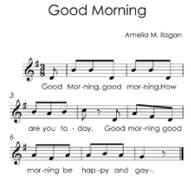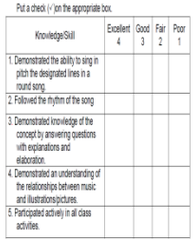
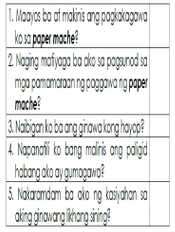
GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	II
	Teacher:	*Credits to the Writer of this DLL*	Learning Area:	MAPEH
	Teaching Dates and Time:	MAY 29 – JUNE 2, 2023 (WEEK 5)	Quarter:	4TH QUARTER

OBJECTIVES	MONDAY (MUSIC)	TUESDAY (ARTS)	WEDNESDAY (P.E.)	THURSDAY (HEALTH)	FRIDAY
A. Content Standard	Demonstrates understanding of the basic concepts of texture	Demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts	Demonstrates understanding of movement activities relating to person, objects, music and environment	Demonstrates an understanding of rules to ensure safety at home and in school.	
B. Performance Standard	Distinguishes accurately between single musical line and multiple musical lines which occur simultaneously in a given song	Creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured)	Performs movement activities involving person, objects, music and environment correctly	Demonstrates consistency in following safety rules at home and in school	
C. Learning Competency/ Objectives Write the LC code for each.	9. Shows awareness of texture by relating visual images to recorded or performed music ***MU2TX-IVd-f-2***	Learns the steps in making a paper mache with focus on proportion and balance ***A2PR-IVd***	**Engages in fun and enjoyable physical activities** ***PE2PF-IV-ah-2***	**Practices safety rules during school activities** ***H2IS-IVj-19***	
II. CONTENT	Module 30 Ilarawan ang Narinig	**Content:ARALIN 6 PAPER MACHE : ATING LIKHANG SINING**	**Content: Lesson 4.4.1 TAGGING AND DODGING**	**Content: Lesson 4.6 School Safety**	Summative Test
LEARNING RESOURCES					
A. References	K-12 CGp.23	K-12 CGp.	K-12 CGp.	K-12 CGp.	
1. Teacher's Guide pages	107-110	153-154	295-297	403-406	
2. Learner's Materials pages	154-159	274-277		481-484	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resource	Tarpapel, mp4	Old newspaper, paste		Pictures, tarpapel	Summative test files
PROCEDURE					
A. Reviewing previous lesson or presenting the new lesson	Preparatory Activities Greet with the usual greeting	Preparatory Activities Natatandaan mo pa ba ang mga ginawa mong likhang sining gamit	1. Warm Up Activity Marching Stretching	Let the class sing the song "Kaibigan" to the tune of "The More	

		ang mga kahon, tansan at iba pang materyales? Alam mo bang kaya mong gumawa ng isang magandang laruan gamit ang papel?		We Get Together:" Instruct them to find a partner Kaibigan 2.Review Panuto:Sagutin ng Dapat o Hindi dapat ang mga sumusunod. 1. Nagtutulakan sa pila 2. Nag-aagawan ng upuan 3. Nagpapaalam sa guro tuwing lalabas 4. Taimtim na nakikinig sa guro 5. Kinakalabit ang katabi habang inaawit ang pambansanawit	
B. Establishing a purpose for the lesson	Ask the children the different bodies of water they know.	Alam mo bang kaya mong gumawa ng isang magandang laruan gamit ang papel?	1.Motivation Have you ever played any game that the "IT" where you chase the other player and the player being chased will try to escape or evade the "IT" or any object? 2.Unlocking of difficulties: Dodge- to elude or evade by a sudden shift of position or by strategy. Tag- to touch using fingers or hand	1.Motivation May matalik ka bang kaibigan? Naniniwala ka ba sa payo ng kaibigan? Bakit?	Song
C. Presenting examples/ instances of the new lesson	Sing the song "Paper Boats" in unison, with the children	 GAWAIN 1 ALAMIN NATIN Ang paper mache ay isang katutubong sining na yari sa papel. Ang ganitong uri ng sining sa papel ay karaniwang ginagawa ng mga taga –Paete, Laguna. Nakabubuo sila ng magagandang laruan sa pamamagitan ng paper mache.	Tell the pupils that they will be having an activity to familiarize tagging and dodging game and at the same time familiarize the skills of this game. Activity I Dragon Dodge Ball Have the entire group make a circle and pick 4 or 5 pupils for a team. This team goes into the center of the circle and forms a line by holding the waist of the player in front of them and they will be called "Dragon." Those pupils who are in the circle throw the ball to the dragon trying to hit the last person below the waist. Once hit, the last person returns to the outside circle and players continue to hit the pupil's tail of the	Basahin: **Ang Magkaibigan** Nila: Halika, bumili tayo ng lugaw sa kantina. Takbo tayo! Flor: Ayaw kong tumakbo, baka madapa tayo. Nila: Sige na nga. (Walang ano-ano'y nadapa ang isang batang nauna sa kanila.) Flor: Tingnan mo, nadapa siya. Nila: Naku! Ang haba ng pila. Makipagsiksikan kaya tayo? Flor: Hindi tama iyon.Dapat tayong pumila nang maayos. (Hindi nakaimik si Nila. Samantala, isang bata ang natapunan ng lugaw dahil sa pakikipagsiksikan. Nakita iyon ni Nila)	Setting of standard

