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|  | **DAILY LESSON LOG**  **GRADES 7 TO 12** | **School** | Tuao High School | **Grade Level** | 8 |
| **Teacher** | Carl Hendrick O. Rabut | **Learning Area** | Mathematics- Statistics and Probability |
| **Time** |  | **Quarter** | III |

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| 1. **OBJECTIVES** |  |
| 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 communicate mathematical thinking with coherence and clarity in formulating, investigating, analyzing, and solving real-life problems involving congruent triangles using appropriate and accurate representations. |
| 1. Learning Competencies / Objective | The learner solves corresponding parts of congruent triangles. **M8GE-IIIf-1**  **At the end of the lesson, the learners should have**  -determined the corresponding parts of a given triangle shown through the congruence notation or through figures  -illustrated congruent triangles with their parts and marks for the corresponding parts  -given the measurement of the unknown parts of congruent triangles based on their corresponding parts and their relationship with other parts of the triangles. |
| **II. CONTENT** | **Solving Corresponding Parts of Congruent Triangles** |
| **III. LEARNING RESOURCES** |  |
| A. References |  |
| 1. Teacher’s Guide Pages |  |
| 2. Learner’s Materials Pages |  |
| 3. Textbook Pages |  |
| 1. Additional Materials from   Learning Resources (LR) Portal | *K to 12 Curriculum Guide MATHEMATICS (Grade 1 to Grade 10)*. Department of Education, 2016.  *“Curriculum Implementation and Learning Management Matrix.”* Department of Education, 2020. |
| B. Learning Resources |  |

