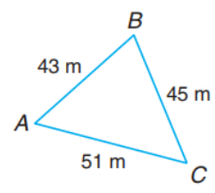
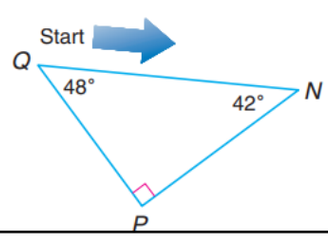
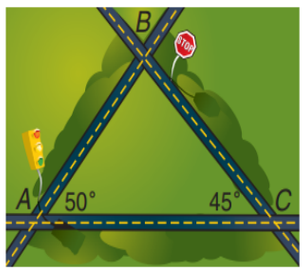
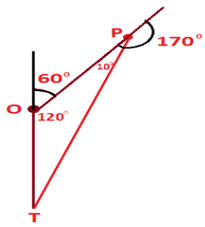
DAILY LESSON LOG OF M8AL-IVb-1 (Week One-Day One)

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 1 and 2; 2. Applies triangle Inequality theorem 1 and 2 on problems involving triangle inequalities; and 3. Demonstrate appreciation through active participation and group team work in doing activities involving triangle inequality theorems 1 and 2.
II. CONTENT	Triangle Inequality theorem 1 and 2
III. LEARNING RESOURCES	teacher's guide, learner's module,
A. References	
1. Teacher's Guide	430-432
2. Learner's Materials	395-396
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	
B. Other Learning Resources	http://www.nlpanthers.org/downloads/chap073.pdf
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 recall on the lesson on Triangle Inequality Theorem 1 and 2 by letting the them answer the following:** Arrange the sides and angles of the triangle in increasing order given the illustration at the right.  **Answer:** Sides: $\overline{AB}, \overline{BC}, \overline{AC}$ Angles: $\angle C, \angle A, \angle B$
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 lets the students ponder and answer on the question in realation to the following scenario. Queenie is biking in triangular pattern at her neighborhood as shown at the right. She started at the location Q, then went to location N and turned at location P and then back to her original position. What could be 

	her longest travel from one location to another? Explain your answer. ***Answer Key:*** *Using the illustration, since the the largest angle is* $\angle P$ *, then its opposite side* $\overline{QN}$ *has the longest distance. Therefore, from location Q to location N, is the longest travel that Queenie had done.*
D. Discussing new concepts and practicing new skills #1	The teacher processes the answer of the students and ask someone in the class to justify his or her answer.
E. Discussing new concepts and practicing new skills #2	The teacher discusses and illustrates thoroughly the Triangle Inequality Theorem 1 and 2 and their importance in determining some real life scenarios. Furthermore, the teacher gives additional real life scenarios involving Triangle Inequality theorems 1 and 2 as illustrative examples.
F. Developing mastery (leads to formative assessment 3)	The teacher lets the students answer the given activity by triads. **Direction:** Observe the map at the right then answer what is asked: Two roads meet at an angle of 50^0 at poin A. A third road form B to C makes an ang le fo 45^0 with the road from A to C.  Questions: 1. Which intersection, A or B, is closer to C? 2. Which intersection, A or C, is farther from B? 3. Which has the shortest distance? (A to B, B to C, or A to C) 4. What Triangle Inequality justifies your answer in numbers 1-3? 5. State the Triangle Inequality being used in justifying your answers. ***Answer Key:*** *1. The intersection B is closer to C.* *2. The intersection A is closer to B.* *3. The shortest distance is from intersection A to B.* *4. Triangle inequality theorem 2.* *If one angle of a triangle is larger than a second angle, then the side opposite the first angle is longer than the side opposite the second angle.*
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 do the Triangle Inequality theorem 1 state? 2. What do the Triangle Inequality theorem 2 state? ***Answers:*** 1. *Triangle Inequality Theorem 1 (Ss → Aa):* If one side of a triangle is longer than a second side, then the angle opposite the first side is larger than the angle opposite the second side. 2. *Triangle Inequality Theorem 2 (Aa → Ss):* If one angle of a triangle is larger than a second angle, then the side opposite the first angle is longer than the side opposite the second angle.
I. Evaluating Learning	The teacher lets the students do the following by pair. The students will be writing and illustrating their answer in a short bondpaper, big enough for the whole class to see. Marichu and her friends, went to a mountain hike at Osmeña peak. They hiked due North then turn 

	60^0 Northwest after 3 hours of hiking. When they arrived the peak, they decided to take another route back to where they started. They turned 170^0 South, hiked, and went back happily and contented with their journey. 1. Draw a map illustrating the directions that Marichu and her friends took. (Use protractor.) 2. Label their starting point T, the location where they turned O, and the mountain peak P. 3. Arrange the distance of their hike from the nearest to the farthest. Answer Key:  $\overline{TO}, \overline{OP}, \overline{PT}$
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.

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