

School:		Grade Level:	I
Teacher:		Learning Area:	МАРЕН
Teaching Dates and Time:	AUGUST 29 - SEPT. 2, 2022 (WEEK 2)	Quarter:	1 ST QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
I. LAYUNIN					
A. Pamantayang Pangnilalaman	demonstrates basic understanding of sound, silence and rhythm	demonstrates basic understanding of sound, silence and rhythm	The learner demonstrates understanding of lines, shapes, colors and texture, and principles of balance, proportion and variety through drawing	The learner understands the importance of good eating habits and behavior	The learner demonstrates understanding awareness of body parts in preparation for participation in physical activities.
B. Pamantayan sa Pagganap	responds appropriately to the pulse of the sounds heard and performs with accuracy the rhythmic patterns	responds appropriately to the pulse of the sounds heard and performs with accuracy the rhythmic patterns	The learner creates a portrait of himself and the elements and principles of art by drawing his family which shows	The learner practices healthful eating habits daily	The learner performs with coordination enjoyable movements on body awareness .
C. Mga Kasanayan sa Pagkakatuto Isulat ang code ng bawat kasanayan	MU1RH-Ib-2 relates images to sound and silence within a rhythmic pattern	MU1RH-Ib-2 relates images to sound and silence within a rhythmic pattern	A1EL-Ib-1 distinguishes and identifies the different kinds of drawings: 2.1 portraits	H1N-Ia-b-1 The learner distinguishes healthful from less healthful foods	PE1BM-Ic-d-2 creates shapes by using different body parts
II. NILALAMAN	Tempo	Tempo			
III. KAGAMITANG PANTURO					
A. Sanggunian 1. Mga Pahina sa Gabay ng Guro					
Mga Pahina sa Kagamitang Pang-Mag-aaral Mga Pahina sa Teksbuk					
J. IVIBA FAIIIIIA SA IEKSDUK		<u> </u>			

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	Karagdagang Kagamitan mula sa portal ng <i>Learning Resource</i> a Pang Kagamitang					
IV.	PAMAMARAAN					
Α.	Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Muling ipaawit ang "Maligayang Bati" at "Tulog Na".Ano ang masasabi mo sap ag-awit ng "Maligayang Bati", mabilis ba ito o mabagal awitin?	Balik-aralan ang awit na "Leron-Leron Sinata". Ipaawit ito sa klase.	Have the pupils look at their partner's face and then let them draw the shape of the head and the other parts.	Ask them to give examples of foods from animals and plants.	.Balik-aralan ang mga bahagi ng katawan sa pahina 153 ng Kagamitan ng Mag-aaral.
В.	Paghahabi sa layunin ng aralin	Alamin at laruin ang paboritong laro ng mga bata sa Binondo, Maynila, ang Chimpoy, Champoy.(Tingnan sa pahina t ng LM).	Muling laruin ang "Chimpoy, Champoy"	Ask,: If you could pose for a full body drawing, how would you pose?	Show a bag with a variety of food commonly eaten ny cgildren. Tell them to pick one item from the bag, name it, and tell if it is good for children or not.	Ipagawa ang pagpapalakas ng katawan sa pahina 154 ng Kagamitan ng Mag-aaraal.
C.	Pag-uugnay ng mga halimbawa sa bagong aralin	Pag-usapan ang laro. Ano ang masasabi mo sa larong ito?	Ano ang naramdaman mo habang inaawit ito nang pabilis nang pabilis?	Let the children demonstrate different poses and let the others guess what they are trying to show in their poses.	Teach the rhyme "Ang Gatas at Itlog"	Ituro ang mga posisyon na ituturo sa pahina 155 ng Kagamitan ng Mag-aaral. Isagawa ang bawat isa.