			dragon until one pupil is left who is the tail. A new team then goes into the middle. Record the time when the game started and ended. It ends when the last player was hit.	Nila: Tama ka, mas mainam na sundin ang tuntuning pampaaralan. Pumila sila nang maayos at matiyagang naghintay.	
D. Discussing new concepts and practicing new skills #1	"What is the song about?" "Look at the two pictures."(Picture of a river and sea) - "What can you say about the pictures with regards to: a. volume of water b. depth c. sound each produces"	Pagsasanay sa paggawa ng paper mache. 1.Gumawa ng balangkas ng isang hayop sa pamamagitan ng alambre o binalumbong na dyaryo.  2. Talian ang bahagi ng katawan upang manatili ang hugis at patuyuin ito sa isang kahoy.  3. Punit-punitin nang maliliit ang lumang dyaryo at ibabad sa tubig ng magdamagan. 	(Modeling) What did you do to avoid the object being thrown to you? What skills did you execute to avoid the object?	(Modeling) Sagutin ang mga tanong 1. Ano-anong tuntuning pangkaligtasan ang sinunod nina Flor at Nila? 2. Ano ang maaaring mangyari kung hindi sinunod ng magkaibigan ang mga tuntunin sa paaralan? 3. Sino sa dalawa ang nais mong tularan? Bakit? 4. Ano ang kahalagahan ng pagsunod sa tuntuning pangkaligtasan sa paaralan?	Giving of instruction
E. Discussing new concepts and practicing new skills #2	Tell the children to look at the second copy of the song "Paper Boats". Ask them to find out how the notes are written on the staff. Let them compare the texture of the two versions of the song and ask: "Which of the two could be compared to a river?to the sea? "Why?" "Which of the two copies do you think has thinner sound? "Which has thicker sound? Why did you say so?"	4. Hanguin ang ibinabad na dyaryo, pigain at pagkatapos ay dikdikin at ilagay sa isang lagayan.  5. Pagsamahin ang dinikdik na dyaryo at pandikit at haluin.  6. Balutan ng dinikdik na dyaryong may pandikit ang ginawang balangkas ng hayop at ihugis nang maayos at makinis.	We will have another activity. Identify what is the kind of game after the activity.	Batay sa pagkakapangkat ng klase, ipakita ang wastong tuntuning pangkaligtasan na dapat sundin sa sumusunod: Pangkat 1- Pag-akyat at pagbaba sa hagdanan	Supervising the test

		 7. Patuyuin ang hinulmang hayop at pinturahan. 			
F. Developing mastery (leads to Formative Assessment 3)	Sing “Row, Row, Your Boat” in unison. Then divide the class into three and sing it again in “round”. Ask: “What did you notice with the sound of the song when sung in unison and when sung in round?”	 Gamit ang mga kagamitan, gumawa ka ng sarili mong balangkas ng hayop at gawin ang paper mache.	Activity I - Tag Game Caged Lion Form a circle. Select one player to be the lion standing at the center. Other players tease the lion by standing in the cage area or running through it. The lion tries to tag any of the players. Anyone who is tagged by the lion will become the new lion. What is the objective or aim of the “IT” in this game? How did the “IT” get out as a Lion? What should you do so you cannot be tagged or touched by the “IT”? What do you think are the movement skills of this game? Explain the dodging skills that a player should have.	Pangkat 2 - Pagsali sa pila sa pagtataas ng bandilaPangkat 3 - Tapos na ang klase at uwian na.	Checking the test
G. Finding practical application of concepts and skills in daily living	“Which of the two pictures (children singing with the teacher and children singing with percussion instruments as accompaniment) is appropriate to represent the sound in unison?in round song?”	Ano ang paper mache?	Complete the sentence and write it in a clean sheet of paper. 1. I learned that tagging and dodging games will help me develop my skills in _____. 2. Participating in tagging and dodging games is _____.	Basahin: Safety in School : Observe safety signs Hold onto the railings when going up and down the stairs. Do not run or play along the corridors. Refrain from pushing anyone. Do not throw your garbage anywhere. Never climb in high places. Do not play or sit on railings. Place your things in its proper place so no one will stumble on it. Do not use pointed objects when pointing somebody. Source: SALVACION, LINDO DORADO et al., Sibs Publishing House 2005	Show honesty in answering the test questions