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| **IV. PROCEDURES** | **Session 1** | **Session 2** | **Session 3** | **Session 4** |
| A. Reviewing previous lesson or presenting the new lesson | Start by briefly reviewing what the students already know about congruent triangles, asking them to recall the definition and criteria for proving congruence. | Begin the class by reviewing the previous day's lesson on triangle congruence and its importance in real-life structures.  Introduce the new topic for the day: determining corresponding parts of congruent triangles. | Begin the class by asking the students to recall the previous day's lesson on corresponding parts and illustrating congruent triangles. Ask some students to share what they remember from the previous lesson.  After the review, introduce the concept of CPCTC (Corresponding Parts of Congruent Triangles are Congruent). Explain to the students that this is a very important theorem in geometry that is used to prove that two triangles are congruent. | Ask the students to recall the key concepts and skills learned in the previous lessons.  Use the board or a visual aid to help jog their memories. |
| B. Establishing a purpose for the lesson | Explain that the purpose of today's lesson is to establish a deeper understanding of the definition of triangle congruence and to discuss the importance of congruent triangles in real-life structures. | Explain to the students that understanding the corresponding parts of congruent triangles is important in geometry, as it helps in identifying and solving various problems involving triangles. | Explain to the students that the purpose of this lesson is to understand how CPCTC works and how it can be used to prove that two triangles are congruent. | Explain to the students that today's lesson will be a recap of the previous lessons.  Tell them that they will be summarizing the key concepts and skills learned and illustrating congruent triangles and their corresponding parts.  Let them know that they will be creating a page in their notebook to showcase their work. |
| C. Presenting examples/instances of the new lesson | Show pictures of real-life structures and ask students to identify the triangles that are congruent. Discuss with students the potential consequences of having non-congruent triangles in such structures. | Show examples of congruent triangles on the board or projector and label their corresponding parts, such as sides, angles, and vertices. | Provide examples of congruent triangles and ask the students to identify the corresponding parts that are congruent. You can use visual aids such as pictures or diagrams to illustrate the concept. | Show some pairs of triangles and ask the students to identify if they are congruent or not, and what criteria they used to determine that.  Show some diagrams of triangles with some given information and ask the students to find the missing angles or sides using the corresponding parts of congruent triangles.  Show some real-world applications of congruent triangles, such as in architecture, art, or engineering, and ask the students to explain how congruent triangles are used in those situations.  Show some creative projects or activities that involve congruent triangles, such as puzzles, games, or art works, and ask the students to describe how they made or solved them using congruent triangles.  Tell them that this has been the lesson that was taken previously this week. Now, transition to the next part of the session, in which they will be creating their own summary page of what they have learned previously in their notebook. |
| D. Discussing new concepts and practicing new skills in #1 | Introduce the criteria for proving congruence of triangles, such as Side-Side-Side (SSS), Side-Angle-Side (SAS), Angle-Side-Angle (ASA), and Angle-Angle-Side (AAS). Discuss how these criteria can be used to prove that two triangles are congruent. | Define the term "corresponding parts" and explain how to identify them in congruent triangles.  Provide examples of congruent triangles with missing corresponding parts and ask the students to identify them. | Explain to the students that CPCTC is a theorem that can be used to prove that two triangles are congruent. It states that if two triangles are congruent, then their corresponding parts are also congruent.  Practice solving some problems using CPCTC. Provide several examples of two triangles and ask the students to identify the corresponding parts that are congruent. Then, ask them to write a proof using CPCTC to show that the two triangles are congruent. | **Summarizing Key Concepts and Skills Learned**  Instruct the students to take out their notebooks and a pencil.  Have them create a heading on a new page in their notebook labeled "Recap of Previous Lessons."  Guide them through a summary of the key concepts and skills learned in the previous lessons, including:   * Definition and importance of congruent triangles * Criteria for triangle congruence (SSS, SAS, ASA, AAS) * Determining corresponding parts of congruent triangles * CPCTC (Corresponding Parts of Congruent Triangles are Congruent) * Encourage them to take notes and highlight important points.   **Illustrating Congruent Triangles and Their Corresponding Parts**  Ask the students to take out their rulers, pencils, and erasers.  Instruct them to draw and label at least three pairs of congruent triangles in their notebook.  Tell them to label the corresponding parts of each triangle, including angles and sides.  Encourage them to use different colors or shading to make their illustrations clearer.  **Creating a Page in the Notebook**  Ask the students to turn to the next blank page in their notebook.  Instruct them to use the summary and illustrations they created to fill the page.  Tell them to make sure that their work is organized, neat, and easy to read.  Encourage them to add any extra details or notes they feel are important. |
| E. Discussing new concepts and practicing new skills in #2 | Demonstrate how to use the criteria for proving congruence in practice problems. Provide examples of how to identify congruent angles or sides in order to prove congruence of triangles. | Ask the students to draw two congruent triangles and label their corresponding parts.  Provide additional examples for them to practice on. | Provide more complex examples of congruent triangles and ask the students to identify the corresponding parts that are congruent. Then, ask them to write a proof using CPCTC to show that the two triangles are congruent. Encourage students to work in groups and discuss their solutions. |  |
| Developing mastery | Provide additional examples of congruent triangles and ask students to identify the criterion used to prove their congruence. | Provide a worksheet with various congruent triangles and ask the students to identify their corresponding parts.  Monitor their progress and provide feedback as needed. | Assign students to work in pairs or groups to create their own problems that can be solved using CPCTC.  Have each group present their problem to the class and ask another group to solve it using CPCTC.  Monitor the presentations and provide feedback on the accuracy and clarity of the problems. | Walk around the classroom and provide feedback and support to the students as they work on their notebook pages.  Encourage them to ask questions and clarify any doubts they may have.  Offer suggestions for improvement and praise their efforts. |
| G. Finding practical application of concepts and skills in daily living | Discuss with students how the concept of triangle congruence can be applied in real-world situations, such as in architecture, engineering, or even in sports. | Ask the students how the concept of corresponding parts is used in real-life situations, such as in construction in their localities or based on what they have seen in social media or on TV shows. | Discuss with students the practical applications of CPCTC in real-life scenarios, such as construction, architecture, and engineering  .  Provide examples of structures where CPCTC is used to ensure stability and safety. | Ask the students to think of real-life examples where congruent triangles and corresponding parts are important.  Have them share their ideas with the class and discuss as a group. |
| H. Making generalizations and abstractions about the lesson | Ask students to reflect on what they learned today and what they found most interesting or surprising. | Ask the students to make generalizations about the corresponding parts of congruent triangles and how they can be used to solve geometry problems  “What does it mean for two triangles to be congruent?”  “How can you show that two triangles are congruent using different criteria?”  “How were you able to determine which part of a triangle is correspondent to a part of another triangle?” | Ask students to reflect on how they can use CPCTC in their own lives or future careers.  Encourage students to make connections between CPCTC and other concepts in geometry. | Ask the students to reflect on what they have learned in the previous lessons and today's recap.  Encourage them to make generalizations and abstractions about the concepts and skills they have acquired. |
| I. Evaluating learning | Ask students to recite the criteria for proving congruence of triangles, such as ASA, AAS, SSS, SAS, and HL, and provide examples of how to apply them in practice problems. This will serve as a review and reinforcement of the concepts before introducing the Triangle Road Trip map activity.  Once the review is complete, introduce the "Triangle Road Trip" map activity to the class. Explain that students will be creating a map of a fictional road trip that includes notable structures and landmarks that demonstrate at least three different criteria for triangle congruence.  Instruct the students to sketch out their map, including a starting point and at least three notable structures or landmarks that demonstrate different criteria for triangle congruence. They should also include a legend that explains the different symbols used on the map. | “Color me” Provide highlighter pens for the students to use. Distribute a pair of printed congruent triangle which is unique for each student. Have them highlight the congruent parts with the same color.  Their understanding will be assessed by the accuracy of their output. | Provide a worksheet with several problems for students to solve using CPCTC.  Collect and grade the worksheets to assess student mastery of the concept. | Collect the students' notebook pages and use a rubric to evaluate their work.  Provide feedback and suggestions for improvement. |
| J. Additional activities for application or remediation | For students who need additional practice, provide extra problems or suggest online resources where they can find additional practice problems. | For additional practice, provide worksheets or online resources for the students to work on at home.  For remediation, provide one-on-one or small group sessions for students who are struggling with the concept. | For students who need additional practice, provide extra worksheets or problems to solve using CPCTC.  For students who have mastered the concept, assign them to create a presentation on a real-life application of CPCTC. | For remediation, struggling students can work with the teacher in a small group to review the concepts and skills from the previous lessons.  For students who have mastered the concept, assign them to create a presentation on a real-life application of CPCTC. |
| Closing | Recap the main points of the lesson and preview what will be covered in the next session. | Summarize the key points of the lesson and encourage the students to practice identifying corresponding parts of congruent triangles on their own. | Recap the main concepts covered in the lesson and emphasize the importance of CPCTC in determining the congruence of triangles.  Encourage students to continue practicing using CPCTC to solve problems related to congruent triangles. | Summarize the key points of the lesson and ask students to reflect on their learning by answering the following questions in their notebooks:  **What did you learn today about CPCTC and congruent triangles?**  **How do you think you can apply this knowledge in your daily life or future career?**  Students will be asked to share their reflections with a partner or in a class discussion. |
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| **V. REMARKS** |  |  |  |  |
| INTEGRATION  (Values, Thrusts, Program Activities & Projects) |  |  |  |  |
| **VI. REFLECTION** |  |  |  |  |
| A. No. of learners who earned 80% in the evaluation |  |  |  |  |
| B. No. of learners who require additional activities for remediation whose scored below 80% |  |  |  |  |
| C. Did the remedial lessons 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 localization materials did I used/discover which I wish to share with other teachers? |  |  |  |  |

Prepared by: Checked by:

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