

 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	III
	Teacher:	File Created by Sir LIONELL G. DE SAGUN	Learning Area:	MAPEH
	Teaching Dates and Time:	SEPTEMBER 2 – 6, 2024 (WEEK 6)	Quarter:	1 ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard	1. performs simple ostinato patterns/ simple rhythmic accompaniments on classroom instruments and other sound sources to a given song 2. sings songs with correct rhythm	Creates an artwork of people in the province/region. On –the-spot sketching of plants trees, or buildings and geometric line designs shows a work of art based on close observation of natural objects in his/her surrounding noting its size, shape and texture.	The learner..... Performs body shapes and actions properly	The learner..... Consistently demonstrates good decision-making skills in making food choices	
B. Performance Standard	Clap, tap, chant, walk, and play musical instruments in response to sound with the correct rhythm . in measures of 2s (marching) . in measures of 3s (dancing the waltz) . in measures of 4s (echo clapping)	1. Identify the textures and shapes of in natural and man-made objects. 2. Draw on-the-spot sketches of objects seen outside the school like plants, flowers, or trees and objects found inside the room. 3. Develop awareness on texture of objects found in the natural environment through drawing.	1. Describe correct body mechanics in doing simple static and dynamic flexibility exercises. 2. Perform simple static and dynamic flexibility exercises while seated 3. Enjoy fun games that develop flexibility	Identify the nutritional guidelines 1 and 4 for Filipinos - Explain the importance of following the nutritional guidelines (to avoid PEM) - Plan balanced meals for a day	
C. Learning Competency/Objectives Write the LC code for each.	Play simple ostinato patterns with classroom instruments and other sound sources. MU3RH –Id –h-5	Create a geometric design by contrasting two kinds of lines in terms of type or size. A3PR -If	1. Describe correct body mechanics in doing simple static and dynamic flexibility exercises. 2. Perform simple static and dynamic flexibility exercises while seated 3. Enjoy fun games that develop flexibility PE3PF-Ia-h-16	Identify the nutritional guidelines 1 and 4 for Filipinos - Explain the importance of following the nutritional guidelines (to avoid PEM) - Plan balanced meals for a day	Weekly Test
I. CONTENT	.			H3N-Igh-16	
	Ostinato	Two Kinds of Lines	Flexibility Exercises	Nutritional Guideline 1 and 4 1: Eat variety of food every day to get the nutrients needed by the	

				body. 4: Consume fish, lean meat, poultry, egg, dried beans or nuts daily for growth and the repair of body tissues	
II. LEARNING RESOURCES					
D. References			Fitness for Health & Sports by Patricia G. Avila, M.D Fitness for Children by Curt Hilton, Copyright 1995		
1. Teacher's Guide pages	CG p.18 of 63. Pp.20-21	CG p.30 of 90	236-241	369-371	
2. Learner's Materials pages			267-277	425-426	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR)portal	Internet, powerpoint, video		floor mat, garter	Materials: Real picture of foods Organizers and charts Picture of FNRI Food Pyramid	
E. Other Learning Resource					
III. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Tap/clap the chant. Ang aking tuta ay mataba Buntot ay mahaba maamo ang mukha		1. Checking of Attendance and PE Uniform (appropriate attire for physical activities) 2. Warm up Activities: Refer to Lesson 1 on warm up exercises. You may use music to accompany movement). Note: You must do the warm-up before performing the activity. Warm up can be done within 5 minutes. 3. Review Present pictures of different body shapes and actions in sitting ask the pupils to do simultaneously the body shapes and actions while singing the song <i>Lubi-lubi</i> .	1. Instruct the pupils to turn to p. ____. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
B. Establishing a purpose for the lesson	Show two children playing in the See –Saw.What can you say about the picture?	Show an artwork to the pupils.Tell them how an artwork made. Sing the song “ Tuldok” ni Freddie Aguilar. Discuss it.	1. Activity 1: Ask the pupils to sit on the floor and sing the action song. (Row, Row, Row your Boat)	2. Ask about their favorite breakfast, lunch, and dinner.	

