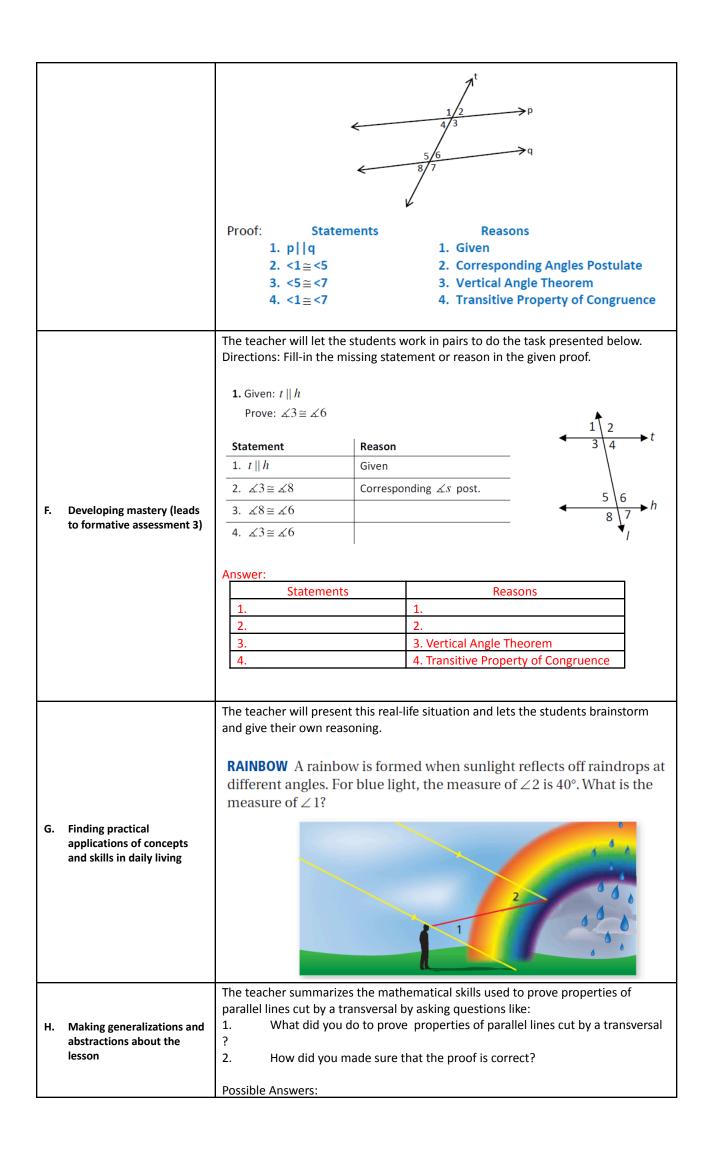
## Daily Lesson Log of M8GE-Ive-1 (Week-Four-Day Two)

	School		Grade Level	8
	Teacher		Learning Area	Mathematics
	Teaching Date and		Quarter	Fourth
<u> </u>	Time		4.0	
1.				100
Α.	Content Standards	Demonstrates understanding of key o	oncepts of inequ	alities in a triangle, and
В.	Performance Standard	parallel and perpendicular lines.  Is able to communicate math	nematical thinkin	g with coherence and clarity
D.	renormance Standards	in formulating, investigating,		·
		involving triangle inequalitie		
		lines using appropriate and a	•	
		Learning Competency: Prove	s properties of p	arallel lines cut by a
		transversal. (M8GE-Ive-1)		
		Learning Objectives:		
c.	Learning	1. Recall on the different	angles formed	by parallel lines cut by a
	Competencies/Objective	transversal.		/ A
	S	2. Prove properties of parallel lines cu and Alternate Exterior Angles Theore	•	i (Alternate Interior Angles
		<del>_</del>	•	e different angles formed by
			_	ant in proving properties of
		parallel lines cut by a transve	-	
	. CONTENT	Proving Properties of Parallel Lines Cu		l
	I. LEARNING RESOURC	ES		
Α.	References			
1.	Teacher's Guide pages			
2.	Learner's Materials	Pages 443-454		
	pages	1 4563 443 434		
3.	Textbook pages			
4.	Additional Materials			
	from Learning Resource			
В.	(LR) portal Other Learning			
J .	Resources			
ľ	V. PROCEDURES			
		The teacher asks the students: " Wh	at are the differe	ent angles formed by parallel
		lines cut by a transversal? "		
A.	Review previous lesson o			
	presenting the new lesson			
		Corresponding angles, alternate of	_	alternate interior angles,
		same-side exterior angles, same-side The teacher lets the students realize		e different angles formed by
В.	Establishing a purpose for	parallel lines cut by a transversal is im	_	_
	the lesson	cut by a transversal.		. О р р - г - г - г - г - г - г - г - г - г
		The teacher will present two parallel	lines cut by a tra	nsversal and let the students
		answer the guide questions below.		
			⊿ <sup>t</sup>	
			/	
			$1/2$ $\longrightarrow$	•p
		<del></del>	4/3	
		5.4	$\langle \underline{} \rangle$	•q
C.	Presenting examples/	<del>← 8/1</del>	7	
	instances of the new less	on /		
		V		
		Guide Questions:		
			/1	/5 <sub>~</sub>
		1. From the figure, what do you	ucall $\angle 1$ and $\angle$	ې د.
		2. What can you say about the	measures of $\angle 1$	and $\angle 5$ ?
		3. From the figure, what do you	u call <u>4</u> and 4	_v

