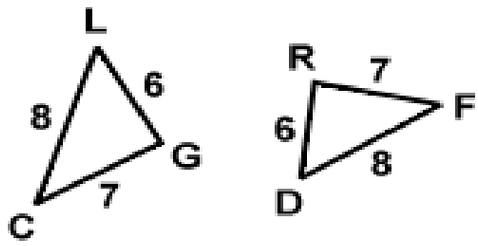
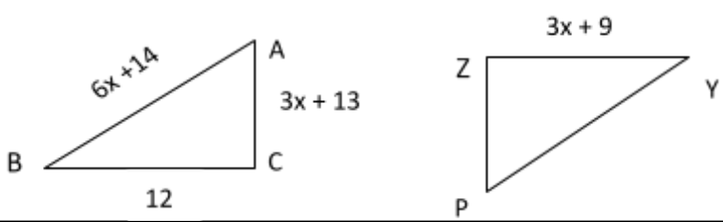
DAILY LESSON LOG OF M8GE-IIIf-1

TEACHER		**Learning Area** **Grade Level**	Mathematics Grade 8
DATE & TIME		**Quarter**	3rd
I. OBJECTIVES			
A. Content Standards	The learner demonstrates understanding of key concepts of axiomatic structures of geometry and triangle congruence.		
B. Performance Standards	The learner is able 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: Solves corresponding parts of congruent triangles. **M8GE-IIIf-1** 1. Identify corresponding parts of congruent triangles 2. Solves corresponding parts of congruent triangles 3. Show interest during discussion 4. Demonstrate cooperation during activity		
II. CONTENT	Triangle Congruence(Solves corresponding parts of congruent triangle)		
III. LEARNING RESOURCES	Curriculum Guide, Teacher's Guide, Learner's Material, Suggested Localization and Contextualization		
A. References			
1. TG Pages	Pg.		
2. LM Pages	Pg. 352-357		
3. Textbook Pages	Pg. 128		
4. Additional Materials from LR portal	NA		
B. Other Learning Resources	Geometry III		
IV. PROCEDURES			
● **Review previous lesson or presenting the new lesson**	● The teacher gives a short recapitulation about last meetings discussion. The teacher asks the students: "How do you solve the corresponding parts of congruent triangle? **Possible responses:** Identify first the measure of each side and angle of the triangle and determine to which side and angle it corresponds.		
● **Establishing a purpose for the lesson**	The teacher let the students see the association of the corresponding parts of congruent triangles.		
● **Presenting examples/ instances of the new lesson**	Let the students find a pair, and let them do the following: **Problem 1 :** If triangles JGS and RPC are congruent, to which segment is segment SJ congruent? **Problem 2 :** If triangles JHF and TLG are congruent, which angle is congruent to angle L and segment FJ? Possible responses: 1. CP 2. Angle H, Segment GT		
● **Discussing new concepts and practicing new skills #1**	The teachers discusses the process of arriving at the answer with the given exercise. Furthermore, he/she asks the students the mathematical skills or principle that they used to arrive at the certain answer. He/ She also explains		

	that if the sides and angles of one triangle corresponds to the sides and angles of the other triangle then the two triangles are congruent.
• **Discussing new concepts and practicing new skills #2**	
• **Developing mastery (leads to formative assessment 3)**	Work by group, The teacher let the students answer a problem that corresponds to their group number and he/ she should see to it that the students understand the concept of congruent triangles. **Problem3 :** When the lengths of the sides of two triangles are the same, those triangles are congruent. Using symbols and the correct correspondence, write that the two triangles below are congruent.  Possible responses: 3. There are six ways to properly label the triangles: (1) Triangle CLG is congruent to triangle FDR, (2) LGC is congruent to DRF, (3) GCL and RFD, (4) CGL and FRD, (5) GLC and RDF, and (6) LCG and DFR.
• **Finding practical applications of concepts and skills in daily living**	The teacher provides a picture of banner and ask:  1. What can you say about the banner? 2. What will you do with the triangles in order to make a banner that will look like that of the picture? Possible responses: 1. The banner is made of congruent triangles. 2. Determine the measure of the sides and angles of the triangle, identify correspondence and see to it that they are congruent.
• **Making generalizations and abstractions about the lesson**	The teacher summarizes the discussion through questions like: How do you solve the corresponding parts of congruent triangle? **Possible responses:** Identify first the measure of each side and angle of the triangle and determine to which side and angle it corresponds.
• **Evaluating Learning**	The teacher let the students answer individually the formative assessment. 1. Triangle ABC and DEF are congruent. If AB= 19, BC = 17 and CA = 11. What is the perimeter of triangle DEF? 2. Find the value of x so that △ABC ≅ △PYZ. 

	3. If △MAP ≅ △SUN, where MA = x+5 and SU = 8, what is the measure of UN if AP = 4x-5? Possible responses: 1. 47 2. X = 1 3. UN = 7 PY = 20 PZ = 19
● **Additional activities or remediation**	
V. REMARKS	
VI. REFLECTION	
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	

Prepared by:

Teacher

Noted by:

School Head