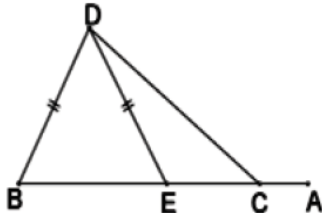
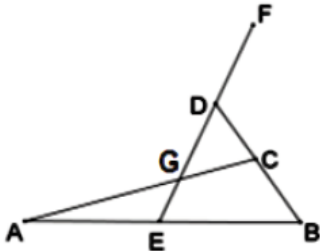


DAILY LESSON LOG OF M8AL-IVa-1 (Week One-Day Three)

School		Grade Level	Grade 8
Teacher		Learning Area	Mathematics
Teaching Date and Time		Quarter	Fourth
I. OBJECTIVES	<i>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.</i>		
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: Illustrates theorems on triangle inequalities (Exterior Angle Inequality Theorem, Triangle Inequality Theorem, Hinge Theorem) (M8AL-IVa-1) Learning Objectives: 1. State the Exterior Angle Inequality Theorem. 2. Illustrates Exterior Angle Inequality Theorem. 3. Demonstrate appreciation through active participation and collaboration in a group activity.		
II. CONTENT	Exterior Angle Inequality Theorem		
III. LEARNING RESOURCES	teacher’s guide, learner’s module,		
A. References			
1. Teacher’s Guide	Page 434-435		
2. Learner’s Materials	Page 400-402		
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources			
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	The teacher asks the students: 1. What did we do last meeting? 2. What was Triangle Inequality Theorem all about? Possible responses: 1. We were able to define the Triangle Inequality Theorem 3. 2. It states that the sum of the longest side of the Triangle is greater than the length of the third side.		
B. Establishing a purpose for the lesson	The teacher lets the students realize that determining the Exterior Angle Inequality Theorem is important to determine the characteristic of a triangle and so any of the polygons.		

	The teacher lets the students, in groups of three, do Activity 1 found on pages 400-401 of the Learner’s Module. Let the students try only one triangle on their LM. <table><tr><th rowspan="3">Name of Triangle</th><th colspan="9">MEASURES</th></tr><tr><th>1st Exterior $\angle$</th><th colspan="2">Remote Interior $\angle$s</th><th>2nd Exterior $\angle$</th><th colspan="2">Remote Interior $\angle$s</th><th>3rd Exterior $\angle$</th><th colspan="2">Remote Interior $\angle$s</th></tr><tr><th>$\angle 1$</th><th>$\angle 4$</th><th>$\angle 6$</th><th>$\angle 2$</th><th>$\angle 5$</th><th>$\angle 6$</th><th>$\angle 3$</th><th>$\angle 4$</th><th>$\angle 5$</th></tr><tr><td>$\triangle HEY$</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> QUESTIONS: - Compare the measure of exterior $\angle 1$ with either remote interior $\angle 4$ or $\angle 6$ using the relation symbols $>$, $<$, or $=$. - In $\triangle HEY$, $m\angle 1$ is _____ $m\angle 4$. - In $\triangle HEY$, $m\angle 1$ is _____ $m\angle 6$. - Compare the measure of exterior $\angle 2$ with either remote interior $\angle 5$ or $\angle 6$ using the relation symbols $>$, $<$, or $=$. - In $\triangle HEY$, $m\angle 2$ is _____ $m\angle 5$. - In $\triangle HEY$, $m\angle 2$ is _____ $m\angle 6$. - Compare the measure of exterior $\angle 3$ with either remote interior $\angle 4$ or $\angle 5$ using the relation symbols $>$, $<$, or $=$. - In $\triangle HEY$, $m\angle 3$ is _____ $m\angle 4$. - In $\triangle HEY$, $m\angle 3$ is _____ $m\angle 5$. <i>Making Conjecture:</i> Your comparison between the measure of an exterior angle of a triangle and either remote interior angle in this activity describes the Exterior Angle Inequality Theorem. With the pattern that you observed, state the exterior angle inequality theorem. - The measure of an exterior angle of a triangle is _____.	Name of Triangle	MEASURES									1 st Exterior $\angle$	Remote Interior $\angle$ s		2 nd Exterior $\angle$	Remote Interior $\angle$ s		3 rd Exterior $\angle$	Remote Interior $\angle$ s		$\angle 1$	$\angle 4$	$\angle 6$	$\angle 2$	$\angle 5$	$\angle 6$	$\angle 3$	$\angle 4$	$\angle 5$	$\triangle HEY$									
Name of Triangle	MEASURES																																						
	1 st Exterior $\angle$		Remote Interior $\angle$ s		2 nd Exterior $\angle$	Remote Interior $\angle$ s		3 rd Exterior $\angle$	Remote Interior $\angle$ s																														
	$\angle 1$	$\angle 4$	$\angle 6$	$\angle 2$	$\angle 5$	$\angle 6$	$\angle 3$	$\angle 4$	$\angle 5$																														
$\triangle HEY$																																							
C. Presenting examples/ instances of the new lesson																																							
D. Discussing new concepts and practicing new skills #1	The teacher let the students process their answer by asking the following: (note: Let the students do one triangle only, eg. $\triangle HEY$.) - What are the measurements of $\angle 1$ until $\angle 6$ in $\triangle HEY$? - What can you say about the measurement of the angles in comparison to the their remote interior angles? - According to our answers in questions number 1-3, what conclusion can we make? Possible Answers are found on Teachers Module, Module 8 page 434.																																						
E. Discussing new concepts and practicing new skills #2	The teacher discusses and illustrates thoroughly the definition of Exterior Angle Inequality Theorem to the students.																																						
F. Developing mastery (leads to formative assessment 3)	The teacher lets the students answer by pair page 401-402: Quiz no. 4. item number 1 only. Answer Key on Teachers Module, Module 8 page 434.																																						
G. Finding practical applications of concepts and skills in daily living																																							
H. Making generalizations and abstractions about the lesson	The teacher let the students summarize the concept of Exterior Angle Inequality theorem using the following question: - What does the Exterior Angle Inequality theorem state? Possible Answer: - It states that the measurement of the exterior angle of a triangle is greater than the sum of the measures of the two interior angles of a triangle.																																						
I. Evaluating Learning	The teacher lets the students answer individually page 402: Quiz no. 4. items number 2 and 3.																																						

