

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

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 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: illustrate the need for axiomatic structure of a mathematical system in general, and in Geometry in particular (a) defined terms; (b) undefined terms (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. A: show active involvement in the classroom activities on angles.		
II. CONTENT	DEFINED TERMS: Angles and Pairs of Angles		
III. LEARNING RESOURCES	<i>Teacher's Guide, Learner's Module, Activity Sheets for Dependent Learning, Worksheets for Independent Learning, Reference Books</i>		
A. 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. 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 will provide illustration of the different types of angle that were previously 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		
A. Establishing a purpose for the lesson	The teacher lets the students realize that the basic theorems and postulates on triangle congruence will be used all throughout the proving cases on triangle congruence.		
A. Presenting examples/ instances of the new lesson	After learning the different types of angles according to measurement, the teacher will prepare strips of paper with the names of the corresponding parts of an angle. Parts of the Angle a. Vertex b. Sides Naming an Angle 1. Using the vertex 2. Using three capital letters		
B. 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: - How do you describe an angle? - What are the ways on how to name an angle? - 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	<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	Abstraction.

Prepared by:

MARICHU G. IBASITAS – Canduman NHS