H.Making generalizations and abstractions about the lesson	A song has thin sound if sung in unison and has thick sound when two or more sounds are sung or played together. Pictures could be used to correlate visual images to music.	Ang paper mache ay isang katutubong sining na yari sa papel.	(Generalization) Tagging and dodging is a game that has something to do with your physical fitness. In tagging and dodging you should have always presence of mind, body coordination, strength and speed in order to escape easily. Maintain a personal space in order not to bump others.	Dapat na isagawa ang mga pangkaligtasang tuntunin ng paaralan tulad ng: Pagsunod sa pila sa halip na makipagsiksikan. Pagsunod sa mga pamantayang ibinibigay ng guro tuwing may isahan o pangkatang gawain. Pagbibigay-pansin sa mga babalang pangkaligtasan	
I. Evaluating learning	Give performance test using the rubrics. Put a check (√)on the appropriate box.  Knowledge/Skill / Excellent 4 / Good 3 / Fair 2 / Poor 1 1. Demonstrated the ability to sing in pitch the designated lines in a round song. 2. Followed the rhythm of the song 3. Demonstrated knowledge of the concept by answering questions with explanations and elaboration. 4. Demonstrated an understanding of the relationships between music and illustrations/pictures. 5. Participated actively in all class activities.	Kunin ang iyong likhang sining . Ipakita ito sa klase at sagutan ang sumusunod na tseklis. Iguhit ang  ___ kung nagawa nang maayos at  _____ kung hindi maayos. Isulat sa kuwaderno ang iyong sagot.  1. Maayos ba at malinis ang pagkakagawa ko sa **paper mache**? 2. Naging matiyaga ba ako sa pagsunod sa mga pamamaraan ng paggawa ng **paper mache**? 3. Nabigam ko ba ang ginawa kong hayop? 4. Napanatili ko bang malinis ang paligid habang ako ay gumagawa? 5. Nakaramdam ba ako ng kasiyahan sa aking ginawang likhang sining?	Write T if the sentence tells about tagging, D if it tells about Dodging and X if the sentence does not tell either dodging or tagging. Write your answer before the number. _____ 1. Games which uses an object. _____ 2. Game which uses a hand to reach or touch the person and becomes the “IT”. _____ 3. It involves one or more players. _____ 4. It involves a ball and a net which need an official of the game. _____ 5. “IT” chase the other player in attempt to touch them with their hands or fingers	Sagutin ng Tama o Mali ang mga sumusunod: 1. Hindi nakikipagsisikan sa pagpila sa kantina. 2. Nakikipaglaro sa oras ng klase. 3. Binabasa at sinusunod ang mga nakikitang simbolong pangkaligtasan. 4. Tumatakbo sa pag-akyat at pagbaba sa hagdanan. 5. Ibinabalik ang mga kagamitan tulad ng aklat at walis sa tamang lalagyan upang hindi makatisod sa daan.	Recording the test resulte
J. Additional activities for application or remediation	Practice singing round song with classmates.		(Assignment) Do the overhand and underhand movement at home to be used in the games for the next meeting. Practice the different skills that we had.		Challenge the pupils for the next test.
IV. REMARKS					
V. REFLECTION					

A..No. of learners who earned 80% in the evaluation	___ 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.No. of learners who require additional activities for remediation who scored below 80%	___ 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. Did the remedial lessons work? **No. of learners who have caught up with 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. No. 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. Which of my teaching strategies worked well? Why did these work?	*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. What difficulties did I encounter which my principal or supervisor can help me solve?	__ 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	

G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	