DAILY LESSON LOG M8GE – IIIa - c – 1 (Week Two – Day Four)

Scho	ol		Grade Level	Grade 8	
Teach			Learning Area	Mathematics	
			Quarter	Third	
Teaching Date and Time 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 quides.			
A.	Content Standards	The learner demonstrates understanding of key concept	ts of axiomatic str	ucture of	
		geometry and triangle congruence.			
В.	Performance Standards	The learner is able to communicate mathematical think	_		
		formulating, investigating, analyzing, and solving real –	-	lving congruent	
		triangles using appropriate and accurate representations.			
		LEARNING COMPETENCY: illustrate the need for axio			
C.	Learning Competencies/ Objectives	system in general, and in Geometry in particular (a) of (c) postulates; (d) theorems (M8GE-IIIa-c-1) The learner should be able to: K: describe an angle, its parts and its types. S: illustrate an angle, its parts and its types.) undefined terms	
		A: show active involvement in the classroom activities on angles.			
	CONTENT	DEFINED TERMS: Angles and Pairs of Angles Teacher's Guide, Learner's Module, Activity Sheets for Dependent Learning, Worksheets for Ir	adanandant Lagraina Dafaran	an Ronden	
	EARNING RESOURCES	leacher's Guide, Learner's Module, Activity Sheets for Dependent Learning, Worksheets for Ir	паерепает сеатту, кејегет	LE BOOKS	
	References				
1.	Teacher's Guide pages				
2.	Learner's Materials pages				
3.	Textbook pages				
4.	Additional Materials from Learning Resource (LR)				
	portal				
B. Other Learning Resources					
IV. P	PROCEDURES	These steps should be done across the week. Spread out the activities appropriately so demonstration of learning by the pupils/ students which you can infer from formative assess pupils/students with multiple ways to learn new things, practice the learning, question their learned in relation to their life experiences and previous knowledge. Indicate the time allotmu	ment activities. Sustain learni r learning processes, and drav	ng systematically by providing	
A.	Review previous lesson or presenting the new lesson	The teacher will provide illustration of the different type learned in elementary and Grade 7. Type of Angle according to Angle measurement Illustration A – Acute Angle Illustration B – Right Angle Illustration C – Obtuse Angle	es of angle that w	ere previously	
Α.	Establishing a purpose	The teacher lets the students realize that the basic th			
	for the lesson	congruence will be used all throughout the proving case			
Α.	Presenting examples/ instances of the new	After learning the different types of angles accordi will prepare strips of paper with the names of the	-		
	lesson	Parts of the Angle Naming	g an Angle		
	1635011	a. Vertex 1. Using	the vertex		
			three capital let	ters	
В.	Discussing new concepts and practicing new skills #1	The teacher further gives elaboration on the parts of an angle and how to name it by providing other illustrations.			
2.	Discussing new concepts and practicing new skills #2	The teacher presents an illustration of the Angle pairs A. Adjacent Angles B. Vertical Angles C. Complementary Angles D. Supplementary Angles E. Linear Pair			

3.	Developing mastery (leads to formative assessment 3)	The teacher will provide worksheets that will allow learners to classify pairs of angles.
1.	Finding practical applications of concepts and skills in daily living	
3.	Making generalizations and abstractions about the lesson	The teacher will ask the following process questions: a. How do you describe an angle? b. What are the ways on how to name an angle? c. What are the different angle pairs? Answers will be drawn from the students and the teacher will provide further elaboration of the responses.
4.	Evaluating Learning	The teacher prepares worksheet on supplying the exact angle measure that will satisfy the corresponding angle pair being asked.
3.	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	
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 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	Abstraction.

Prepared by:

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