

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	I
	Teacher:		Learning Area:	MAPEH
	Teaching Dates and Time:	AUGUST 29-SEPTEMBER 1, 2023 (WEEK 1)	Quarter:	1ST QUARTER

I. LAYUNIN	LUNES MUSIC	MARTES MUSIC	MIYERKULES ARTS	HUWEBES HEALTH	BIYERNES P.E.
A. PAMANTAYANG PANGNILALAMAN	The Learner . . . demonstrates basic understanding of sound, silence and rhythm	The Learner . . . 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	The Learner . . . responds appropriately to the pulse of the sounds heard and performs with accuracy the rhythmic patterns	The Learner . . . responds appropriately to the pulse of the sounds heard and performs with accuracy the rhythmic patterns	The Learner . . . creates a portrait of himself and his family which shows the elements and principles of art by drawing	The Learner . . . practices healthful eating habits daily	The Learner . . . performs with coordination enjoyable movements on body awareness .
C. MGA KASANAYAN SA PAGKATUTO (Isulat ang code ng bawat kasanayan)	The Learner . . . MU1RH-1a-1 identifies the difference between sound and silence accurately	The Learner . . . MU1RH-1a-1 identifies the difference between sound and silence accurately	The Learner . . . A1EL-1a 1. tells that ART is all around and is created by different people	The Learner . . . H1N-1a-b-1 distinguishes healthful from less healthful foods	The Learner . . . PE1BM-1c-d-2 Creates shapes by using different body parts
II. NILALAMAN	RHYTHM 1. Distinction Between Sound and Silence	RHYTHM 1. Distinction Between Sound and Silence	I. Elements: 1. Lines 2. Shapes 3. Color 4. Texture	A. Healthful and less healthful foods 1. Water and milk vs. soft drinks 2. Fruits and vegetables vs. sweets, salty and processed food	Body Awareness (Different body parts and their movements)
KAGAMITANG PANTURO					
A. Sanggunian					
1. Mga pahina sa Gabay ng Guro	TG 1-7	TG 1-7	TG 4-6	TG 2-3	TG 2-6
2. Mga pahina sa Kagamitang Pang-Mag-aaral	LM 1-6	LM 1-6	LM 5-10	LM 4-7	
3. Mga pahina sa Teksbuk					

4. Karagdagang Kagamitan mula sa portal ng Learning Code.					
B. Iba pang Kagamitang panturo					
III.					
A. Balik-aral at/o pagsisimula ng bagong aralin	Pagbati ng Guro sa mga bata. (SO_MI)	Pagbati ng Guro sa mga bata. (SO_MI) Pagmasid sa mga bata kung nakasusunod sa awit. Ulit-ulitin ang awit upang lahat ay makasunod	Linya: tuwid na linya kurbadong linya makapal/manipis	Ipaawit; bahay-kubo Anu-anong gulay ang nabanggit sa awit?	Sabihin: Alam mo ba na kahanga-hanga ang ating katawan? Awit: Paa, Tuhod Pagpapakitang-kilos ng ibat-ibang galaw paglakad, pagtayo, pagbubuhay, atbp.
B. Paghahabi sa layunin ng aralin	1. Paano kinanta ng iyong guro ang awit na pagbati? 2. Binati mo rin ba siya sa parehong paraan? 3. Ngayon, batiin mo iyong guro sa malakas na boses, pagkatapos ay sa mahinang boses. Aling pagbati ang mas tamang gamitin sa iyong guro? Ang una o ang ikalawa?	Ipalabas ang takdang aralin ng mga bata. Pumili ng isa upang awitin sa klase.	Bigyan ng pagkakataon ang mga bata na suriin ang paligid ng silid-aralan. Ano ang napansin mo sa ating silid-aralan? Ano-ano ang nakiita mo? (Mga Guhit/Linya)	Ano ang paboritong mong pagkain? Ipalarawan ito sa mga bata.	Pagpapakitang-kilos ng ibat-ibang galaw paglakad, pagtayo, pagbubuhay, atbp.
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Ituro ang awit: “Ang Susi Nakatago”: Ang susi nakatago, Kung saan ‘di ko piho Kung sakaling nasa ‘yo Akin na gagamitin ko. Iparinig sa mga bata ang awit. Ipaawit ito ng isahang linya. Ipaawit ang buong awit sa mga bata.	. Muling talakayin ang kahulugan ng dynamics upang mas lubos na maunawaan. Iparinig at pag-aralan ang awiting Tulog na at Maligayang Pagbati	Ipabakat ang mga putul-putol na guhit. Ano ang inyong mga linyang nabuo? Paano ninyo nabuo ang mga linya? Mailalarawan mo ba ang mga ito? LM, pah . 6	Saan kaya nanggaling ang mga pagkaing nabanggit sa awit/	1. Ipakita ang larawan ng batang lalaki 2. Isa isang ipakita at basahin ang pangalan ng mga bahagi ng katawan na nakasulat sa plaskard
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	Maglaro Tayo Makinig na mabuti sa panuto ng guro upang matukoy ang nawawalang susi. Pabilugin ang mga bata. Ipaawit ang awitin. Takpan ang mata ng taya.	Talakayin ang pagkakaiba ng 2 awitin upang magsilbing paalala sa mga bata na ang dynamics ang nagpapadama ng ibig ipakahulugan ng awit sa pamamagitan ng lakas at hina nito.	Pangkatang gawain: Pagguhit ng mga bata ng bahay..	Ipapangkat ang mga larawan Hayop halaman	Pangkatang Gawain 1. Pangkat 1 – Mga Bahagi ng katawan 2. Pangkat 2 – Hugis ng katawan

