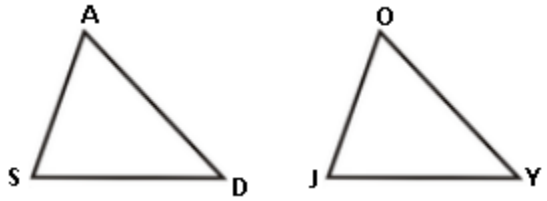
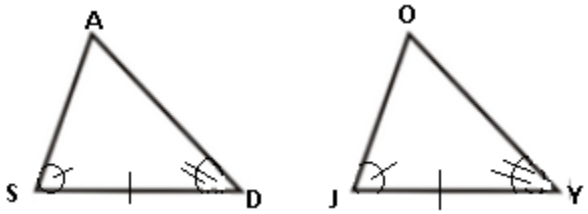
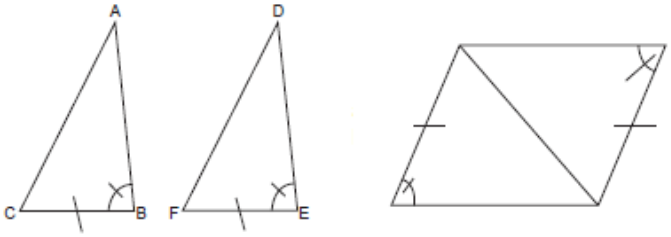
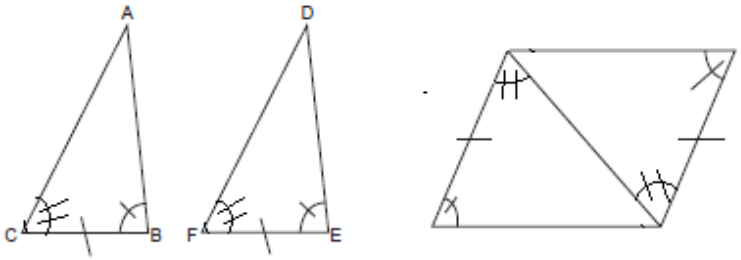
DAILY LESSON LOG OF M8GE-IIId-e-1 (Week five-Day two)

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	Illustrates the SAS, ASA, and SSS Congruence postulate**. M8GE-IIId-e-1** Learning Objectives: 1. Recall the definition of ASA Congruence Postulate; 2. Complete the congruent marks to illustrate that the triangles are congruent through ASA Congruence Postulate; and 3. Describe the importance of equality in society.		
II. CONTENT	Triangle Congruence Postulates: ASA 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- 356		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources	pencil, ruler, protractor, paper		

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	The teacher asks questions as a form of review: Based on our discussion yesterday, who can show/tell me what ASA Congruence Postulate mean? Answer: ASA Postulate (Angle-Side-Angle) If two angles and the included side of one triangle are congruent to the corresponding parts of another triangle, then the triangles are congruent. In a sense, this is basically the opposite of the SAS Postulate. Note: A student can also give the meaning by showing it to the class through sketching.
B. Establishing a purpose for the lesson	The teacher will further discussed ASA Congruence through an activity.
C. Presenting examples/ instances of the new lesson	A. Put markings to indicate that the two triangles are congruent. B. State the congruencies to show that ΔSAD ≅ ΔJOY by ASA Postulate.  Answer:  State the congruencies that must be given to show that ΔSAD ≅ Δ JOY by ASA Postulate. ∠S≅∠J, SD ≅JY, ∠D≅∠Y ΔSAD≅ ΔJOY
D. Discussing new concepts and	The teacher lets the students describe and compare their sketch and answers.

practicing new skills #1	
E. Discussing new concepts and practicing new skills #2	Indicate the corresponding markings to make the triangles congruent by ASA Postulate. Make a congruency statement.  Answer:  BC is included between ∠C and ∠ B EF is included between ∠E and ∠ F ∠A≅∠D, AC ≅DF, ∠C≅∠F ΔABC ≅ ΔDEF
F. Developing mastery (leads to formative assessment 3)	
G. Finding practical applications of concepts and skills in daily living	Note: Solicit answers from the learners. What other ways/ instances can you associate the word congruent? You can associate the term congruence with the word equality. In terms of benefits from the government. Whenever a family receives remedy from the government, the other families will also receive. In that way, they will be equal.
H. Making generalizations and abstractions about the lesson	The teacher summarizes the concepts of Triangle Congruence Postulate by asking: How will you state the ASA Congruence Postulate? **ASA Postulate** (Angle-Side-Angle) If two angles and the included side of one triangle are **congruent** to the corresponding parts of another triangle, then the triangles are **congruent**. In a sense, this is basically the opposite of the SAS **Postulate**.

I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. **Activity 4 TRY MORE** **ASA (Angle-Side Angle) Congruence** Prepare the following materials; pencil, ruler, protractor, a pair of scissors Working independently, use a ruler and a protractor to draw ΔBOY with two angles and the included side having the following measures: $m\angle B = 50$, $m\angle O = 70$ and $\overline{BO}$ =18 cm 1. Draw $\overline{BO}$ measuring 18 cm 2. With B as vertex, draw angle B measuring 50. 3. With O as vertex, draw angle O measuring 70. 4. Name the intersection as Y. 5. Cut out the triangle and compare it with four of your classmates. 6. Describe the triangles. 7. Put identical marks on the congruent corresponding sides and angles. 8. Identify the parts of the triangles which are given congruent.
J. 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	

Prepared by:
JOVILLE P. BANDILLO
Tingub NHS