	4. What can you say about the measures of $\angle 4$ and $\angle 6$ ?
	5. From the figure, what do you call $\angle 4$ and $\angle 6$ ?
	6. What can you say about the measures of $\angle 1$ and $\angle 7$ ?
	The teacher discusses with the students the answer to each item in the guide questions and present the corresponding angles postulate, alternate interior angles theorem, and alternate exterior angles theorem.  Corresponding Angles Postulate  If two parallel lines are cut by a transversal, then the pairs of corresponding angles are congruent.
D. Discussing new concepts and practicing new skills #1	Alternate Interior Angles Theorem If two parallel lines are cut by a transversal, then the pairs of alternate interior angles are congruent.
	Alternate Exterior Angles Theorem If two parallel lines are cut by a transversal, then the pairs of alternate exterior angles are congruent.
	The teacher will present and discuss the proof of Alternate Interior Angle and the Alternate Exterior Angles Theorem.
	Alternate Interior Angles Theorem If two parallel lines are cut by a transversal, then the pairs of alternate interior angles are congruent.
	Given: $p\ q$
	Prove: $\angle 4 \cong \angle 6$
E. Discussing new concepts and practicing new skills #2	$ \begin{array}{c}  & 1/2 \\  & 4/3 \end{array} $ $ \begin{array}{c}  & 5/6 \\  & 8/7 \end{array} $
and practicing new skins #2	Proof: Statements Reasons
	<ol> <li>p  q</li> <li>Given</li> <li>&lt;4≅&lt;8</li> <li>Corresponding Angles Postulate</li> </ol>
	3. <8≅<6 3. Vertical Angle Theorem
	4. <4≅<6 4. Transitive Property of Congruence
	Alternate Exterior Angles Theorem  If two parallel lines are cut by a transversal, then the pairs of alternate exterior angles are congruent.
	Given: $p\ q$
	Prove: $\angle 1 \cong \angle 7$
L	•



1. Set up a two-column proof, write down the given, put additional information
derived from the given, support every statement with the correct theorem,
postulate, or property and order the proof logically

2. Recalled on the different properties, definition, and theorems that can be used to justify statements and check the order of the proof

The teacher lets the students answer individually the formative assessment. Directions: Fill-in the missing statement or reason in the given proof. Choose your answer on the box.

Given

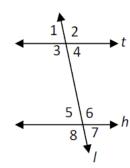
**Corresponding Angles Postulate** 

$$\angle 2 \cong \angle 6$$

Vertical Angle Theorem

Transitive Property of Congruence

## I. Evaluating Learning



Given:  $t \parallel h$ 

Prove:  $\angle 2 \cong \angle 8$ 

## Proof:

Statements	Reasons
$\int_{1.}^{\infty} t \  h$	1.
2.	2. Corresponding Angles Postulate
3. ∠8≅∠6	3.
<b>4.</b> ∠2 ≅ ∠8	4.

## Answer:

Statements	Reasons
$\int_{1.}^{1} t \  h$	1. Given
2. ∠2 ≅ ∠6	2. Corresponding Angles Postulate
<b>3.</b> ∠8 ≅ ∠6	3. Vertical Angle Theorem
<b>4.</b> ∠2 ≅ ∠8	4. Transitive Property of Congruence

J.	Additional activities or remediation	
$\vdash_{v}$		
VI. REFLECTION		
A.	No. of learners who earned 80% of the evaluation	
В.	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 teacher contextualized and localized the topic in finding practical application part of the DLL.