			Ask: 1. What is described in the song? (Rowing) 2. How do you row a boat? (Execute the action in rowing) 3. What body parts are used in rowing boat? (Arms) 4. What arm movements are used in rowing? (Stretching) 5. What body movements are used in rowing? (Bending)	3. Tell them to draw their favorite dishes/meals on each plate. .	
C. Presenting examples/Instances of the new lesson	. Clap the rhythmic pattern repeatedly until pupils become familiar with it.Look for the TG.		C. Developmental Activities Note: The procedure should be delivered in MTB 1. Presentation Note: At least one day before, assign the pupils a day before to bring a half meter of rubber or garter. Present a piece of garter to your pupils. Ask them to stretch the garter/rubber to its maximum length and release it. Repeat the activity twice until the pupils have fully understood the concept of flexibility. Ask: 1. What is the character of a garter? (Flexible) 2. What will you do to increase its length? (Stretch) 3. What will you do to decrease its length? (Release) 4. Are we flexible? (Yes) 5. how can people be flexible? (We can bend, stretch) Say: Do you know that we are also flexible?	4. After finishing, ask the pupils: a. Are your favorite meals healthy Why do you say so?? b. How much food can you eat? c. Is it okay to eat too much or too less? Why?.	
D. Discussing new concepts and practicing new skills # 1	- How did you show steady beat? - What rhythmic instruments can be used to accompany the song?	- What makes the things in this world began?	Divide the class into two groups. A garter supported by a stand (or held by two pupils) is place horizontal on the	Activity 1 Ask the pupils to recall about forms of malnutrition:	

			ground Form a column .Each person will try to pass under the garter. After everyone has tried, the garter is lowered an inch or two preferably until waist level of the teacher. This is to ensure that you will not include strength while performing the activity. And then the process repeats. The group who could not touch the garter with any part of their bodies other than feet touched the ground wins. Note: When passing under the garter, you must bend backward or forward. Challenge the pupils to do this flexibility well.	Too much ◌ obesity , too less ◌ PEM 1. Tell pupils that it is important to eat just right to avoid malnutrition. 2. Ask the pupils, “How do you know how much food should be eaten everyday?” 3. Draw a big pyramid on the board and ask if the pupils are familiar with it. Activity 1 1. Build the levels of the food pyramid with the pupils. Identify foods to be eaten in right amounts.	
E. Discussing new concepts and practicing new skills # 2			Note: When passing under the garter.The pupils must bend backward or forward. The teacher may play music during the game. Make sure the pupils do not injure themselves. Ask the following questions: a. What body movements are used in playing the game?(Bending, stretching) b. Why do you think you can cross even the pupils do not injure themselves.as the garter is lowered inch by inch? (I can bend and maintain balance while crossing the garter) c. What parts of the body are stretched? (If the child bends backward-abdomen is stretched. If forward- the back part is stretched)	Activity 2- Create your own menu! 1. Ask the pupils to turn to p.__. 2. Using the Food Pyramid Guide in their LM on page ____, ask each pupil to work with a classmate. They must plan their food for breakfast, lunch and dinner. Activity 2 2. Tell the students that they will pretend to be chefs that will make a menu for the day. 3. Instruct them to list the foods on each menu.	

			d. What parts of the body are bent?(neck, back part, abdomen) e. What did you do while waiting for your turn in playing the game?(I stood and waited for my turn.) What is flexibility? What are the two kinds of flexibility? How do you show each kind of flexibility?		
F. Developing mastery (leads to Formative Assessment 3)					
G. Finding practical application of concepts and skills in daily living	Group Activity. I- Children will the song Mga Alaga Kong Hayop II- Children will do the ostinato pattern. III- Children will do the ostinato pattern using rhythmic instruments.	Arts Activity. Provide an activity.	Activity 1 Flexibility Exercise on Seated Position (Static Flexibility) 1. How will you describe static flexibility based on the first activity? (The flexibility exercise is on a stationary position.) 2. How will you describe dynamic flexibility based on the second activity? (The flexibility exercise is done while moving.) Ask the pupils if they can still improve their ability in doing dynamic and static flexibility. Ask them to follow the directions below.	Group Activity.	
H. Making generalizations and abstractions about the lesson	What is ostinato?	- What elements of arts do we studied today?	Flexibility is the ability to bend or stretch without hurting. Two Kinds of Flexibility 1. Static Flexibility- doing flexibility exercises on a stationary position. 2. Dynamic Flexibility- doing flexibility exercises while moving	Ask the pupils: a. What do you mean by a balanced diet? guide b. What is the importance of maintaining a balanced diet?	

I. Evaluating learning	Draw a star for best,smiley for better and triangle for good performances. - Can identify rhythmic instruments and other sound sources. -can use simple ostinato pattern to accompany a song	Using rubrics to assess the performance of the pupils.	See page LM-page 277	See page LM-page 426	
J. Additional activities for application or remediation	Make a simple ostinato pattern to accompany the song” Mga Alaga Kong Hayop”.	Make an art showing a lines. Detailed it.	A. Ask the pupils to practice the different movements . B. Ask them to draw symmetrical and asymmetrical shapes in their notebooks.	Make a 3-day breakfast, lunch, and dinner menu for your family. Write it on your notebook.	
IV. REMARKS					
V. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation who 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 localized materials did I use/discover which I wish to share with other teachers?					