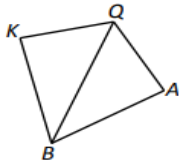
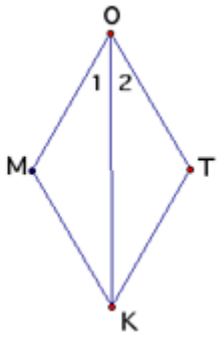
DAILY LESSON LOG M8GE – IIIh – 1 (Week Eight – Day Two)

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 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: Proves statements on triangle congruence (M8GE-IIIh-1)** The learner should be able to: **K:** identify basic properties of congruence and postulates of triangle congruence. **S:** proves statements on triangle congruence. **A:** show positive attitude in the proving activities.		
II. CONTENT	**PROVES STATEMENT ON TRIANGLE CONGRUENCE (DAY 2)**		
III. LEARNING RESOURCES	*Teacher's Guide, Learner's Module, Activity Sheets for Dependent Learning, Worksheets for Independent Learning, Reference Books*		
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	*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	He teacher will ask volunteer learners to do a recapitulation of the previous meeting's discussion through the following guide questions: a. What has been discussed the previous meeting? b. What does the abbreviation CPCTC means? c. When do you use CPCTC as a reason in proving?		
B. 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	Working in triad, the student will be asked to answer The teacher will ask the students to do the proving activity matching the answer to the corresponding statement or reason given in the problem.  Complete the two-column proof. **Given**: $QK \cong QA$, QB bisects $\angle KQA$ **Prove**: $KB \cong AB$ Statements | Reasons 1. _____ | 1. Given 2. QB bisects $\angle KQA$ | 2. _____ 3. _____ | 3. Definition of Bisector 4. _____ | 4. Reflexive Property of Congruence 5. $\Delta KBQ \cong \Delta$ _____ | 5. _____ Congruence Postulate 6. _____ | 6. _____ Possible Answer: 1. $\overline{QK} \cong \overline{QA}$ 2.Given 3. KQ = AQ 4. $\angle KQB \cong \angle AQB$ 5. ΔABQ AND SAS 6. $\overline{KB} \cong \overline{AB}$ and CPCTC		

<table>
<tr><td>B. Discussing new concepts and practicing new skills #1</td><td>The teacher will discuss with the students how did they arrive to their answer. Furthermore, the teacher will explain the importance of the previously tackled postulates and theorems.</td></tr>
<tr><td>2. Discussing new concepts and practicing new skills #2</td><td></td></tr>
<tr><td>3. Developing mastery (leads to formative assessment 3)</td><td>Working in pairs, the students will be asked to supply the missing information in the proving problem.

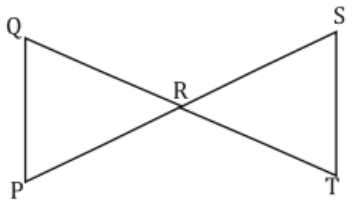
Given: $\overline{OK}$ $bisects \angle MOT$, $\overline{OM} \cong \overline{OT}$

Prove: $\Delta MOK \cong \Delta TOK$



<table><tr><th>Statement</th><th>Reason</th></tr><tr><td>1. $\overline{OM} \cong \overline{OT}$</td><td>1. Given</td></tr><tr><td>2. _____</td><td>2. Given</td></tr><tr><td>3. $\angle 1 \cong \angle 2$</td><td>3. _____</td></tr><tr><td>4. $\overline{OK} \cong \overline{OK}$</td><td>4. _____</td></tr><tr><td>5. $\Delta MOK \cong \Delta TOK$</td><td>5. _____</td></tr><tr><td>6. $\overline{MK} \cong \overline{TK}$</td><td>6. _____</td></tr></table>

$\overline{OK}$ $bisects \angle MOT$
Possible Answer: 1. $\overline{OM} \cong \overline{OT}$ 2. 3. Definition of Angle Bisector 4. RPE 5. SAS 6. CPCTC</td></tr>
<tr><td>1. Finding practical applications of concepts and skills in daily living</td><td>The teacher lets the students realize that in solving real – life problems one needs to have sufficient evidence/s or proof/s to solve a problem just like in proving congruence of a triangle.</td></tr>
<tr><td>3. Making generalizations and abstractions about the lesson</td><td>The teacher summarizes the mathematical skills or principles used to prove statements involving triangle congruence using the guide questions.
a. What triangle congruence postulate is needed in proving triangle congruence?
b. Is remembering basic concepts about triangle important in proving? Why?</td></tr>
<tr><td>4. Evaluating Learning</td><td>Working individually the learners will be asked to supply the missing information to the proving problem given.
<table><tr><th>Statement</th><th>Reason</th></tr><tr><td>1. $\overline{QT}$ $bisects$ $\overline{SP}$</td><td>1. Given</td></tr></table></td></tr>
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	2. _____ | 2. Given 3. $\overline{QR} \cong \overline{TR}$ | 3. _____ 4. $\overline{PR} \cong \overline{SR}$ | 4. _____ 5. | 5. Vertical Angles 6. $\Delta QRP \cong \Delta SRT$ | 6. _____ 7. $\overline{QP} \cong \overline{ST}$ | 7. Given: $\overline{QT}$ bisects $\overline{SP}$, $\overline{SP}$ bisects $\overline{QT}$  Prove: $\Delta QRP \cong \Delta SRT$ Possible Answer: 2. $\overline{SP}$ $bisects$ $\overline{QT}$ 3. Definition of Segment Bisector 4. Definition of Segment Bisector 5. $\angle QRP \cong \angle SRT$ 6. SAS 7. CPCTC
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	
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	Generalization.

Prepared by:

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