

 GRADES 8 DAILY LESSON LOG	School	ROSARIO NATIONAL HIGH SCHOOL	Grade Level	8
	Teacher	LACAP, SHERYL B.	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 the key concepts of parallel and perpendicular lines.	The learner demonstrates understanding of the key concepts of parallel and perpendicular lines.	The learner demonstrates understanding of the key concepts of parallel and perpendicular lines.	The learner demonstrates understanding of the key concepts of parallel and perpendicular lines.
Performance Standards	The learner is able to communicate mathematical thinking with coherence and clarify in formulating, investigating, analyzing and solving real-life problems involving parallelism and perpendicularity using appropriate and accurate representations.	The learner is able to communicate mathematical thinking with coherence and clarify in formulating, investigating, analyzing and solving real-life problems involving parallelism and perpendicularity using appropriate and accurate representations.	The learner is able to communicate mathematical thinking with coherence and clarify in formulating, investigating, analyzing and solving real-life problems involving parallelism and perpendicularity using appropriate and accurate representations.	The learner is able to communicate mathematical thinking with coherence and clarify in formulating, investigating, analyzing and solving real-life problems involving parallelism and perpendicularity using appropriate and accurate representations.
Learning Competencies / Objectives				
	The learner determines the conditions under which lines and segments are parallel or perpendicular (M8GE-IVe-1)	The learner determines the conditions under which lines and segments are parallel or perpendicular (M8GE-IVe-1)	The learner determines the conditions under which lines and segments are parallel or perpendicular (M8GE-IVe-1)	The learner determines the conditions under which lines and segments are parallel or perpendicular (M8GE-IVe-1)

	Differentiate parallel from perpendicular lines Illustrate parallel and perpendicular lines Apply parallel and perpendicular lines in real life situations	Demonstrate knowledge and skills involving angles formed by parallel lines and transversals Prove theorems and certain geometric conditions for parallel and perpendicular lines. Apply parallel and perpendicular lines in real life situations	Demonstrate knowledge and skills involving angles formed by parallel lines and transversals Prove theorems and certain geometric conditions for parallel and perpendicular lines. Apply parallel and perpendicular lines in real life situations	Demonstrate knowledge and skills involving angles formed by parallel lines and transversals Prove theorems and certain geometric conditions for parallel and perpendicular lines. Apply parallel and perpendicular lines in real life situations
II. CONTENT				
III. LEARNING RESOURCES				
References				
Teacher's Guide pages	Grade 8 Mathematics Teacher's Guide pp. 480-490	Grade 8 Mathematics Teacher's Guide pp. 480-490	Grade 8 Mathematics Teacher's Guide pp. 480-490	Grade 8 Mathematics Teacher's Guide pp. 480-490
Learner's Materials pages	Mathematics –Grade 8 Learner's Module pp. 448-459	Mathematics –Grade 8 Learner's Module pp. 448-459	Mathematics –Grade 8 Learner's Module pp. 448-4593 - 4	Mathematics –Grade 8 Learner's Module pp. 448-459
Textbook pages		1.Acelajado.Bundalian.Buzon.(2000). Mathematics for the New Millennium. Geometry. pp. 112 – 117	1. Nivera, Gladys C. (2014). Grade 8 Mathematics Pattern and Practicalities Updated Edition. p.410 2. Pattuinan, Dolores S. & Par, Ma. Minerva G. (2012) Geometry: The Language of Mathematics Second Edition pp. 117-125	1.

4. Additional Materials from Learning Resource (LR) portal				
Other Learning Resources	1. http://www.mathaids.com/Geometry/Parallel_Lines/ 2. http://www.ck12.org/section/parallel.-Perpendicular-and-Skew-Lines/ 3. https://en.wikipedia.org/wiki/Parallel_(geometry) https://en.wikipedia.org/wiki/Perpendicular 4. https://upload.wikimedia.org/wikipedia/commons/a/ad/Silang%2CCavitejf9896_06.JPG	http://www.proprofs.com/quiz-school/quizshow.php?title=real-life-parallel-lines-and-transversals&q=3&next=y	1. http://www.proprofs.com/quiz-school/quizshow.php?title=real-life-parallel-lines-and-transversals&q=4&next=y 2. http://www.proprofs.com/quiz-school/quizshow.php?title=real-life-parallel-lines-and-transversals&q=5&next=y	1. https://www.varsitytutors.com/hotmath/hotmath_help/topics/perpendicular-transversal-theorem 2. http://amhs.ccsdschools.com/UserFiles/Servers/Server_2856713/File/Staff%20documents/Mathmatics%20documents/Yackey/PRINTTHESENOTES%20Pages%201-12.pdf
IV. PROCEDURES				
Reviewing previous lesson or presenting the new lesson	Review/Motivation See attached LCTG	Developmental Activity See attached LCTG	Find me!	Am I Perpendicular? Let's Find Out!
Establishing a purpose for the lesson	Presentation of Objectives	Presentation of Objectives	Presentation of Objectives	Presentation of Objectives
Presenting examples/ instances of the lesson	Optical Illusion	Teaching/Modelling See attached LCTG	Give Me The Reason!	Teaching / Modelling See attached LCTG

Discussing new concepts and practicing new skills #1	Identify Me!	Supply Me!	What's My Condition?	Draw me Right!
Discussing new concepts and practicing new skills #2	Guided Practice	Guided Practice	Guided Practice	Guided Practice
Developing mastery (Leads to Formative Assessment 3)	Independent Practice	Prove Me!	It's my Condition!	Complete the proof
Finding practical applications of concepts and skills in daily living	What do the parallel lines on the road mean?	Forming Rainbow	Find the value of the given angle. Justify the condition.	Application See attached LCTG
Making generalizations and abstractions about the lesson	See attached DLP	See attached DLP	See attached DLP	See attached DLP
Evaluating learning	Pick Me!	Fill me!	C vs S	Perpendicular Line in Proofs
Additional activities for application or remediation	Journal Writing	Journal Writing	Journal Writing	Journal Writing
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:

SHERYL B. LACAP

Teacher I

Date Submitted: _____

Noted by:

Principal