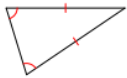
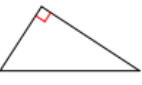
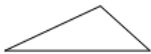


DAILY LESSON LOG OF M8GE-IIIa-1 (Week Two Day Three)

School		Grade Level	Grade 8
Teacher		Learning Area	Mathematics
Teaching Date and Time		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 congruence.		
B. Performance Standards	The learner is able to: 1. formulate an organized plan to handle a real-life situation, and 2. 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: Illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems.. (M8GE-IIIa-c-1) Learning Objectives: 1. Determine the different defined terms; 2. Illustrate defined terms; and 3. Demonstrate appreciation through active participation and coordination with varied activities.		
II. CONTENT	Defined terms (Triangles)		
III. LEARNING RESOURCES	teacher's guide, learner's module,		
A. References			
1. Teacher's Guide			
2. Learner's Materials			
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources	Source: https://www.diggingintomath.com		
IV. PROCEDURES	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.		
A. Review previous lesson or presenting the new lesson	The teacher asks the students the following question. WHAT IS THE MOST BASIC OF ALL POLYGONS? Possible Answer: Triangle		
B. Establishing a purpose for the lesson	The teacher lets the students realize the importance of the different defined terms in geometry.		

C. Presenting examples/ instances of the new lesson	The teacher gives each student and let them identify if the triangle that they receive through a creative presentation: According to the side: Equilateral, Scalene, Isosceles According to the angles: Equiangular, Acute Triangle, Right triangle , or Obtuse Triangle.
D. Discussing new concepts and practicing new skills #1	The teacher processes the answers of the students. - If the answer is correct, the teacher lets them describe their triangle according to the angles and sides. - If the answer is wrong, the teacher lets them realize their mistake by describing their triangle according to the angle and the sides.
E. Discussing new concepts and practicing new skills #2	The teacher discusses and illustrates the definition, illustrations and the different classifications of triangles.
F. Developing mastery (leads to formative assessment 3)	Working in pairs, the students answer the following: I. Classify the following triangles. Write each classification according to the sides and angles.  1.  2.  3.  4.  5. II. Illustrate the following: - Isosceles Right triangle - Acute Scalene triangle - Obtuse Right triangle Answer Key: I. - Acute triangle and Isosceles triangle - Right triangle - Right triangle and Isosceles triangle - Isosceles triangle - Scalene triangle II. Illustrations may vary.
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: What are the
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. I. Illustrate the following triangles and use tick marks (sides) and arcs (angles) to emphasize congruence. - Acute Right Triangle - Obtuse Isosceles Triangle Answer Key: Illustrations may vary.
J. 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	

Prepared by:

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Tabok NHS SST-1