E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Ipaliwanag ang Concept Map sa TG pah. 1	Ipagawa ang Gawain dalawa sa LM pah. 4	Hayaang ipaliwanag ng mga bata ang kanilang ginawa.	Pansinin kung sa tamang lalagyan nilagay ng mga bata ang mga larawan. Kung mali ang sagot, hayaang itama ng bata ang gawain.	Ipagawa ang Gawain 2 sa LM pah. 8
F. Paglinang sa kabihasnan (Tungo sa Formative Assessment)	Ipagawa ang Gawain 1 sa LM pah. 3	Iparinig ang tula: Ako’y May Alaga 1. Malinaw kong binigkas ang mga salita sa tula. 2. Gumamit ako ng tamang antas ng dynamics sa tula 3. Nabigkas ko nang may pagbabago sa lakas at hina ng tula. 4. Nasiyahan ako sa gawain .	Anu-anong linya at hugis ang kanilang ginamit sa pagguhit ng mga puno, tao o mga bahay?	Ipagawa ang Gawain sa LM pah.5	Ipagawa ang Gawain 3 sa LM pah. 9
G. Paglalapat ng aralin sa pang-araw-araw na buhay	1. Pasagutan ang gawain 1. Papikitin ang mga bata at pakinggan ang tunog sa paligid na iparirinig ng guro. malakas (kakaway) mahina (papalakpak) 1. tahol ng aso 2. miyaw ng pusa 3. babala ng relas 4. tunog ng elektrik fan	Pangkatang Gawain Ipagaya: Gayahin Mo ako (Paggaya sa ibat-ibang hayop) ibon, kalabaw, pusa, aso, baka atbp.	Pagguhit ng bawat bata ng tao, bahay, o puno.	Ipagawa ang Gawain sa LM pah.6	Ipagawa ang Gawain 4 sa LM pah. 10
H. Paglalahat ng aralin	Ano ang dynamics? (Lakas at hina ng tunog)	Ano ang dynamics? (Lakas at hina ng tunog)	ALam ninyo ba ang tawag sa taong nakalilikha nakaguguhit ng mga bagay? Kayo rin ay maituturing na isang artist dahil sa inyong ginawa.	Anu-ano ang nagbibigay sa atin ng pagkain?	Ano ang kilos locomotor? Di-locomotor?
I. Pagtataya ng aralin	Ipaawit: Goodbye Song – So Mi	Alin sa mga gawain ang inyong nagustuhan o hindi nagustuhan? Bakit? ☑️ Ano ang nararamdaman mo kapag nakaririnig ka ng mahinang awit?	Gumuhit ng isang bagay na nakita mo sa daan pauwi sa bahay. Kulayan ito.	Ipagawa ang Gawain sa LM pah.7	Iguhit ang hugis o mga hugis na nalilikha ng kilos di-locomotor gamit ang ibat-ibang bahagi ng katawan. Pumili sa mga sumusunod na guhit.

		📌 Ano ang nararamdaman mo kapag nakaririnig ka ng malakas na awit? 📌 Anong uri ng musika ang nais mong awitin o pakinggan? Bakit? 📌 Buuin ang pangungusap: Ang dynamics ay ____.			bilog tatsulok parihaba biluhaba parisukat
J.Karagdagang gawain para sa takdang-aralin at remediation	Magpaturo sa magulang ng Awit o tula na nagpapahayag ng damdamin na ginagamitan ng malakas o mahina na tunog.				
IV. MGA TALA					
V. PAGNINILAY					
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya	____ of Learners who earned 80% above	____ of Learners who earned 80% above	____ of Learners who earned 80% above	____ of Learners who earned 80% above	____ of Learners who earned 80% above
B. Bilang ng mag-aaral na nangangailangan ng iba pang gawain para sa remediation	____ of Learners who require additional activities for remediation	____ of Learners who require additional activities for remediation	____ of Learners who require additional activities for remediation	____ of Learners who require additional activities for remediation	____ of Learners who require additional activities for remediation
C. Nakatulong ba ang remedial? Bilang ng mga mag-aaral na naka-unawa sa aralin	____ Yes ____ No ____ of Learners who caught up the lesson	____ Yes ____ No ____ of Learners who caught up the lesson	____ Yes ____ No ____ of Learners who caught up the lesson	____ Yes ____ No ____ of Learners who caught up the lesson	____ Yes ____ No ____ of Learners who caught up the lesson
D. Bilang ng mga mag-aaral na magpapatuloy sa remediation	____ of Learners who continue to require remediation	____ of Learners who continue to require remediation	____ of Learners who continue to require remediation	____ of Learners who continue to require remediation	____ of Learners who continue to require remediation
E. Alin sa mga istratehiya sa pagtuturo ang nakatulong ng lubos?	<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	<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	<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	<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	<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>

	___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
F. Anong suliranin ang aking naranasan na nasolusyunan sa tulong ng aking punongguro?	___ 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	___ 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	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab <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	___ 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	___ 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
G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa mga 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	<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	<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	<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	<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

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