

DAILY LESSON LOG OF M8GE-IIIa-c-1(Week One-Three-Day 6)

School		Grade Level	Grade 8
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Third
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 axiomatic structure of geometry and triangle congruence.		
B. Performance Standards	The learner is able to formulate an organized plan to handle real-life situation.		
C. Learning Competencies/ Objectives	Learning Competency: Illustrates the need for an axiomatic structure of a mathematical system in general, and in Geometry in particular: (a) defined terms; (b) undefined terms; (c) postulates; and (d) theorems. (M8GE-IIIa-c-1) Learning Objectives: 1. Define Postulate 2. Illustrate the first three fundamental postulates of Euclid 3. Demonstrate appreciation of knowing the fundamental postulates as an important skill needed to understand on how to prove triangle congruence.		
II. CONTENT	Fundamental Theorems of Euclid		
III. LEARNING RESOURCES	teacher's guide, learner's module, compass, ruler, pencil		
A. References			
1. Teacher's Guide			
2. Learner's Materials			
B. Other Learning Resources	Next Century Mathematics (K-12) page 444 www.toppr.com/guides/maths/introduction-to-euclids-geometry/euclids-postulates/ www.cut-the-knot.org/triangle/pythpar/Fifth.shtml		
IV. PROCEDURES	<i>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.</i>		
A. Review previous lesson or presenting the new lesson	Which of the following is/are generally accepted to be true? 1. People die. 2. The earth revolves around the sun. 3. The universe came to what it is now due to a big explosion. 4. God created everything in 7 days. 5. Air cannot be seen. Answer Key: 1. ACCEPTED 2. ACCEPTED 3. NOT (There are many stories of how the universe came to be) 4. NOT (Depends upon the religion or whatsoever belief an individual has) 5. ACCEPTED		

B. Establishing a purpose for the lesson	The teacher lets the students realize that understanding then 5 fundamental postulates of Euclid is an important skill needed to prove triangle congruence.
C. Presenting examples/ instances of the new lesson	The teacher lets the students, in groups of three, do the following. 1. Draw a line segment by connecting any two points. 2. Extend a line segment to both sides as they want (the longer the segment the better) 3. Draw a circle with any centre and radius.
D. Discussing new concepts and practicing new skills #1	The teacher discusses with the students their drawings. Furthermore, he/she asks the students about the mathematical skills or principles that they used to arrive at their answers.
E. Discussing new concepts and practicing new skills #2	The teacher discusses and illustrates thoroughly the first 3 postulates of Euclid. 1. A straight line segment may be drawn between any two points 2. A piece of straight line may be extended indefinitely. 3. A circle may be drawn with any given radius and an arbitrary centre.
F. Developing mastery (leads to formative assessment 3)	Working in pairs, the teacher lets the students answer the following exercise. 1. Show that a line segment can be drawn by connecting any two points. 2. Draw a line that passes through points A and B. 3. Draw a circle with a radius 2 cm.
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	The teacher summarizes the lesson by asking the following questions. 1. Can we draw a line segment using any two points? 2. Can we extend any line indefinitely? 3. Can we draw a circle with radius 2 cm? 3 cm? 4cm?
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. Follow the following steps. 1. Draw any two points on your paper. 2. Connect the two points. 3. Using the figure formed (by doing steps 1 and 2), draw a circle with that figure as the radius. 4. Extend the figure (same figure used in step 3) infinitely to both directions.
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	

Prepared by:

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