## DAILY LESSON LOG OF M8GE-IIIa-1 (Week Two Day Three)

	School		Grade Level	Grade 8
	Teacher		Learning Area	Mathematics
	<b>Teaching Date and Time</b>		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 axiomatic structure of		
		geometry and triangle o	ongruence.	
В.	Performance Standards	The learner is able to:		
		<ol> <li>communicate management</li> <li>formulating, investigation</li> </ol>	nized plan to handle a real-life athematical thinking with tigating, analyzing, and solvin susing appropriate and accura	coherence and clarity in g real-life problems involving
c.	Learning Competencies/ Objectives	and in Geometry in postu <b>Learning Objectives:</b> 1. Determine the diff 2. Illustrate defined t		(b) undefined terms; (c) <b>GE-IIIa-c-1)</b>
II.	CONTENT	Defined terms (Triangles)		
III.	LEARNING RESOURCES	teacher's guide, learner		
Α.	References			
1.	Teacher's Guide			
2.	Learner's Materials			
3.	Textbook pages			
4.	Additional Materials from Learning Resource (LR) portal			
В.	Other Learning Resources	Source: https://www.di	ggingintomath.com	
IV.	PROCEDURES	pupils/students will learn wel which you can infer from for pupils/students with multiple processes, and draw conclu	ne across the week. Spread out to I. Always be guided by demonstration mative assessment activities. Sustain I ways to learn new things, practice sions about what they learned in ro the time allotment for each step.	n of learning by the pupils/ students learning systematically by providing the learning, question their learning
A.	Review previous lesson or presenting the new lesson		dents the following question. <b>T IS THE MOST BASIC OF ALL F</b> le	POLYGONS?
В.	Establishing a purpose for the lesson	The teacher lets the stuin geometry.	idents realize the importance of	of the different defined terms

instances of the newAccording to the side: Equilateral, Scalene, IsosceleslessonAccording to the angles: Equiangular, Acute Triangle, Right triangle, orObtuse Triangle.			
D. Discussing new concepts and practicing new skills #1  The teacher processes the answers of the students.  1. If the answer is correct, the teacher lets them describe their triple according to the angles and sides.	The teacher processes the answers of the students.  1. If the answer is correct, the teacher lets them describe their triangle according to the angles and sides.  2. If the answer is wrong, the teacher lets them realize their mistake by		
E. Discussing new concepts and practicing new skills #2  The teacher discusses and illustrates the definition, illustrations and the difference classifications of triangles.	The teacher discusses and illustrates the definition, illustrations and the different classifications of triangles.		
Working in pairs, the students answer the following:  I. Classify the following triangles. Write each classification according to sides and angles.  1. 2. 3. 4. 5.  III. Illustrate the following:  1. Isosceles Right triangle  2. Acute Scalene triangle  3. Obtuse Right triangle  4. Acute triangle and Isosceles triangle  2. Right triangle  3. Right triangle  4. Isosceles triangle  5. Scalene triangle  1. Illustrations may vary.	the		
G. Finding practical applications of concepts and skills in daily living			
H. Making generalizations and abstractions about the lesson  The teacher lets the students summarize the topic by asking the following:  1. What are the	· · · · ·		
The teacher lets the students answer individually the formative assessment.  I. Illustrate the following triangles and use tick marks (sides) and arcs (angles) emphasize congruence.  1. Acute Right Triangle  2. Obtuse Isosceles Triangle  Answer Key: Illustrations may vary.	I. Illustrate the following triangles and use tick marks (sides) and arcs (angles) to emphasize congruence.     1. Acute Right Triangle     2. Obtuse Isosceles Triangle		
J. 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	

Prepared by:

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Tabok NHS SST-1