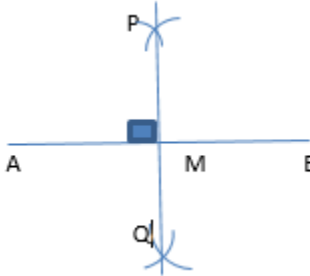
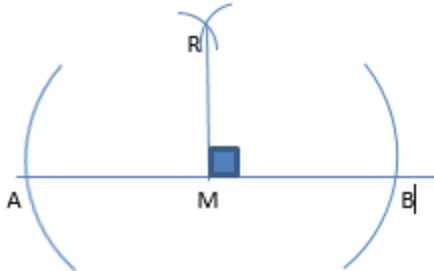


DAILY LESSON LOG OF M8GE-IIg-2 (Week Seven-Day one of Two)

School		Grade Level	Grade 8
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Second
I. OBJECTIVES			
A. Content Standards	The learner demonstrates understanding of the key concepts of 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 proving triangle congruence.		
C. Learning Competencies/ Objectives	Applies triangle congruence to geometric constructions of perpendicular and angle bisector - Construct a perpendicular bisector using a straightedge and compass - State the steps used to construct a perpendicular bisector when using a straightedge and compass - Demonstrate interest and enthusiasm in the construction of a perpendicular bisector.		
II. CONTENT			
III. LEARNING RESOURCES			
A. References			
1. Teacher's Guide			
2. Learner's Materials			
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal	compass, large compass, ruler, protractor, sketch pad or bond paper, ppt. presentation,		
B. Other Learning Resources	www.cpalms.org		
IV. PROCEDURES			
A. Review previous lesson or presenting the new lesson	Students should already know: - What is a line segment? - What is an angle? - What does perpendicular mean? - What is a point?		
B. Establishing a purpose for the lesson	When or how would being able to construct a perpendicular bisector be necessary ? (Answers may vary, but some examples are making a table ,chairs, buildings, etc..)		

C. Presenting examples/ instances of the new lesson	The teacher will model the construction of a perpendicular bisector and mention each step. A. Construct the perpendicular bisector and midpoint of a segment. • Draw any segment AB. • Open the compass so that the distance between the point and marking points is more than half the length of AB. From A, Construct one arc above AB and one arc below AB using the same opening. • Keeping the same setting in your compass and with the pivot point now at B, draw arcs intersecting the first ones at point P and Q. • Join P and Q, Intersecting AB at M • Results: PQ bisects AB at M. M is the Midpoint of AB. 
D. Discussing new concepts and practicing new skills #1	B. Construct the perpendicular to a line from a point on the line. Steps: • Draw a line l and take a point M on l. • With a convenient compass opening draw arcs from M intersecting l at A and B. • With a compass opening greater than AM, draw arcs from points A and B, above AB, the intersecting at R. • Draw the segment RM. • Results: RM  AB at M.

	
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to formative assessment 3)	The teacher will repeat the two model twice. This time considers the direction of the given segment slanting at 45 degrees. The teacher will guide the students through each step in creating a perpendicular bisector. • The teacher should walk around the classroom during the lesson to determine the level of understanding of the students. • The teacher can use the guided practice questions to assist in determining the students' level of understanding of the construction process.
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher will draw generalizations out of constructing angle bisector. 1. Describe the measure of two angles that divides the segments? 2. What kind of angle that is form when the line is constructed in the midpoint? 3. What do you call the line that divides the segment into two or four congruent measures? 4. What is a perpendicular bisector?
I. Evaluating Learning	Students will create a perpendicular bisector using a compass and straightedge, write the steps they used and verify that their perpendicular bisector is correct.

J. Additional activities or remediation	
V. REMARKS	
VI. REFLECTION	<i>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.</i>
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	Perpendicular bisector is necessary in making buildings. The use of constructing materials is locally available.

Prepared by:

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STVS Math 8 Teacher