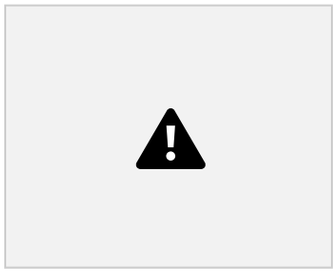
Daily Lesson Log of M8GE-Ive-1 (Week-Four-Day One)

School		**Grade Level**	8
Teacher		**Learning Area**	Mathematics
Teaching Date and Time		**Quarter**	Fourth

I. OBJECTIVES	
A. Content Standards	Demonstrates understanding of key concepts of inequalities in a triangle, and parallel and perpendicular lines.
B. Performance Standards	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: Proves properties of parallel lines cut by a transversal. **(M8GE-Ive-1)** Learning Objectives: 1. Identify the different angles formed by parallel lines cut by a transversal. 2. Find the measures of angles formed by parallel lines cut by a transversal. 3. Demonstrate appreciation on learning about angles formed by parallel lines cut by a transversal by relating it to real-life objects.
II. CONTENT	Angles Formed by Parallel Lines Cut by a Transversal
III. LEARNING RESOURCES	
A. References	
1. Teacher's Guide pages	
2. Learner's Materials pages	Pages 443-454
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	
B. Other Learning Resources	https://www.math10.com/en/geometry/angles/angles.html
IV. PROCEDURES	
A. Review previous lesson or presenting the new lesson	The teacher asks the students: " What are your ideas about parallel lines? " Possible Answers: Lines that do not intersect, lines that do not meet, lines that do not touch
B. Establishing a purpose for the lesson	The teacher lets the students realize that knowing about parallel lines is important in understanding angles formed by parallel lines cut by a transversal.
C. Presenting examples/ instances of the new lesson	The teacher let the students, by pair, do Activity 4 and Activity 5 found on pages 450 and 451 of the Learner's Module.
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students the process of arriving at the answer of each item in Activity 4.
E. Discussing new concepts and practicing new skills #2	The teacher discusses with the students the process of arriving at the answer of each item in Activity 5.
F. Developing mastery (leads to formative assessment 3)	The teacher will let the students work in pairs to do the task presented below. A. Use the figure to answer the problems.  1. Name the pairs of corresponding angles. 2. Name the pairs of alternate interior angles.

	3. Name the pairs of alternate exterior angles. 4. Name the pairs of same side interior. 5. Name the pairs of same side exterior. Answer Key: 1. , , , 2. , 3. , 4. , 5. , B.  Answer Key: 1. 113 - Corresponding Angles 2. 100 - Alternate Interior Angles 3. 84 - Vertical Angles 4. 75 - Alternate Exterior Angles 5. 99 - Linear Pair 6. 69 - Same-side Interior Angles
G. Finding practical applications of concepts and skills in daily living	The teacher will present this real-life situation and lets the students brainstorm and give their own reasoning. 
H. Making generalizations and abstractions about the lesson	The teacher summarizes the mathematical skills used to identify the different angles formed by parallel lines cut by a transversal and find its measure by asking questions like: 1. What did you to identify the different angles formed by parallel lines cut by a transversal? 2. How did you find the measure of angles formed by parallel lines cut by a transversal? Possible Answers: 1. Look at the position of each pair of angles in the given parallel lines cut by a transversal and compare them to the samples

	2. Identify the pair of angles formed in the parallel lines cut by a transversal. If the pair of angles are corresponding angles, alternate interior angles or alternate exterior angles, then they are congruent. However, if the pair of angles are same-side interior angles or same-side exterior angles, then they are supplementary.
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. A. Use the figure to answer the problems 1-10. 9 10 11 12 13 14 15 16 Classify each pair of angles as one of the following. a. Alternate interior angles d. Same-side interior angles g.none b. Corresponding angles e. Same-side exterior angles c. Alternate exterior angles f. Vertical angles 1. _____ 6. _____ 2. _____ 7. _____ 3. _____ 8. _____ 4. _____ 9. _____ 5. _____ 10. _____ B.  Answer Key: A. 1. c 6. e 2. d 7. f 3. a 8. a 4. f 9. f 5. b 10. b B. _____ 1 = 75 _____ 2 = 105 _____ 3 = 75 _____ 4 = 105 _____ 5 = 75 _____ 6 = 105 _____ 7 = 75 _____ 8 = 105
J. Additional activities or remediation	
V. REMARKS	

VI. REFLECTION	
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 contextualized and localized the topic in finding practical application part of the DLL.