry
B. Establishing a purpose for the lesson	The teacher lets the students realize that determining the mathematical system is important in Geometry.
C. Presenting examples/ instances of the new lesson	Working in groups, the teacher lets the students define and make a schematic diagram given the following geometric terms according to their prior knowledge. Write it on a manila paper. They may use their phones for the definition. One representative of each group presents their output. <pre>graph TD; Axiom --> AS[Axiomatic System]; AS --> Theorem; Theorem --> C[Corollary]; C --> DT[Defined Terms]; DT --> TP[The Five Postulates]; TP --> P[Postulate]; P --> Axiom; TP --> T3UT[The Three Undefined Terms];</pre>
D. Discussing new concepts and practicing new skills #1	The teacher processes the answers of the students by identifying the similarities and dissimilarities of each groups' works. (Comparing of outputs.)
E. Discussing new concepts and practicing new skills #2	The teacher discusses and illustrates thoroughly the definitions of the different mathematical terms following terms: ✓ AXIOM / POSTULATE = is a statement that is taken to be true, to serve as a premise or starting point for further reasoning and arguments. ✓ AXIOM = is any mathematical statement that serves as a starting point from which other statements are logically derived. ✓ AXIOMATIC SYSTEM = is any set of axioms from which some or all axioms can be used in conjunction to logically derive theorems. ✓ THEOREM = is a statement proven based on axioms, other theorems, and some set of logical connectives. ✓ COROLLARY = is a theorem that is usually considered an easy consequence/results of another theorem.

	✓ LEMMA = is generally used to describe an auxiliary fact that is used in the proof of a more significant result.
F. Developing mastery (leads to formative assessment 3)	Working by pair, the teacher lets the students remake a diagram of Mathematical System filling in the box.  Use the following terms: Axiom, Postulate, Axiomatic System, Theorem, Corollary, Defined Terms, Three Undefined Terms, Point, Plane, Five Postulates, Line, Lemma. Answer Key: 
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher lets the students summarize the lesson. The following questions are asked: 1. What is axiomatic system? 2. What are the parts of axiomatic system? 3. How are each related to each other? Answers are drawn from the students.
I. Evaluating Learning	The teacher lets the students make the axiomatic structure individually. Answer key:

	<pre>graph TD DT[Defined Terms] -.-> TUT[The Three Undefined Terms] TUT -.-> P[Point] TUT -.-> L[Line] TUT -.-> PL[Plane] TUT -.-> F5P[The Five Postulates] F5P -.-> A[Axiom] F5P -.-> PO[Postulate] A -.-> AS[Axiomatic System] PO -.-> AS AS -.-> T[Theorem] T -.-> C[Corollary] T -.-> LEM[Lemma]</pre>
J. Additional activities or remediation	
V. REMARKS	
VI. REFLECTION	<i>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.</i>
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	In “Discussion of new concepts”, the teacher incorporates examples that are contextualized and localized to make it easier for the students to relate.

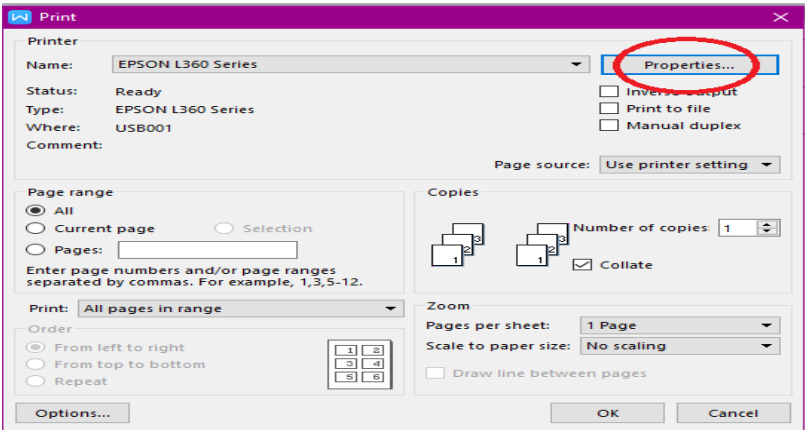
Prepared by:

GERALDINE M. BETONIO
Tabok NHS SST-1

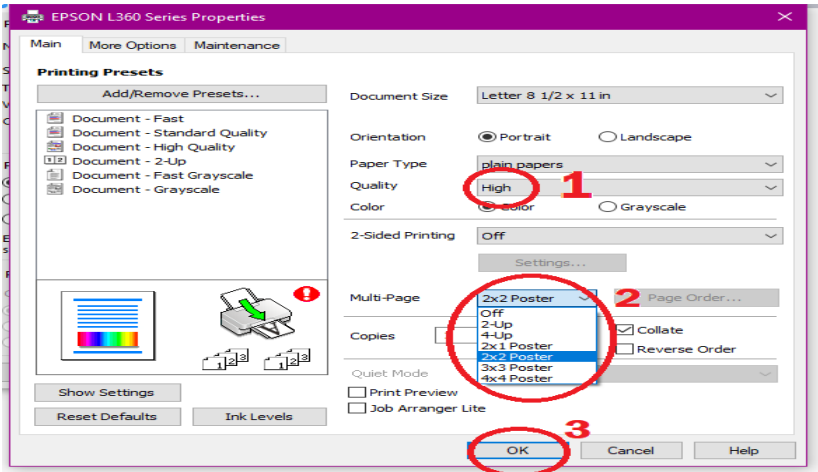
VISUAL AID

How to print visual aid in poster form:

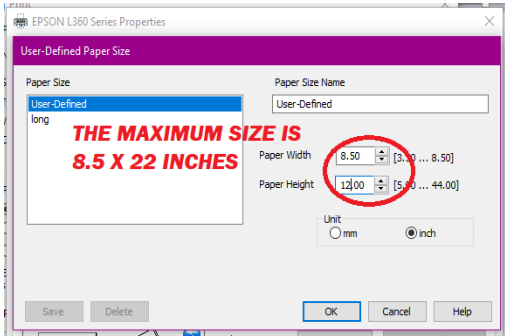
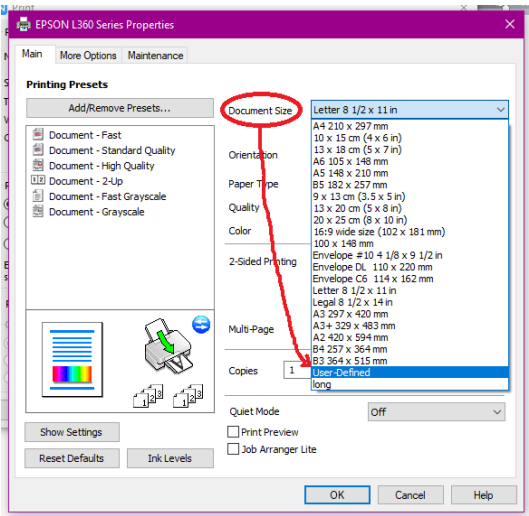
- 1. Open "Print properties"



- 2. Select



- 3. You may change the document size from short (8.5x11) to long (8.5 x 13) if you want to.



- A.
4. Connect all the parts using glue or tape.

VISUAL AID # 1 --- please adjust margins and the size and erase this red before printing