D.	Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	Ano ang naramdaman mo habang inaawit ito ng mabilis?	Ipaawit ang "Jack & Jill". Pag-usapan ang awit.Paano kaya umakyat sa burol, mabilis k aba o mabagal kumilos? Paano naman kung gumulong ka pababa, mabilis ka ba o mabagal?	Explain that he next art activity is still full body drawing and they will help each other.	Ask questions about the rhyme. See to it you have pictures or real food mentioned in the poem.	Iguhit ang kilos o ilarawan ang kilos na nalikha mo para sa awit.(Tingnan sa pahina 156 ng Kagamitan ng Mag-aaral).
E.	Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Ipaawit ang "Leron-Leron, Sinta". Sabayan ang ritmo ng pagtapik ng guro sa mesa habang umaawit at nagmamartsa. Kung ikaw ay umaakyat sa puno ng papaya, ano ang magiging bilis ng awit?Bakit?	Ipaakita nga ninyo ang kilos ng : kabayo, suso, kalabaw,aso, manok. Ano ang masasabi ninyo sa kilos ng mga hayop? Lahat ba sila ay mabilis kumilos?	Pick out a student to help with the demonstration. Lay out a piece of paper on the ground, or tape it to the wall. Have the student strike a pose while lying on the paper or while leaning on the paper taped to the wall. The teacher will use a crayon or pencil to trace an outline of the student.	Repeat the rhyme in different ways (choral, by groups, individually) till they have memorized it.	Ipaawit ang "Paa, Tuhod" nang may kilos upang ipaalala ang mga bahagi ng katawan
F.	Paglinang sa kabihasnan	Pag-usapan. Ano ang nagyari sa huling bahagi ng awit? Ano sa palagay mo	Pag-araln ang tugmang "Tren" Heto na ang aming tren Palapit nang palapit	When the outline is completed, have the student stand up and step aside so	Tell the class that healthful foods help children grow well. They are good for the body.	Ilarawan ang kilos na nagagawa mo sa bawat bahagi ng katawang binanggit sa awit.

(Tungo sa Formative Assessment)	Ang dahilan kung bakit nahulog ang bata? Paano kaya siya kumilos habang umaakyat? Anong linya ng awit ang mabagal at mabilis?	Kung sakaling sumad sad Paano ang aking bayad?	everyone can see the outline. Explain what an outline is.		
G. Pag-uugnay sa pang araw-araw na buhay	Paano kumilos ang mga hayop sa ibaba? Lagyan ng tsek ang mga hayop na mabilis kumilos at ekis ang mabagal. Kabayo Suso Baboy Kalabaw	Paano kaya ang inyong kilos kung ang tren ay aakyat sa mataas na bundok?Ipakita rin ang kilos kung bababa na kayo sa bundok.	While the students are examining the body outline, ask the students to identify the body parts and describe the kind of line used to draw it.	Why do we need to take healthy foods?	
H. Paglalahat ng Aralin	Ano ang masasabi ninyo sa ating inawit? Ano ang masasabi ninyo sa kilos ng mga hayop sa bukid?(May mabilis at mabagl)	Sa musika, may mga awit na mabilis at mabagal. Ang bilis ng awit ay tinatawag na "Tempo"		Give examples of healthy foods.	Makapagbibigay ka ba ng mga kilos na nagagawa ng iba't ibang bahagi ng iyong katawan?
I. Pagtataya ng Aralin	Magbigay ng mga awit o tugma na mabilis at mabagal na inaawit. Ihanda ang sarili sap ag-awit ng isang mabilis at isang mabagal na awit sa klase.	Ipaawit ang "Tulog Na" nang mabagal. Ipaawit ang "Maligayang Bati" nang mabilis.	Have the pupils work in pairs, or in groups, and then instruct one of them to lie on the paper while the other traces around them. When they are finished, they will switch roles. When all outlines are finished, the students can fill in the outlines with lines and shapes. Post the finished drawings on the wall.	Draw some examples of healthy food.	Tingnan ang pahina 158 ng Kagamitan ng Mag-aaral at ipagawa ang isinasaad dito. Hayaang bilangin nila ang hugis na kanilang nagawa.
