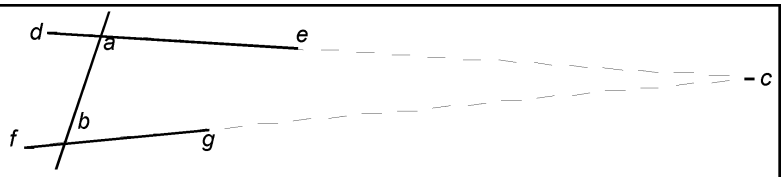
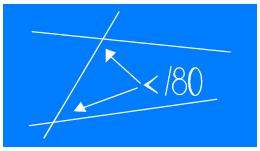
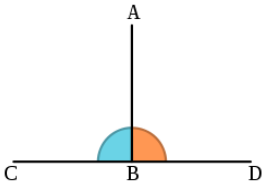
DAILY LESSON LOG OF M8GE-IIIa-c-1(Week One-Three-Day 7)

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. Recall the definition of right angles and intersecting lines. 2. Illustrate the first 4^{th} and 5^{th} 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,		
A. References			
1. Teacher's Guide	Pages 356-357 (soft copy)		
2. Learner's Materials	Pages 326-327		
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	*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	Recall the definition of postulates by letting the students give statements that are generally accepted. Let the students enumerate the first 3 postulates of Euclid.		
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 two perpendicular lines. 2. Determine the measure of the two adjacent angles formed by two perpendicular lines. Are they of equal measure? 3. Observe this illustration.		

	 4. Lines DE and FG are intersected by Line AB. How do we call angles a and b? 5. If you add the measure of angles a and b, will it be more than 180^0? 6. If you extend Lines DE and FG indefinitely towards the direction of the broken lines, will the said lines intersect at a point?
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. 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 last 2 postulates of Euclid. 4. All right angles are equal *Note* : that the equality of right angles was not rigorously implied by the definition. a. 10. When a straight line set up on a straight line makes the adjacent angles equal to one another, each of the equal angles is *right*…. b. There could be other right angles not equal to these. The postulate rules that out. 5. If a straight line crossing two straight lines makes the interior angles on the same side less than two right angles, the two straight lines , if extended indefinitely, meet on that side on which are the angles less than the two right angles. 
F. Developing mastery (leads to formative assessment 3)	Working in pairs, the teacher lets the students answer the following exercise.  AB is perpendicular to CB 1. Using the figure above, what can you say about the measure of angles CBA and DBA? 2. If two lines are intersected by a line, when can we say that those two lines will surely intersect at a point given the measure of the interior angles formed by the intersection of the three lines?

G. Finding practical applications of concepts and skills in daily living	
H. 44 Making generalizations and abstractions about the lesson	The teacher summarizes the lesson by asking the following questions. 1. What can we say about the adjacent angles formed by two perpendicular lines? 2. Are all right angles congruent? 3. How do we illustrate the 5th postulate of Euclid?
I. Evaluating Learning	The teacher lets the students answer individually the formative assessment. 1. Illustrate the 4th and 5th postulate of Euclid.
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	

Prepared by:

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