

School:		Grade Level:	V
Teacher:	Credits to the File Creator	Learning Area:	MAPEH
Teaching Dates and Time:	APRIL 3-5, 2023 (WEEK 8)	Quarter:	3 <sup>rd</sup> QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner	The learner	The learner		
	demonstrates understanding	demonstrates understanding	demonstrates understanding		
	of variations of sound	of variations of sound	of variations of sound		
	density in music (lightness	density in music (lightness	density in music (lightness		
	and heaviness) as applied to	and heaviness) as applied to	and heaviness) as applied to		
	vocal and instrumental music	vocal and instrumental music	vocal and instrumental music		
B. Performance Standards	The learner	The learner	The learner		
	participates in a	participates in a	participates in a		
	group performance	group performance	group performance		
	to demonstrate	to demonstrate	to demonstrate		
	different vocal and	different vocal and	different vocal and		
	instrumental sounds	instrumental sounds	instrumental sounds		
C. Learning	creates a variety of sounds	creates a variety of sounds	creates a variety of sounds		
Competencies/Objectives	emanating from the	emanating from the	emanating from the		
Write the LC code for each	environment using available	environment using available	environment using available		
	MU5TB-IIIg-hg	MU5TB-IIIg-hg	MU5TB-IIIg-hg		
II. CONTENT	ANG PAGLIKHA NG MGA TUNOG				
	GAMIT ANG MGA BAGAY MULA				
	SA PALIGID				
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Material pages					
3. Textbook pages					
4. Additional Materials from					
Learning Resource (LR) portal					
B. Other Learning Resources					
IV. PROCEDURES		•			

A. Reviewing previous lesson or presenting the new lesson	Magpapatugtog ng mga tunog na likha mula sa iba't ibang instrument ang guro. Tukuyin kung an pangkat (rondalla, dhum and lyre band, bamboo group ensemble o mula sa local indigenous ensemble) ito nabibilang.		
B. Establishing a purpose for the lesson	creates a variety of sounds emanating from the environment using available		
C. Presenting examples/instances of the new lesson	Ano-ano ang mga bagay na makikita sa paligid?		
D. Discussing new concepts and practicing new skills #1	Ipakita ang iba't ibang mga bagay na makikita sa paligid tulad ng bao, kawayan, patpat, dahon at piraso ng mga kahoy. Ano ang masasabi ninyo sa mga bagay nakikita ninyo sa harapan? Ano ang maaari nating gawin sa mga ito?		
E. Discussing new concepts and practicing new skills #2	Mula sa mga bagay na ginamit natin na nagmula sa ating paligid, ano ang ating naisagawa? Tayo ay nakalilikha ng mga tunog gamit ang mga bagay na nagmula sa ating paligid.		
F. Developing mastery (Leads to Formative Assessment 3)	Pangkatang Gawain		
G. Finding practical applications of concepts and skills in daily living	Ano ang sumagi/pumasok sa iyong isipan habang isinasagawa ng gawain?		

H. Making generalizations and abstractions about the lesson	Ano-ano ang mga tunog na malilikha mo sa paligid?		
I. Evaluating learning	Gamit ang naunang rubrics, sukatin ang performance ng bata sa paglikha ng tunog gamit ang mga bagay mula sa paligid sa awiting  Pangkatang Gawain Unang Pangkat – Rap Song Ikalawang Pangkat – Pop Music Ikatlong Pangkat – OPM Love Song Ikaapat na Pangkat – Dance Music		
J. Additional activities for application or remediation	Sumangguni sa LM		

V.MGA TALA					
VI.PAGNINILAY					
A.Bilang ng mag-aaral na nakauha ng	Lesson carried. Move on to the	Lesson carried. Move on to			
80% sa pagtatayao.	next objective.	next objective.	next objective.	next objective.	the next objective.
	Lesson not carried.	Lesson not carried.	Lesson not carried.	Lesson not carried.	Lesson not carried.
	% of the pupils got 80%	% of the pupils got 80%			
	mastery	mastery	mastery	mastery	mastery
B.Bilang ng mag-aaralna	Pupils did not find difficulties in	Pupils did not find difficulties			
nangangailangan ng iba pang Gawain	answering their lesson.	answering their lesson.	answering their lesson.	answering their lesson.	in answering their lesson.
para sa remediation	Pupils found difficulties in	Pupils found difficulties in			
	answering their lesson.	answering their lesson.	answering their lesson.	answering their lesson.	answering their lesson.
	Pupils did not enjoy the lesson				
	because of lack of knowledge, skills	because of lack of knowledge, skills	because of lack of knowledge,	because of lack of knowledge, skills	lesson because of lack of
	and interest about the lesson.	and interest about the lesson.	skills and interest about the	and interest about the lesson.	knowledge, skills and interest
	Pupils were interested on the	Pupils were interested on the	lesson.	Pupils were interested on the	about the lesson.
	lesson, despite of some difficulties	lesson, despite of some difficulties	Pupils were interested on the	lesson, despite of some difficulties	Pupils were interested on
	encountered in answering the	encountered in answering the	lesson, despite of some difficulties	encountered in answering the	the lesson, despite of some
	questions asked by the teacher.	questions asked by the teacher.	encountered in answering the	questions asked by the teacher.	difficulties encountered in
	Pupils mastered the lesson	Pupils mastered the lesson	questions asked by the teacher.	Pupils mastered the lesson	answering the questions asked by
	despite of limited resources used by	despite of limited resources used by	Pupils mastered the lesson	despite of limited resources used by	the teacher.
	the teacher.	the teacher.	despite of limited resources used	the teacher.	Pupils mastered the lesson
	Majority of the pupils finished	Majority of the pupils finished	by the teacher.	Majority of the pupils finished	despite of limited resources used
	their work on time.	their work on time.	Majority of the pupils finished	their work on time.	by the teacher.
			their work on time.		Majority of the pupils
					finished their work on time.

