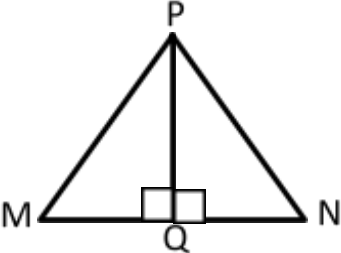
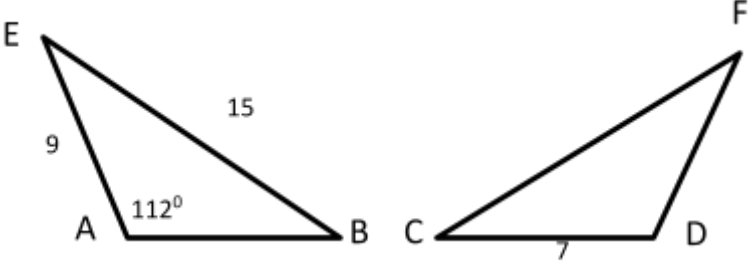


DAILY LESSON LOG OF M8GE-III-f-1

TEACHER		Learning Area Grade Level	Mathematics Grade 8
DATE & TIME		Quarter	3 rd
I. OBJECTIVES			
A. Content Standards	The learner demonstrates understanding of key concepts of axiomatic structures of geometry and triangle congruence.		
B. Performance Standards	The learner is able 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	Learning competency: Solves corresponding parts of congruent triangles. M8GE-III-f-1 1. Identify corresponding parts of congruent triangles 2. Solves corresponding parts of congruent triangles 3. Show interest during discussion 4. Demonstrate cooperation during activity		
II. CONTENT	Triangle Congruence(Solves corresponding parts of congruent triangle)		
III. LEARNING RESOURCES	Curriculum Guide, Teacher’s Guide, Learner’s Material, Suggested Localization and Contextualization		
A. References			
1. TG Pages	Pg.		
2. LM Pages	Pg. 352-357		
3. Textbook Pages	Pg. 128		
4. Additional Materials from LR portal	NA		
B. Other Learning Resources	Geometry III, https://www.rtmsd.org/cms/lib/PA01000204/Centricity/Domain/125/Chapter%204%20Note%20Packet.pdf		
IV. PROCEDURES			
Review previous lesson or presenting the new lesson	The teacher gives a short recapitulation about last meetings discussion. The teacher asks the students: “How do you state SAS congruence postulate? Possible responses: SAS Congruence Postulates – If two sides and one angle of a triangle are congruent respectively to the two sides and one angle s of another triangle, then the two triangles are congruent.		
Establishing a purpose for the lesson	The teacher let the students see the association of the corresponding parts of congruent triangles.		
Presenting examples/ instances of the new lesson	Let the students find a pair, and let them do the following: Given that $\triangle MQP \cong \triangle NQP$. List the six pairs of corresponding, congruent parts of these two triangles and answer the following question. If $MP = 4$, what is the measure of PN? 		

Discussing new concepts and practicing new skills #1	The teachers discusses the process of arriving at the answer with the given exercise. Furthermore, he/she asks the students the mathematical skills or principle that they used to arrive at the certain answer. He/ She also explains that if the sides and angles of one triangle corresponds to the sides and angles of the other triangle then the two triangles are congruent.
Discussing new concepts and practicing new skills #2	
Developing mastery (leads to formative assessment 3)	Work by group, the teacher let the students answer the following activity and should see to it that the students understand congruent triangles. Given that $\triangle ABE \cong \triangle DCF$. Complete the congruence statements and find the missing measure.  $\angle A \cong \angle D$ 1. $\overline{AE} \cong$ ____ 2. $DF =$ ____ units 3. $\overline{AB} \cong$ ____ 4. $\overline{FC} =$ ____ units 5. $\overline{BE} \cong$ ____ 6. $\angle A \cong$ ____ 7. $m\angle D =$ ____ Possible responses: 1. $\overline{DF}$ 2. 9 units 3. $\overline{DC}$ 4. 15 units 5. $\overline{CF}$ 6. $\angle D$ 7. 112°

	d. What are the three congruent angles? e. If $\angle Q$ measures 79° and $\angle R = 38^\circ$, What is the measure of $\angle V$? Possible responses: 1. a.  QRS and  TRV b. QR and TR, RS and RV, SQ and VT c. RT = 12, RS = 23 d. $QRS \cong TRV$, $RVQ \cong RVT$, $VTR \cong VQR$ e. 63°
● 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	

Prepared by:

Teacher

Noted by:

School Head