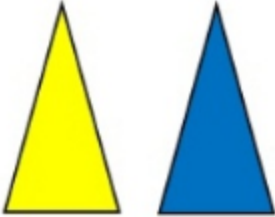
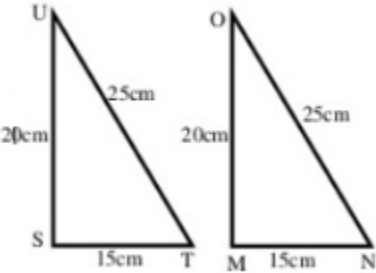
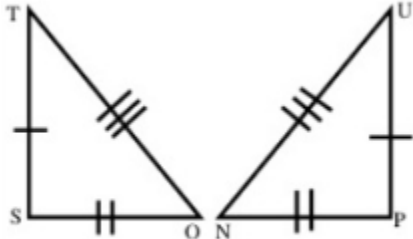
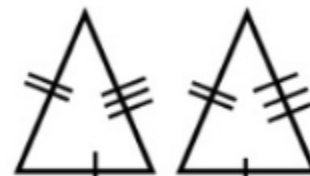
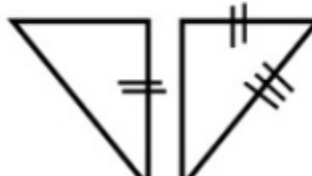
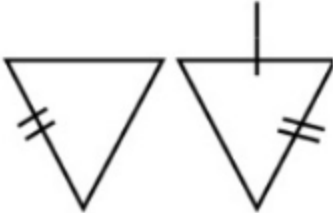
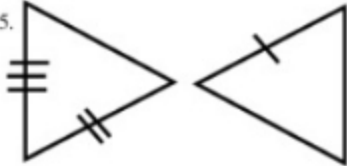
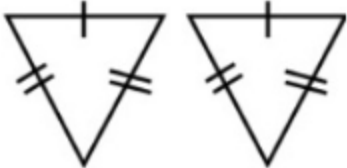
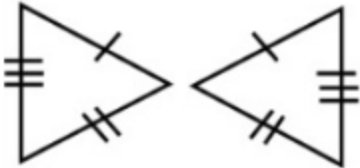


DAILY LESSON LOG OF M8GE-IIIId-e-1 (Week five-Day three)

School		Grade Level	Grade 8
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Third
I. OBJECTIVES	<i>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.</i>		
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	Illustrates the SAS, ASA, and SSS Congruence postulate. M8GE-IIIId-e-1 Learning Objectives: 1. Complete the congruent marks to illustrate that the triangles are congruent through SSS Congruence Postulate; 2. Match the given sides of triangles to show that the triangles are congruent through SSS Congruence Postulate 3. Describe the importance of triangle congruence in real-life situation.		
II. CONTENT	Triangle Congruence Postulates: SSS Congruence Postulate		
III. LEARNING RESOURCES			
A. References	teacher's guide, learner's module		
1. Teacher's Guide	384-387		
2. Learner's Materials	Pages 354- 355		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources	pencil, ruler, protractor, paper		
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	The teacher asks the following: 1. What did we discussed yesterday?		

presenting the new lesson	- We discussed about ASA Congruence Postulate 2. Who can recall what ASA Congruence Postulate is? - ASA Congruence Postulate states that two angles and the included side of one triangle are congruent to the corresponding parts of another triangle, then the triangles are congruent.
B. Establishing a purpose for the lesson	The teacher ask the students: “Do you know how to determine the congruence of these two triangles colored blue and yellow by dealing only on their sides not the angles? 
C. Presenting examples/ instances of the new lesson	The teacher will group the students in 4 and let them do the activity. Do the following by group: 1. Draw a straight horizontal line segment name it as $\overline{ST}$ having a length of 15 cm. 2. On the Point S of the line segment ST, draw a vertical line segment and name it as SU having a length of 20 cm. 3. Connect the point U and T to form a new diagonal line named segment $\overline{UT}$ having a measure of 25 cm. 4. Name the newly formed triangle as $\triangle STU$ and indicate the measures of the three sides of $\triangle STU$. The teacher lets the student sketch their work on the board (1 representative per group). The teacher added another triangle and name it as $\triangle MNO$ 
D. Discussing new concepts and practicing new skills #1	Guide Questions: The teacher let the students answer the following based on the two triangles given: 1. What side of $\triangle STU$ corresponds with the side $\overline{MO}$ of $\triangle MNO$? - side $\overline{SU}$ 2. Since, sides $\overline{MO}$ and $\overline{SU}$ are corresponding sides, what then have you observed about their measures? - $\overline{SU}$ and $\overline{MO}$ have the same measure 3. IF they have the same measure, then how are we going to describe them? – the two sides are congruent 4. What side of $\triangle STU$ corresponds with the side $\overline{MN}$ of $\triangle MNO$? - side $\overline{ST}$ 5. How are you going to describe the two corresponding sides: $\overline{MN}$ and $\overline{ST}$? - $\overline{MN}$ and $\overline{ST}$ are corresponding and congruent sides because they have the same measure 6. So now, how are you going to describe the last pair of sides: $\overline{UT}$ and $\overline{NO}$? - $\overline{UT}$ and $\overline{NO}$ are corresponding and congruent sides because they have the same measure, both which is 25 cm.
E. Discussing new concepts and practicing new skills #2	

F. Developing mastery (leads to formative assessment 3)	
G. Finding practical applications of concepts and skills in daily living	How important are congruent triangles in real life? How are they applied? Triangles are very important since they are useful in constructing geometric structures like bridges, houses, hospitals, buildings and other establishments that involve triangles. They served as the basic foundation to make the structures strong, balance and safe.
H. Making generalizations and abstractions about the lesson	The teacher gives the question as a guide for the students to answer: 1. Based on the information, can we now determine that $\triangle STU$ and $\triangle MNO$ are congruent? Why? - Yes, We can now determine that the $\triangle STU$ and $\triangle MNO$ are congruent because the three sides of $\triangle STU$ are corresponding and congruent to the three sides of $\triangle MNO$. 2. How are you going to state the SSS (Side-Side-Side) Congruence Postulate SSS (Side-Side-Side) Congruence Postulate If the three sides of one triangle are congruent to the three sides of another triangle, then the triangles are congruent. Example:  If $\overline{OT} \cong \overline{UN}$, $\overline{OS} \cong \overline{PN}$ and $\overline{ST} \cong \overline{UP}$ then $\triangle OST \cong \triangle PNU$.
I. Evaluating Learning	Individual Assessment: Complete the congruent marks of the following pairs of triangles to illustrate that they are congruent through SSS Congruence Postulate. 1.  ANSWERS  2.  

	3. 4. 5.   
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	The materials used were localized and contextualized

Prepared by:
JOVILLE P. BANDILLO
Tingub NHS