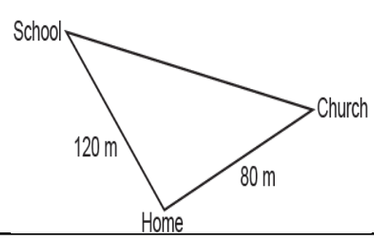
DAILY LESSON LOG OF M8AL-IVb-1 (Week Two-Day Two)

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 in 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, analyzing, 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:** Applies theorems on triangle inequalities. **(M8AL-IVb-1)** **Learning Objectives:** 1. Recall on triangle inequality theorem 3; 2. Applies triangle Inequality theorem 3 on problems involving triangle inequalities; and 3. Demonstrate appreciation through active participation and group team work in doing activities involving triangle inequality theorems 3.		
II. CONTENT	Application of Triangle Inequality theorem 3		
III. LEARNING RESOURCES	teacher's guide, learner's module,		
A. References			
1. Teacher's Guide	432-433		
2. Learner's Materials	397-398		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources			
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 lets the students review on Triangle Inequality Theorem 3 by letting them identify if the following three lengths makes a triangle or not. 1. 2,3,4 2. 1,2,3 3. 4,4,7 4. 9,5,3 5. 14,7,7 ***Answer Key.*** *Triangle = 1,3,4* *Not a triangle = 2,5*		
B. Establishing a purpose for the lesson	The teacher lets the students realize the importance of Triangle Inequality theorem in determining the relationship of the sides and angles of a triangle.		
C. Presenting examples/ instances of the new lesson	The teacher posts on the board a scenario involving Triangle Inequality Theorem 3, then let the students answer. The distance John Mark walks from home to school is 120 meters and 80 meters when he goes to church from home. Eula estimates that the distance John Mark walks when he goes directly to Church, coming from school, is 180 meters. Rhea's estimation is 210 		

	meters. Which estimation is feasible? Justify your answer.
D. Discussing new concepts and practicing new skills #1	**The teacher processes the answer of the students using the following questions:** 1. Who between Rhea and Eula got the correct estimation? Explain. 2. What Triangle Inequality Theorem is being used to justify the scenario? 3. If you are the one to be asked, what is your estimation for the distance John Mark walks from the school to the church? 4. Can you give all the possible distance John Mark walks from school to church? ***Answers:*** *1. Eula, because the sum of the given two distances should be greater than the third side.* *2. Triangle Inequality Theorem 3.* *3. Students may give any distances.* *(The teacher must determine which student gives the correct answer.)* *4. Since $40< S_3 <200$, so the possible distance are; 41meters to 199 meters.* *(The teacher lets the students realize that the third side should not be smaller than the difference of the two given distance.)*
E. Discussing new concepts and practicing new skills #2	The teacher discusses and illustrates thoroughly the Triangle Inequality Theorem 3 and their importance in determining some real life scenarios. Furthermore, the teacher gives additional real life scenarios involving Triangle Inequality theorems 3 as illustrative examples.
F. Developing mastery (leads to formative assessment 3)	Working with a group, the teacher lets the students answer the given activity. I. Read the story and give what is asked. Little Red Riding Hood went into the forest to visit her beloved grandma. She walked towards west from the forest's entrance for 350 meters. As she arrived at the biggest pine tree, she went North and walked another 280 meters. As she walked towards her grandma's house, she thought to take the short cut back home later on the afternoon. How many meters will Little Red Riding Hood walk when she will go back home? Write ten possible distance in meters?  Answer Key: Since *$|350-280| < S_3 < (350+ 280)$, then the possible distance in meters are: 71 meters, 72 meters,73 meters… 539 meters.*
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher lets the students generalize their learning through the following questions: 1. What is Triangle Inequality Theorem 3? 2. How do we determine the third side given the measurements of the third side? 3. What is the range of determining the third side using concept of the theorem? ***Possible Answers:*** *1. Triangle Inequality theorem 3 states that the sume of the measures of the two sides of a triangle is greater than the third side.* *2. The third side must be shorter than the sum of the two given sides, but not too short that would equate or lesser to the absolute difference of the measurements of the two sides.* 3. *$|S_1-S_2| < S_3 < (S_1 + S_2)$*

I. Evaluating Learning	The teacher lets the students answer the formative assessment individually. I. Given two lengths of a triangle, give the range of the possible length of the third side (x). 1. 9,9, x 2. 5, 3, x 3. 8, 20, x ***Answer key:*** *1. X<18 2. 2<x<8 3. 12<x<28*
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	The teacher contextualizes and localizes the lesson starting from the presentation until finding practical application.

Prepared by:

GERALDINE M. BETONIO
Tabok NHS - SST1