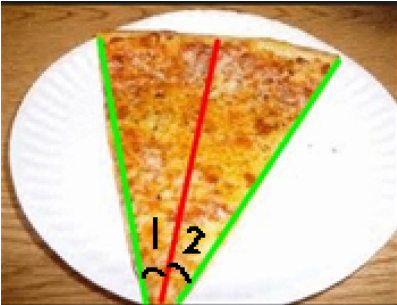
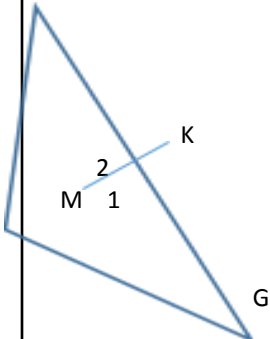
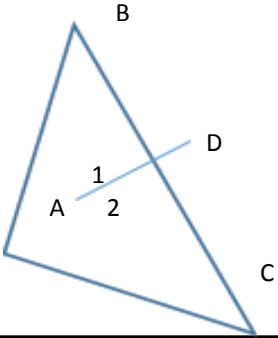
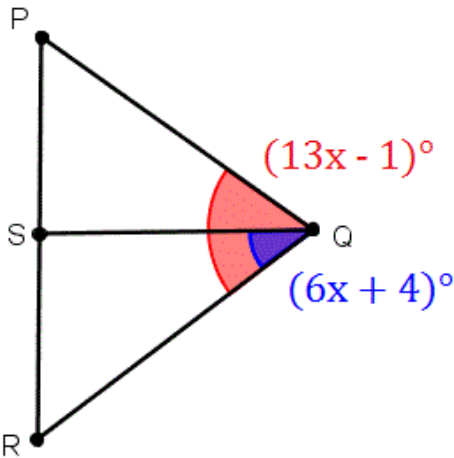


School		Grade / Level	8
Teacher		Learning Area	MATHEMATICS
Teaching Dates and Times		Quarter	3

DAILY LESSON PLAN OF M8GE-IIIi-j-1 (Week 10-Day 6)

I.OBJECTIVES	Objectives must be me over the week and connected to the curriculum standards. To meet the objectives; necessary procedures must be allowed and if needed, additional lessons, exercises and remedial activities may done for developing content and knowledge and competencies. These are assessed using Formative Assessment strategies Valuing objectives support the learning of content and competencies and enable children to find the significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.
A. Content Standard	The learner demonstrates an understanding on the concept of applying triangle congruence to construct perpendicular lines and angle bisector.
B. Performance Standards	The learners are able to understand what a direct proofs is.
C. Learning Competencies / Objectives Write the LC Code for each	Learning Competency: applies triangle congruence to construct perpendicular lines and angle bisector. (M8GE-IIIi-j-1) Learning Objectives: - Recall the definition of angle bisector. - Solve the measure of the unknown angle bisected by angle bisector. - Demonstrate appreciation of understanding on how to solve the missing parts of an angle.
II. CONTENT	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach in the CG , the content can be tackled in a week or two Applies triangle congruence to construct perpendicular lines and angle bisector
III. LEARNING RESOURCES	Teacher’s Guide; Learner’s Module
A. References	
1.Teacher’s Guide Pages	N/A
2.Teacher’s Materials pages	N/A
3. Textbook pages	N/A
4. Additional Materials From Learning Resources (LR) portal	
B. Other Learning Resources	https://www.wyzant.com/resources/lessons/math/geometry/triangles/bisectors-of-triangles
IV. PROCEDURES	These steps should be done across the week. Spread out the activities appropriately so that the students will learn well. Always be guided by demonstration of learning by the students which you can infer formation assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning question their learning processes , and draw conclusion about what they learned in relation to their experiences and previous knowledge indicate the time allotment for each step
A. Reviewing previous lesson or presenting the new lesson	The teacher recall previous topic by asking: - What was our topic last meeting all about? - What is an angle bisector? - Show an example of angle bisector on the board. - What happens to an angle if it is bisected?
B. Establishing a purpose for the lesson	The teacher lets the students understand the process on how to solve problems applying the angle bisector.
C. Presenting examples /instances of the new lesson	The teacher will show a picture and let the students observe following the question guides that follows.  Guide Questions:

	1. What is in the picture? 2. What have you observe in the picture shown? 3. What do you call the line that divides the piece of pizza into two equal pieces? 4. If $\angle 1$ measures $2x - 15$ and $\angle 2$ measures x. Find the measure of angle 1 and angle 2.
D. Discussing new concepts and practicing new skills # 1	The teacher will let the learners answer the problem in triad for further discussion and choose a group to present their output on the board. Try this! KM is an angle bisector. If Angle 1=$6x-10$ and Angle 2=$4x+12$. What is the measure of Angle LMG?  Possible Answer: $6x-10 = 4x+12$ $6x+(-4x)-10 = 4x+(-4x)+12$ $2x-10=12$ $2x-10+(10) = 12+10$ $\underline{2x=22}$ 2 $x= 11$ Angle 1 =$6x-10$; $x=11$ $=6(11)-10$ $= 66-10$ $= 56$ Angle 2= $4x+12$; $x = 11$ $= 4(11)+12$ $=44+12$ $= 56$
E. Discussing new concepts and practicing new #2	Checking and Discussion: With the teacher’s help, the students will discuss their answers and then check each group’s work simultaneously. Corrections and clarifications are made especially to the process of solving that are answered wrongly. Questions: 1. What are the given facts? 2. What mathematical concept did you apply in finding the answer? 3. How did you solve the value of x?
F. Developing mastery (Leads to Formative Assessment 3)	For further practice, the teacher will allow the students do another activity by pair or triad. Activity: Find my Value! Try this! Given: AD is an angle bisector. If angle 1 measures 32° and angle 2 measures $(3x-1)^\circ$. What is the measure of Angle BAC? 
G. Finding practical application of concepts and skills in daily living	
H. Making generalization and abstractions about the lesson	

I. Evaluating learning	The learners will answer the formative test. Activity: QS is the angle bisector of $\angle PQR$. Find the value of x. 
J. Additional activities for application or remediation	
V. REMARKS	
VI. REFLECTIONS	Reflect on your teaching and assess yourself as teacher. Think about the student's progress this week. What works? What else needs to be done to help the students learn?
A. No. of learners who earned 80 % in the evaluation	
B. No. of learners who required additional activities for remediation who scored below 80 %	
c. Did the remedial lesson work ? No. of learners who have caught up 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?	