

DAILY LESSON LOG OF M8GE-IVe-1(Week Six-Day 4)

School		Grade Level	Grade 8
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Fourth
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 inequalities of a triangle, and parallel and perpendicular lines		
B. Performance Standards	The learner is able to communicate mathematical thinking with coherence, and clarity in formulating, investigating, analysing, and solving real-life problems involving triangle inequalities, and parallelism and perpendicularity of lines using appropriate and accurate representations.		
C. Learning Competencies/ Objectives	Learning Competency: Determines the conditions under which lines and segments are parallel or perpendicular (M8GE-IVe-1) Learning Objectives: 1. Recall on the definition of perpendicular lines. 2. Determines the conditions under which lines and segments are perpendicular. 3. Demonstrate appreciation of determining the conditions under which lines and segments are perpendicular in writing proofs.		
II. CONTENT	Conditions under which lines and segments are perpendicular.		
III. LEARNING RESOURCES	teacher's guide, learner's module, coin, deck of cards, a die		
A. References			
1. Teacher's Guide	Pages 488-489(soft copy)		
2. Learner's Materials	Pages 456-459		
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 asks the students the following questions: 1. What are perpendicular lines? 2. When can we say that two lines are perpendicular?		
A. Establishing a purpose for the lesson	The teacher lets the students realize that determining the condition wherein lines and segments are perpendicular is important in dealing writing proofs.		
B. Presenting examples/ instances of the new lesson	The teacher lets the students, in groups of three answer the activity 9 on page 457-458 of their LM.		
C. Discussing new concepts and practicing new skills #1	The teacher discusses with the students their answers to the given activity. The teacher then asks the students the following questions. 1. What did you use to draw the perpendicular segments? _____ 2. How sure are you that the segments you drawn are really perpendicular to the indicated side?		

D. Discussing new concepts and practicing new skills #2	The teachers discusses thoroughly the conditions in which lines and segments are congruent as illustrated on pages 456-457 of their LM.
E. Developing mastery (leads to formative assessment 3)	Working in pairs, the teacher lets the students illustrate the 3 conditions under which lines and segments are perpendicular.
F. Finding practical applications of concepts and skills in daily living	
G. Making generalizations and abstractions about the lesson	The teacher summarizes the lesson by asking the following questions. 1. What are the conditions that would prove that lines or segments are perpendicular? 2. Should all the conditions be satisfied for us to say that lines or segments are parallel?
H. Evaluating Learning	The teacher lets the students answer individually the formative assessment. - Answer activity 10 on pages 458-459 (Write answers on quiz notebook) - Illustrate the conditions wherein lines and segments are perpendicular.
I. 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	

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