GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	I
	Teacher:	File created by Ma'am SANDRA A. DARIO	Learning Area:	MAPEH
	Teaching Dates and Time:	OCTOBER 16 – 20, 2023 (WEEK 8)	Quarter:	1ST QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
I. LAYUNIN					
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 ofspace awareness 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 movement skills in a given space with coordination.
C. Mga Kasanayan sa Pagkakatuto *Isulat ang code ng bawat kasanayan*	claps, taps, chants, walks and plays musical instruments with accurate rhythm in response to sound o in groupings of 2s o in groupings of 3s **MU1RH-Ic-5**	claps, taps, chants, walks and plays musical instruments with accurate rhythm in response to sound o in groupings of 2s o in groupings of 3s **MU1RH-Ic-5**	**A1PR-If** 8. draws different animals (pets) showing different shapes and textures	**H1N-Ig-** practices good eating habits that can help one become healthy **j-4**	**PE1BM-IIc-e6** demonstrates moving within a group without bumping or falling using locomotors skills
II. NILALAMAN	Simple Rhythmic Patterns	Simple Rhythmic Patterns			
III. KAGAMITANG PANTURO					
A. Sanggunian					
1. Mga Pahina sa Gabay ng Guro	TG p. 33-35	35-36	TG p.	TG p. 30-31	TG p. 9

2. Mga Pahina sa Kagamitang Pang-Mag-aaral	LM p. 35-39	LM 40-43	LM p. 106	LM p. 215	LM p. 166
3. Mga Pahina sa Teksbuk					
4. Karagdagang Kagamitan mula sa portal ng *Learning Resource*					
B. Iba Pang Kagamitang Panturo					
IV. PAMAMARAAN					
A. Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin		Sa Musika, ano ang tawag sa may markang X? sa walang marka?		Have the pupils sing “I Have Two Hands”.	
B. Paghahabi sa layunin ng aralin	Awitin ang “Talbog Pataas” at magkunwaring may hawak na bola.	Ipakita. _____I I ▌I I ▌I I ▌I I L H L H L H L H	Show the students drawings or cartoon renderings of the animals. Tell them that the covering, the feathers, the fur of the animal is called texture-because you can feel it.	Call the attention to the picture on page 215 of Learner’s Material.	Let the pupils draw lots on the animal/mechanical movement to perform.
C. Pag-uugnay ng mga halimbawa sa bagong aralin				Everyone will say “Let us wash our hands properly…(when?How?)”	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	Gawain 1: Patalbugin ang Bola 1.Isiping may hawak kang bola. Patalbugin at saluhin ito habang umaawit. 2.Matapos awitin ang “Talbog Pataas” ng dalawang beses, ilagay ang kamay sa likod. Isiping ang boses moa ng bolang tumatalbog. 3.Ano ang iyong napuna?	Ilan ang mga bar sa pagitan ng bar lines? Napansin mo ba kung ilang kumpas ang nasa bawat bar?	Explain texture: Show the pictures again, and ask the students to describe the different kinds of texture they see in the skin of the animals. Point out how these can be drawn using different kinds of lines-long and straight for smooth, short and curvy for soft, etc.	Read the story about Rica. Ask: 1. What can your hands do? 2. How does Rica keep her hands clean? 3. How about you?	Each member of the group stays in a station. One member starts the action and ends where the next player is. The game continues until the last player reaches the finish line. (See page 166 of Learner’s Material.)

E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Panuto: Makikita sa ibaba ang mga patayong guhit. Simbolo ito ng kumpas ng awiting “Talbog Pataas.” Lagyan ng ekis (X) sa iyong papel ang ibaba ng guhit na may malakas na kumpas. Tingnan ang halimbawa: I I I I I I x	Kapag may dalawang kumpas sa bawat bar. Ang awit ay gumagalaw nang dalawahan. Inilalagay ang simbolong 2 sa unahan ng awit upang ipakita na ang daloy ng awit ay may dalawahang sukat. Sa musika, ang ibig sabihin ng bilang ay ang SUKAT ng awit.		Call on a pupil to answer “when” or “how” questions. If the question starts with “when”, the pupil will complete the sentence. If the question starts with “how”, the pupil will demonstrate the proper way of handwashing.	
F. Paglinang sa kabihasnan *(Tungo sa Formative Assessment)*	Kantahing muli ang awit. Gawing gabay ang sagutang papel.		Let the students choose which animal he would like to draw from the pictures displayed or shown. The students can also choose to draw from memory. Remind them to show the different shapes and lines of the animal’s head, body, and legs. Encourage them to draw the texture of animal’s skin.		
G. Pag-uugnay sa pang araw-araw na buhay					
H. Paglalahat ng Aralin	Sa musika, tinatawag na MALAKAS NA KUMPAS ang may marking X at MAHINANG KUMPAS naman ang walang marka.	Upang maging madali ang pagsulat at pagbasa ng musika, gumagamit ang mga musikero ng guhit sa unahan ng malakas na kumpas. BAR LINES ang tawag dito. Ang puwang sa pagitan ng BAR LINES ay tinatawag na SUKAT o MEASURE.	There are similarities and differences among Philippine animals.	Wash your hands…. -when your hands are dirty -before and after eating -after using the toilet	
I. Pagtataya ng Aralin	Tingnang mabuti ang patayong guhit na may malaking letrang L at letrang H. Ang titik L ay para sa Lakas ng kumpas at H ay para naman sa Hina ng kumpas.. Pumili ng tamang kilos ng katawan na magpapakita ng MALAKAS NA KUMPAS at MAHINANG KUMPAS. Ipakita ang ibig sabihin ng bawat guhit sa pamamagitan ng tamang pagggalaw ng katawan.	Balikan ang Gawain 2 sa pahina 39 ng Kagamitan ng Mag-aaral. Isulat sa patlang sa unahan ng malakas na kumpas ang bilang na 2. Kantahing muli ang awit na “Talbog Pataas” habang sinusunod ang kahulugan ng L (lakas) at H (hina). Pumili ng kilos ng katawan na magpapakita ng malakas na kumpas ng awit at gawin ito sa tuwing aawitin ang malakas na kumpas.	After the drawings are finished, picked one randomly, and ask the class to describe what lines and shapes were used to draw the animals, and the kinds of lines and shapes used to show the texture of the animal’s skin.	Actual wahing of hands of the pupils.(The teacher will give emphasis on proper handwashing).	Ask pupils tp draw a facial expression that describe their feeling after the game.

	I I I I I I I I I I L H L H L H L H L H				
J. Karagdagang gawain para sa takdang aralin at *remediation*					
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	*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	*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	*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	*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	___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ 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	___ 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 *Planned Innovations:* __ 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 *Planned Innovations:* __ 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 *Planned Innovations:* __ 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 *Planned Innovations:* __ 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 *Planned Innovations:* __ 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?	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *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	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *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	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *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	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *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	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *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

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