

 GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	I
	Teacher:	File created by Ma'am NINA SHERRY L. CLEMENTE	Learning Area:	MAPEH
	Teaching Dates and Time:	MARCH 11 – 15, 2024 (WEEK 7)	Quarter:	3 RD QUARTER

I.LAYUNIN	LUNES (MUSIC)	MARTES (MUSIC)	MIYERKULES(ARTS)	HUWEBES (HEALTH)	BIYERNES (P.E)
A. PAMANTAYANG PANGNILALAMAN	<i>The learner...</i> demonstrates understanding of the basic concepts of timbre	<i>The learner...</i> demonstrates understanding of the basic concepts of timbre	<i>The learner...</i> demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking	<i>The learner...</i> understands the importance of keeping the home environment healthful.	<i>The learner...</i> demonstrates understanding of qualities of effort in preparation for participation in physical activities.
B. PAMANTAYAN SA PAGGANAP	<i>The learner...</i> distinguishes accurately the different sources of sounds heard and be able to produce a variety of timbres	<i>The learner...</i> distinguishes accurately the different sources of sounds heard and be able to produce a variety of timbres	<i>The learner...</i> creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school	<i>The learner...</i> consistently demonstrates healthful practices for a healthful home environment.	<i>The learner...</i> performs movements of varying qualities of effort with coordination.
C. MGA KASANAYAN SA PAGKATUTO (Isulat ang code ng bawat kasanayan)	MU1FO-IId-1 identifies with body movements the 6.1 beginnings 6.2 endings 6.3 repeats of a recorded music example	MU1FO-IId-1 identifies with body movements the 6.1 beginnings 6.2 endings 6.3 repeats of a recorded music example	A1PR-IIIf repeats a design by the use of stencil (recycled paper, plastic, cardboard, leaves, and other materials) and prints on paper, cloth, sinamay, bark, or a wall		PERFORMANCE TASK
II. NILALAMAN					
A.Sanggunian					
1. Mga Pahina sa Gabay ng Guro		Teacher’s Guide pp.3-6			
2. Mga Pahina sa Kagamitang Pangmag-aaral					
B.Kagamitan					
II.					
A. Balik-aral at/o pagsisimula ng bagong aralin	Echo Clapping: Twinkle, Twinkle		Ano ang maari nating gawn mula sa lumang bote o baso?		

B. Paghahabi sa layunin ng aralin	Bumati gamit ang SO-MI na Pagbati		Magpakita ng diwata. Itanong: Ano mayroong ang isang diwata? Totoo ba na may kapangyarihan ang isang diwata?		
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Ipaawit ang Jack at Jill at hayaang ipalakpak ang mga bata ang kumpas habang umaawit.		Ipakita ang mga palawit tulad ng krus, scapular at iba pang isinusuot ng mga Pilipino.		
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	Ipatukoy ang malakas na kumpas/mahinang kumpas sa awit.		Bakit nagsusuot ang mga tao ng ganitong mga bagay sa kanilang katawan? Ano kaya ang nagagawa ng mga ito para sa taong may suot ng mga ganitong bagay?		
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Madali ba o mahirap hanapin ang malakas na kumpas sa awit?	Batiin ang kalse gamit ng So-Mi greeting Isa-isang tawagin sa pangalan ang mga bata gamit ang pagbati.	1. Gawain: Ngayon ay susubukin nating gumawa ng pendant. 2. Paghahanda ng mga kagamitan: salt-dough 3. Pagsasagawa sa gawain.		
F. Paglinang sa kabihasnan (<i>Tungo sa Formative Assessment</i>)	Ipaawit at ipahanap ang malakas na kumpas sa awit na Alpabeton Filipino	Tumawag ng ilang bata upang ipakita sa klase ang napili nilang kilos-lokomotor para ilarawan ang malakas at mahinang kumpas sa awit na “Jack at Jill”	1. Paano kayo nakalilikha ng eskultura? 2. Kanino mo gusting ibigay ang nagawa mong pendant		
G. Paglalapat ng aralin sa pang-araw-araw na buhay		. Ipagaya sa buong klase ang galaw na ginawa ng mga bata sa harap.	Ang tawag sa mga ito ay relihiyosong palawit (religious artifacts)		
H. Paglalahat ng aralin		Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Paupuin nang pabilog ang mga bata pagkatapos ng gawain. Pag-usapan ang mga disenyo na nagawa ng mga bata ukol sa kulay, linya, hugis at balance.		
I. Pagtataya ng aralin	Pangkatang ipaawit ang “Jack at Jill” at hayaang ipalakpak ang mga bata ang kumpas habang umaawit	Pangkatang pagpapakitang kilos ng mga bata. Maaring pagamitin ng ibat-ibang instrumento			

J. Karagdagang gawain para sa takdang-aralin at remediation	Lakipan ng kilos-lokomotor ang malakas at mahinang kumpas sa awit. Humandang ipakita ito sa klase sa susunod na pagkikita.	Iguhit ang bahagi ng iyong katawan na tumutulong sa iyo para matukoy ang malakas at mahinang tunog.	Alamin ang mga pendant na ginagamit ng mga local na superheroes sa TV at pelikula 1. Darna 2. Kapten Barbel		
IV. MGA TALA					
V. PAGNINILAY					
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya
B. Bilang ng mag-aaral na nangangailangan ng iba pang gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation
C. Nakatulong ba ang remedial? Bilang ng mga mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin
D. Bilang ng mga mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa 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 ___ 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 naranasan na nasolusyunan sa tulong ng aking punongguro?	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs	___ 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	___ 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	___ 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	___ 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	___ 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 ___ 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