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	Some pupils did not finish their work on time due to unnecessary behavior.	Some pupils did not finish their work on time due to unnecessary behavior.	Some pupils did not finish their work on time due to unnecessary behavior.	Some pupils did not finish their work on time due to unnecessary behavior.	Some pupils did not finish their work on time due to unnecessary behavior.
C.Nakatulong ba ang remedial? Bilang ng mag-aaral na nakaunawa sa aralin.	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
D.Bilang ng mag-aaral na magpapatuloy 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
E.Alin sa mga estratehiyang pagtuturo ang nakatulong ng lubos?Paano ito nakatulong?	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson
F.Anong sulioranin ang aking naranasan na solusyunansa tulong ng aking punungguro at superbisor?	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
G.Anong kagamitang panturo ang aking nadibuho nanais kong ibahagi sa kapwa ko guro?	Strategies used that work well: Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignmentsBridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.	Strategies used that work well: Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.	Strategies used that work well: Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignmentsBridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.	Strategies used that work well: Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignmentsBridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.	Strategies used that work well: Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.
	Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.
	Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.  Text Representation:	Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.  Text Representation:	Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.	Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.  Text Representation:	Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunitiesText Representation:
	Examples: Student created drawings, videos, and games. Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	Examples: Student created drawings, videos, and games. Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	Text Representation:  Examples: Student created drawings, videos, and games. Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	Examples: Student created drawings, videos, and games. Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	Examples: Student created drawings, videos, and games.  Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.

Other Techniques and Strategies	Other Techniques and Strategies		Other Techniques and Strategies	Other Techniques and Strategies
used:	used:	Other Techniques and Strategies	used:	used:
Explicit Teaching	Explicit Teaching	used:	Explicit Teaching	Explicit Teaching
Group collaboration	Group collaboration	Explicit Teaching	Group collaboration	Group collaboration
Gamification/Learning throuh	Gamification/Learning throuh	Group collaboration	Gamification/Learning throuh	Gamification/Learning throuh
play	play	Gamification/Learning throuh	play	play
Answering preliminary	Answering preliminary	play	Answering preliminary	Answering preliminary
activities/exercises	activities/exercises	Answering preliminary	activities/exercises	activities/exercises
Carousel	Carousel	activities/exercises	Carousel	Carousel
Diads	Diads	Carousel	Diads	Diads
Differentiated Instruction	Differentiated Instruction	Diads	Differentiated Instruction	Differentiated Instruction
Role Playing/Drama	Role Playing/Drama	Differentiated Instruction	Role Playing/Drama	Role Playing/Drama
Discovery Method	Discovery Method	Role Playing/Drama	Discovery Method	Discovery Method
Lecture Method	Lecture Method	Discovery Method	Lecture Method	Lecture Method
Why?	Why?	Lecture Method	Why?	Why?
Complete IMs	Complete IMs	Why?	Complete IMs	Complete IMs
Availability of Materials	Availability of Materials	Complete IMs	Availability of Materials	Availability of Materials
Pupils' eagerness to learn	Pupils' eagerness to learn	Availability of Materials	Pupils' eagerness to learn	Pupils' eagerness to learn
Group member's	Group member's	Pupils' eagerness to learn	Group member's	Group member's
collaboration/cooperation	collaboration/cooperation	Group member's	collaboration/cooperation	collaboration/cooperation
in doing their tasks	in doing their tasks	collaboration/cooperation	in doing their tasks	in doing their tasks
Audio Visual Presentation	Audio Visual Presentation	in doing their tasks	Audio Visual Presentation	AudioVisual Presentation
of the lesson	of the lesson	Audio Visual Presentation	of the lesson	of the lesson
		of the lesson		