J. Karagdagang gawain para sa takdang aralin at remediation	Pag-araln ang awit na "leron-Leron Sinta." Humanda sap ag-awit sa klase bukas.	Isaulo ang tugmang "Tren" Heto na ang aming tren Palapit nang palapit Kung sakaling sumad sad Paano ang aking bayad?			
V. MGA TALA					
VI. PAGNINILAY					
A. Bilang ng Mag-aaral na nakakuha ng 80% sa pagtataya					

B. Bilang ng Mag-aaral na nangangailangan ng iba pang gawain para sa remediation					
C. Nakatulong ba ang remedial? Bilang ng mga mag-aaral na nakaunawa sa aralin					
D. Bilang ng mga mag-aaral na magpapatuloy sa remediation					
E. Alin sa mga istratehiyang pagtuturo ang nakatulong ng lubos? Paano ito nakatulong?	Strategies used that work well: Group collaboration Games Solving Puzzles/Jigsaw Answering preliminary activities/exercises Carousel Diads Think-Pair-Share (TPS) Rereading of Paragraphs/ Poems/Stories Differentiated Instruction Role Playing/Drama Discovery Method Lecture Method Why? Complete IMs Availability of Materials Pupils' eagerness to learn Group member's Cooperation in doing their tasks	Strategies used that work well: Group collaboration Games Solving Puzzles/Jigsaw Answering preliminary activities/exercises Carousel Diads Think-Pair-Share (TPS) Rereading of Paragraphs/ Poems/Stories Differentiated Instruction Role Playing/Drama Discovery Method Lecture Method Why? Complete IMs Availability of Materials Pupils' eagerness to learn Group member's Cooperation in doing their tasks	Strategies used that work well: Group collaboration Games Solving Puzzles/Jigsaw Answering preliminary activities/exercises Carousel Diads Think-Pair-Share (TPS) Rereading of Paragraphs/ Poems/Stories Differentiated Instruction Role Playing/Drama Discovery Method Lecture Method Why? Complete IMs Availability of Materials Pupils' eagerness to learn Group member's Cooperation in doing their tasks	Strategies used that work well: Group collaboration Games Solving Puzzles/Jigsaw Answering preliminary activities/exercises Carousel Diads Think-Pair-Share (TPS) Rereading of Paragraphs/ Poems/Stories Differentiated Instruction Role Playing/Drama Discovery Method Lecture Method Why? Complete IMs Availability of Materials Pupils' eagerness to learn Group member's Cooperation in doing their tasks	Strategies used that work well: Group collaboration Games Solving Puzzles/Jigsaw Answering preliminary activities/exercises Carousel Diads Think-Pair-Share (TPS) Rereading of Paragraphs/ Poems/Stories Differentiated Instruction Role Playing/Drama Discovery Method Lecture Method Why? Complete IMs Availability of Materials Pupils' eagerness to learn Group member's Cooperation in doing their tasks
F. Anong suliranin ang aking nararanasan na nasulusyunan sa tulong ng punong guro at superbisor?	Bullying among pupils Pupils' behavior/attitude Colorful IMs Unavailable Technology Equipment (AVR/LCD) Science/ Computer/ Internet Lab Additional Clerical works	Bullying among pupils Pupils' behavior/attitude Colorful IMs Unavailable Technology Equipment (AVR/LCD) Science/ Computer/ Internet Lab Additional Clerical works	Bullying among pupils Pupils' behavior/attitude Colorful IMs Unavailable Technology Equipment (AVR/LCD) Science/ Computer/ Internet Lab Additional Clerical works	Bullying among pupils Pupils' behavior/attitude Colorful IMs Unavailable Technology Equipment (AVR/LCD) Science/ Computer/ Internet Lab Additional Clerical works	Bullying among pupils Pupils' behavior/attitude Colorful IMs Unavailable Technology Equipment (AVR/LCD) Science/ Computer/ Internet Lab Additional Clerical works

	Planned Innovations:	Planned Innovations:	Planned Innovations:	Planned Innovations:	Planned Innovations:
	Localized Videos	Localized Videos	Localized Videos	Localized Videos	Localized Videos
	Making big books from	Making big books from	Making big books from	Making big books from	Making big books from
	views of the locality	views of the locality	views of the locality	views of the locality	views of the locality
	Recycling of plastics to be used	Recycling of plastics to be used	Recycling of plastics to be	Recycling of plastics to be	Recycling of plastics to be
	as Instructional Materials	as Instructional Materials	used as Instructional Materials	used as Instructional Materials	used as Instructional Materials
	local poetical composition	local poetical composition	local poetical composition	local poetical composition	local poetical composition
	The lesson have successfully	The lesson have successfully	The lesson have successfully	The lesson have successfully	The lesson have successfully
	delivered due to:	delivered due to:	delivered due to:	delivered due to:	delivered due to:
	pupils' eagerness to learn	pupils' eagerness to learn	pupils' eagerness to learn	pupils' eagerness to learn	pupils' eagerness to learn
	complete/varied IMs	complete/varied IMs	complete/varied IMs	complete/varied IMs	complete/varied IMs
	uncomplicated lesson	uncomplicated lesson	uncomplicated lesson	uncomplicated lesson	uncomplicated lesson
	worksheets	worksheets	worksheets	worksheets	worksheets
	varied activity sheets	varied activity sheets	varied activity sheets	varied activity sheets	varied activity sheets
	Strategies used that work well:	Strategies used that work well:	Strategies used that work well:	Strategies used that work well:	Strategies used that work well:
	Group collaboration	Group collaboration	Group collaboration	Group collaboration	Group collaboration
	Games	Games	Games	Games	Games
	Solving Puzzles/Jigsaw	Solving Puzzles/Jigsaw	Solving Puzzles/Jigsaw	Solving Puzzles/Jigsaw	Solving Puzzles/Jigsaw
	Answering preliminary	Answering preliminary	Answering preliminary	Answering preliminary	Answering preliminary
G. Anong kagamitang	activities/exercises	activities/exercises	activities/exercises	activities/exercises	activities/exercises
panturo ang aking	Carousel	Carousel	Carousel	Carousel	Carousel
nadibuho na nais kong	Diads	Diads	Diads	Diads	Diads
ibahagi sa kapwa ko	Think-Pair-Share (TPS)	Think-Pair-Share (TPS)	Think-Pair-Share (TPS)	Think-Pair-Share (TPS)	Think-Pair-Share (TPS)
guro?	Rereading of Paragraphs/	Rereading of Paragraphs/	Rereading of Paragraphs/	Rereading of Paragraphs/	Rereading of Paragraphs/
	Poems/Stories	Poems/Stories	Poems/Stories	Poems/Stories	Poems/Stories
	Differentiated Instruction	Differentiated Instruction	Differentiated Instruction	Differentiated Instruction	Differentiated Instruction
	Role Playing/Drama	Role Playing/Drama	Role Playing/Drama	Role Playing/Drama	Role Playing/Drama
	Discovery Method	Discovery Method	Discovery Method	Discovery Method	Discovery Method
	Lecture Method	Lecture Method	Lecture Method	Lecture Method	Lecture Method
	Why?	Why?	Why?	Why?	Why?
	Complete IMs	Complete IMs	Complete IMs	Complete IMs	Complete IMs
	Availability of Materials	Availability of Materials	Availability of Materials	Availability of Materials	Availability of Materials
	Pupils' eagerness to learn	Pupils' eagerness to learn	Pupils' eagerness to learn	Pupils' eagerness to learn	Pupils' eagerness to learn
	Group member's Cooperation	Group member's Cooperation	Group member's	Group member's	Group member's
	in	in	Cooperation in	Cooperation in	Cooperation in
	doing their tasks	doing their tasks	doing their tasks	doing their tasks	doing their tasks
	ן עטוון נווכוו נמאא	מטוווצ נווכוו נמאא	uonig then tasks	ן עטווואַ נווכוו נמאא	doing their tasks