	Use $>$, $<$, or $=$ to compare the measures of angles. <table><tr><td>$m\angle AED$</td><td></td><td>$m\angle CED$</td></tr><tr><td>$m\angle DEB$</td><td></td><td>$m\angle DCE$</td></tr><tr><td>$m\angle DEB$</td><td></td><td>$m\angle DBE$</td></tr><tr><td>$m\angle CDE$</td><td></td><td>$m\angle DEB$</td></tr><tr><td>$m\angle DEC$</td><td></td><td>$m\angle ACD$</td></tr></table> 	$m\angle AED$		$m\angle CED$	$m\angle DEB$		$m\angle DCE$	$m\angle DEB$		$m\angle DBE$	$m\angle CDE$		$m\angle DEB$	$m\angle DEC$		$m\angle ACD$
$m\angle AED$		$m\angle CED$														
$m\angle DEB$		$m\angle DCE$														
$m\angle DEB$		$m\angle DBE$														
$m\angle CDE$		$m\angle DEB$														
$m\angle DEC$		$m\angle ACD$														
	Name the exterior angle/s of the triangles shown in the figure. <table><tr><td>$\triangle DEB$</td><td></td></tr><tr><td>$\triangle CDG$</td><td></td></tr><tr><td>$\triangle AGE$</td><td></td></tr><tr><td>$\triangle BAC$</td><td></td></tr></table> 	$\triangle DEB$		$\triangle CDG$		$\triangle AGE$		$\triangle BAC$								
$\triangle DEB$																
$\triangle CDG$																
$\triangle AGE$																
$\triangle BAC$																
	Answer Key: <i>Teachers Module, Module 8 page 435.</i>															
J. Additional activities or remediation																
V. REMARKS	The teacher reminds the students to bring their protractor and ruler for the next meeting.															
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	The teacher contextualizes and localizes the lesson starting from presentation to discussions.															

Prepared by:

GERALDINE M. BETONIO
Tabok NHS - SST1