

DAILY LESSON LOG OF M8GE-III-j-1 (Week 9 Day 4)

School		Grade Level	Grade 8
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Third
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 triangle congruence.		
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 congruent triangles using appropriate and accurate representations.		
C. Learning Competencies/ Objectives	Learning Competency: Applies triangle congruence to construct perpendicular lines and angle bisectors. (M8GE-III-j-1) Learning Objectives: 1. Recall the definition of perpendicular lines 2. Applies triangle congruence to construct perpendicular lines 3. Shows interest in doing the activities		
II. CONTENT	Graphs of Linear Functions		
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			
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	Review previous lesson by letting the students answer the questions below: 1. What are perpendicular lines? 2. How to construct perpendicular lines?		
B. Establishing a purpose for the lesson	The teacher lets the students realize that triangle congruence can be applied in constructing perpendicular lines.		

C. Presenting examples/ instances of the new lesson	The teacher lets the students, in groups of three, do the Activity below. 1. Draw acute angle PQR. 2. Adjust the compass to a slightly wide setting. 3. Without changing the compass width, draw an arc across each leg of the angle and name them point A and B. 4. Though the compass width can be changed. It is recommended to leave it the same. Place the compass on the point where one arc crosses the leg and draw an arc in the interior of the angle. 5. Without changing the compass setting repeat for the other leg so that the two arcs cross. Name the intersection of the arc as point C. 6. Using a ruler, draw a line from the vertex to the point where the arcs cross. 7. Draw segment AB and AC. Guide Question: 1. What figure is formed? 2. Does it forms two triangles? Name the two triangles. 3. Are segments QA and QB congruent? Why? 4. Are segments AC and BC congruent? Why? 5. Are the two triangles congruent? Why? 6. Are angles AQC and BQC congruent? Why? Possible Answer: 1. Diamond, two triangles 2. Yes 3. Yes. Segment QA and QB are congruent since both are drawn with the same compass width. 4. Yes. Segment AC and BC are congruent since both are drawn with the same compass width. 5. Yes. By SSS Congruence Postulate. 6. Yes by CPCTC.
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the steps/techniques of arriving the correct figure in the given Activity. Furthermore, he/she tells the students about the relation between the two congruent angles to the line segment drawn from the vertex the intersection of the two arcs which is the 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. 1. Draw an isosceles triangle ABC. 2. Place D as a midpoint of BC. 3. Connect the midpoint and vertex A. Answer the following questions: 1. Is side AB $\cong$ side BC? Why?

	2. If D is the midpoint of BC, then _____ and _____ are congruent. 3. Does the segment AD divide the isosceles triangle into two triangles? 4. Why $\overline{AD} \cong \overline{AD}$? 5. Are the two triangles congruent? Why? 6. Are angles BAD and CAD congruent? Why? 7. Is AD an angle bisector? Why? Answer Key: 1. Yes by definition of isosceles triangle. 2. DB and DC 3. Yes 4. Reflexive property 5. Yes by SSS Congruence Postulate 6. Yes by CPCTC 7. Yes by the definition of angle bisector.
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical skills or principles used to illustrate and rational algebraic expressions through the questions like: 1. What did you do to arrive at the exact figure? 2. What are steps to construct angle bisector applying the triangle congruence? 3. What triangle congruence is applied to justify the construction? Answers shall be drawn from the students.
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Construct angle bisector to $\angle WXY$ applying the SAS triangle Congruence. 
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	The localized materials used are compass, and ruler.

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