

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	I
	Teacher:		Learning Area:	MAPEH
	Teaching Dates and Time:	AUGUST 29 – SEPT. 2, 2022 (WEEK 2)	Quarter:	1ST 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 <i>Isulat ang code ng bawat kasanayan</i>	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					
2. Mga Pahina sa Kagamitang Pang-Mag-aaral					
3. Mga Pahina sa Teksbuk					

4. Karagdagang Kagamitan mula sa portal ng <i>Learning Resource</i>					
B. Iba Pang Kagamitang Panturo					
IV. PAMAMARAAN					
A. 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.
B. 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.

<i>(Tungo sa Formative Assessment)</i>	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 aso	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 mabagal)	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 “Ieron-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 <i>remedial</i> ? Bilang ng mga mag-aaral na nakaunawa sa aralin					
D. Bilang ng mga mag-aaral na magpapatuloy sa <i>remediation</i>					
E. Alin sa mga istatehiyang pagtuturo ang nakatulong ng lubos? Paano ito nakatulong?	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
F. Anong suliranin ang aking nararanasan na nasulussyunan 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

	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition
G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa kapwa ko guro?	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks