MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	4
	Name of Teacher		Learning Area:	PE and Health
	Teaching Dates and Time:	OCTOBER 28 - 31, 2024 (WEEK 5)	Quarter:	Second

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate an understanding of a healthy family, the roles and responsibilities of family members, and invasion games in promoting family wellness for active and healthy living.
B. Performance Standards	The learners participate in daily life activities and invasion games to promote family wellness for active and healthy living.
C. Learning Competencies and Objectives	***Learning Competency*** *1. Perform physical activities using invasion game concepts with agility, balance, and coordination for active living:* *a. Locomotor skills by avoiding an object or obstacle.* **Learning objectives:** 1. Define locomotor movements 2. Identify the various locomotor movements. 3. Perform the locomotor movements with agility, balance, and coordination. 4. Apply the locomotor movements in playing invasion games.
C. Content	Locomotor Skills Movement Agility, Balance, Coordination, Speed Invasion Games
D. Integration	Family Values: Planning Decision-making

II. LEARNING RESOURCES
Aricheta, E.R., Feliz-Tan, Y.T., Bellosillo, N.M., Camiling, M.K.S., & Vicencio, E.M. (2015). *Living and learning through Music, Art, PE, and Health 4*. Instructional Coverage System Publishing, Inc.

Balaso, A.M., Elitiong, M.C.R., Pastor, E.V., Chan, A.E., & Arnau, L.B. (2015). *SUNSHINE: A journey through the world of Music, Arts, P.E., and Health 4*. The Bookmark, Inc.
gsagert15. (2023, October 26). *trick or treat* [Video]. YouTube. https://www.youtube.com/watch?v=1XniybTgTus
Holecko, C. (2021). *How to Help Kids Develop Locomotor Skills*. Verywell Family. https://www.verywellfamily.com/locomotor-skills-1256925 Lacia, G.C., Cantalejo, M.N., Ortiz-Andaya, M., Operario, M.R., & Brioso, J.H. (2019). *The 21st Century MAPEH in Action 3.* Rex Book Store, Inc. Honey Reign Maniego. (2021, April 10). *Locomotor Movements through Dance* [Video]. YouTube.
https://www.youtube.com/watch?v=zZU0DqPCByk
Nolasco, B.C., Portento, M.J., Koaquin, E. L., Ramos, D.M.N., Uy, M.A.D., Castro, Z.A., & Loscos, D.F.B. (2018). *Living with Music, Art, Physical Education, and Health*. Vibal Group, Inc.
Prime Coaching Sport. (2019, October 1). *The 7 basic Locomotion movements for sport | Teaching Fundamentals of PE* [Video]. YouTube.
https://www.youtube.com/watch?v=rCg-MkVkxyU
Santos, M. V. C., Parakikay, M.T., Baarde, M. C. G., & Tatlonghari, R.S.(2015). *Learn and enjoy MAPEH 5*. New Horizon Publications. Skill Related Fitness. (2019, July 6). TeachPE.com. https://www.teachpe.com/training-fitness/skill-related-fitness
Surya, J. (2023, March 7). *Understanding locomotor movement: Know the benefits and Examples*. Retrieved from
https://sinaumedia.com/understanding-locomotor-movement-know-the-benefits-and-examples/

III. TEACHING AND LEARNING PROCEDURE		**NOTES TO TEACHERS**
A. Activating Prior Knowledge	**WEEK 1: DAY 1** **1. Short Review** **Activity 1: "Dancing My Daily Household Chores"** **Procedure:** ● Ask all children to bring out a piece of paper and a pen. ● Group the class with 5-10 members/group. ● Ask each member to write down at least 2 household chores that they do in their own homes. ● Ask each member to share with their group mates the household chores that they do. ● Ask the children to identify the movements that are involved in doing their household chores and use those movements to come up with a 1- minute dance presentation. (The teacher plays any Philippine folk	The teacher may use any music for the children's dance presentation. If there is no music, the teacher may ask the children to sing any Philippine folk song while dancing.

	song for the dance presentation of each group). **Activity 2: "2-Minute Movement Identification Relay"** The objective of the game is for the children to list on the board as fast and as many as they can the movements that they used in their dance- "**Dancing My Daily Household Chores"** that require changing one's location in space. **Procedure:** ● Group the children according to their grouping in the activity, "Dancing My Household Chores". Mark the starting lines then ask the children to form their lines by group. ● Before the relay, instruct the children that they shall take turns in going to the board. Hence, they shall wait for their group mate to hand them the chalk or the pen at the starting line before they will go to the board to write the word. ● After two (2) minutes, all children shall be asked to go back to their proper seats. ● The teacher together with the children identify the correct movements written by the different groups. ● The group with the most correct movements listed on the board wins the game. **2. Feedback (Optional)** After the dance presentation of all the groups, ask the children the following questions: ● How does doing household chores help in attaining good health and fitness? ● What are the benefits to your health when you do your assigned household chores? ● What are the benefits to your family when you do your assigned household chores? ● How did you feel about your dance performance?	

B. Establishing Lesson Purpose	**1. Lesson Purpose** ● What are locomotor movements? ● What are the fundamental locomotor movements? ● What fundamental skills are needed to ensure the successful performance of the locomotor movements in our daily activities? ● How to enhance the locomotor movements? **Activity 1: Film Viewing** Let the children watch the "Locomotor Movements through Dance" video: Maniego, H.R. (2021, April 10). *Locomotor movements through dance*. [Youtube]. https://www.youtube.com/watch?v=zZU0DqPCByk ● After watching the video, ask the children to define locomotor skills. ● Ask the children to take note of the locomotor movements presented in the dance video. ● Ask the children to do the various locomotor skills with various speed. ● Ask the children what are the important basic movement skills needed to perform the locomotor skills properly. **Activity 2. "Trick or Treat using the Announced Locomotor Movement"** ● Divide the class in to 5 equal groups. Identify the tagger team through draw lots. ● Draw a square by putting cones on the sides. This will allow all members of the class to know where the base is. ● Station one team in each corner outside the base. ● Put all the candies and cookies inside the base. The candies and cookies shall be protected by the taggers. Any student who will attempt to get the cookies or candies shall be chased by the taggers. ● The goal of each team is not to be tagged while getting candies/ cookies from the base. ● Except for the taggers, all the members of the different teams shall move along the playing area to get candies/ cookies from the base and	The teacher may demonstrate the locomotor skills if the video is not accessible. The teacher needs to ask the children to perform the locomotor skills from moderate to fast pace in order for them to realize the value of: 1. Coordination; 2. Balance; 3. Agility; and 4. Speed. Materials needed: 1. Cones 2. Candies/ Cookies 3. Soft sticks for tagging

	back to their home base only through the locomotor movement announced by the teacher. (For example, jumping, hopping, etc.). ● Any member tagged shall become a prisoner and shall stay inside the base. At the end of the game, the number of tagged members of any team shall be deducted from the number of cookies/ candies that they got from the base. ● The group with the greatest number of candies/ cookies wins the game. ● After the game, let them answer the following questions: 1. What locomotor movements were used by the players in the game "Trick or Treat"? 2. What kind of game is "Trick or Treat"? 3. What was the objective of the game? 4. What should each member of the team do to make their team win? **2. Unlocking Content Area Vocabulary** ● **Locomotor Movements -** These are movements that involve traveling from one place to another. These are associated with changing one's location in space (Lacia, et al., 2019). ● **Walking** - is done by transferring the weight of the body from one foot to the other (Lacia, et al., 2019). ● **Running** - is done by transferring one's weight from one leg to another in a fast motion (Lacia, et al., 2019). ● **Hopping** - is done by taking off the floor/ground from one foot and landing on the same foot (Lacia, et al., 2019). ● **Leaping** - is done by taking off the floor/ground from one foot and landing on the other foot (Lacia, et al., 2019). ● **Jumping** - is done by taking off the floor/ground from one foot or both feet and landing on both feet (Lacia, et al., 2019). ● **Skipping** - is done by doing a step and a hop (Lacia, et al., 2019). ● **Galloping** - is a step and a cut either sideward or forward (Lacia, et al., 2019). ● **Sliding** - is done by moving the feet one at a time on the floor without	

	lifting them from the floor/ ground (Lacia, et al., 2019). ● **Invasion** - capturing or attacking a territory or attacking (Nolasco, et al., 2018). ● **Base -** the area to be protected or defended by a team from its opponent in an invasion game (Nolasco, et al., 2018). ● **Defense -** protecting one's base against the opposite team. (Nolasco, et al., 2018). ● **Offense -** attacking or putting pressure on the other team. (Nolasco, et al., 2018). To apply what the students learned during the lesson, an activity will be given. See the worksheet for the activity which students will accomplish. Kindly refer to Activity 1.	

C. Developing and Deepening Understanding	**DAY 2** **SUB-TOPIC 1: Locomotor Movements** **1. Explicitation** **a. What are examples of locomotor movements?** ● Walking ● Running ● Jumping ● Hopping ● Leaping ● Skipping ● Galloping ● Sliding **b. How to properly do the locomotor movements?** **Locomotor Movement** **How to do it?** (Balaso, et al.,2015)	The teacher will facilitate the answers of the pupils leading to the identification of various forms or examples of locomotor movement. The teacher may explain how the locomotor movements are done while demonstrating to the children if the video is not accessible.

1. Walking

- Transfer your weight from one foot to the other.
- Relax your shoulders.
- Start walking with one foot pointing forward and let your heels touch the ground first as you carry them.
- Swing your arms as you walk.

2. Running

- Keep your body straight and bent forward.
- The steps you take should be faster and wider than when you are walking.
- Raise your chest and lean your body forward.
- Bend your arms and elbows =, swing them forward and backward with wrists facing inward and fist half-closed.
- Keep your arms close to your body.

3. Jumping

- Stand with your feet slightly apart.
- Bend both knees and swing your arms backward.
- Spring on both feet and one foot.
- Land on both feet.
- Jump properly and lightly, maintaining the correct form.

3. Hopping

- Stand with your feet slightly apart.
- Bend both knees and swing your arms backward.
- Spring on both feet.
- Land on one foot.
- Hopping properly and lightly, maintaining the correct form.

7. Leaping

- Stand with your feet slightly apart.
- Bend both knees and swing your arms backward.
- Spring on one foot.
- Land on the other foot.

	2. Worked Example Let the children watch the video from Prime Coaching Sport for them to see and listen to the explanations on how the locomotor movements are properly executed. *The 7 Basic Locomotion Movements for Sport.* [Youtube]. https://www.youtube.com/watch?v=rCg-MkVkxyU **3. Lesson Activity** a. Conduct a 5-minute practice of the locomotor skills allowing the children to perform the locomotor movements properly based on the demonstration. b. Modified Locomotor Movement Circuit Game	The teacher may assign a leader who can properly demonstrate the locomotor movements to their group mates if the video is not accessible.

2. Skipping	● Raise one foot (right) from the ground and spring on this foot and land on the same foot. Step forward with the other (left) foot, as you raise the other (right) foot from the ground. ● Continue travelling forward. ● Swing your arms
6. Galloping	● Put the lead foot in front. As you move the lead foot, the trail foot cuts the lead foot. ● Continue doing this movement until you reach the finish line. ● Swing your arms while doing the gallop to keep your balance.
8. Sliding	● Stand straight, feet together. ● Bring your right foot diagonally forward without lifting it. ● Bring your left foot diagonally forward, without lifting it. ● Repeat alternately with your right foot and left foot till you reach the finish line. ● Swing your arms as you slide.

	• Set up a circuit with multiple stations, each focusing on a different locomotor movement. • Place the markers to indicate the start and finish line of each station. For example: Station 1: Walking from marker 1 to 2. Station 2: Hopping with the right foot from marker 2 to 3. Station 3: Running from marker 3 to 4. Station 4: Skipping from marker 4 to 5. Station 5; Jumping from marker 5 to 6. Station 6: Galloping from marker 6 to 7. Station 7: Leaping from marker 7 to 8. • Let all the children do the activity. **WEEK 2: DAY 1** **SUB-TOPIC 2:** Movement Skills: Agility, Balance, Coordination, Speed **1. Explicitation** What fundamental skills are needed to ensure the successful performance of the locomotor movements in our daily activities? • Ask the students to solve the word puzzle. **1. LITYIAG = <u>AGILITY</u>** = is the ability to move and change direction (TeachPE, 2021) **2. CELABAN = <u>BALANCE</u>** = is the ability to keep your body from falling (TeachPE, 2021) **3. OCROIODNTANI = <u>COORDINATION</u>** = is the ability to use the body and senses together (TeachPE, 2021) **4. PESED = <u>SPEED</u>** = is the ability to move quickly (TeachPE, 2021) **2. Worked Example** • Ask the students to identify the skills needed in the following activities:	The teacher may adjust the time for the practice. The teacher may not necessarily let all the movements be done by the class. The teacher may also adjust the time for the activity. The teacher may provide letter cut outs for the crossword puzzle or the teacher may flash the jumbled letters on the board.



Image source: https://www.healthline.com/health/tempo-run

1. _ _ _ _ _



Image source: https://tinyurl.com/wwnaz896

2. _ _ _ _ _ _ _



Image source: https://tinyurl.com/bdh7nkst

3. _ _ _ _ _ _ _



Image source: https://www.shutterstock.com/search/coordination-exercise

4. _ _ _ _ _ _ _ _ _ _ _ _

3. Lesson Activity

Activity: "**Modified Balance Beam and Cone Challenge**"

Procedure:

- The teacher divides the class into 3 or more groups.
- The teacher makes imaginary beams by making marks on the floor with straight-lines using masking tapes. The lines should only be 4 inches wide to look like a beam. At the end of each imaginary beam are three (3) 1 liter size empty plastic bottles which are placed in a straight line at 1 foot apart.
- The goal of the activity is for the members to move through the imaginary beam and around the plastic bottles as fast as they can without dropping the book on top of their head.

The teacher may demonstrate other movements and ask the students to identify the needed skill to perform it.

Materials needed:

1. Masking tapes
2. Cones (These can be improvised by using plastic bottles.)

	● Each member of the team shall perform the locomotor movements at the imaginary beam and moving around the three cones then back to the imaginary beam towards the starting point that will be announced by the teacher. The member who has finished shall immediately pass the book to the next member. ● Members who drop the book, or whose foot goes outside the lines, or who hits and drops the cones of plastic bottles will be out. ● The team who has the greatest number of members who successfully reached their base at the shortest time wins the game. ● At the end of the game, the teacher shall ask the following questions: 1. What did you feel about the performance of every member of your group? 2. How satisfied are you with the performance of your group? 3. What values are needed when working with a group? 4. What skills do you need to perform well in the activity? **DAY 2** **SUB-TOPIC 3: How to enhance the locomotor Movements (Invasion Games)** **1. Explicitation** a. How can you develop your locomotor movements? **2. Worked Example** ● The teacher shows the photos to the students and asks them the following questions? ● What game is being played in the photo? ● What kinds of games are these? ● What skills are needed in playing the games?	The teacher may use photos of other invasion games for students to guess.



Image source: https://shorturl.at/tMWZ8

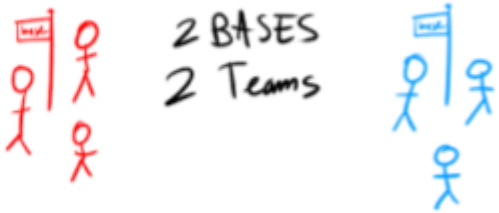


Image source: https://shorturl.at/zJKMX



Image source: https://shorturl.at/aotw3



Image source: https://tinyurl.com/mry8j8eh

3. Lesson Activity

Invasion Game: Agawan Base (Land Grabbing)

Procedure:

- Divide the class into 2 with equal number of members (Team A and Team B). Each Team has its own symbol for example – a tree trunk, a rock, a pole, etc.
- The goal of the game is for the team to try to capture the base of the other by reaching the other's home base first and tagging the pre- decided symbol getting tagged.
- Ant member of Team A who crosses the safety line into Team B's territory can be tagged and considered prisoner of war (POW), All POWs are kept under guard in enemy territory. However, they =can be rescued by their comrades by tagging them.
- The game ends when (1) the symbol is tagged by any member of the opposing team or (2) when all the members of the enemy team are captured.

After the game, the teacher will ask the following questions:

- What can you say about invasion games?
- How do you feel about your performance in the game?
- How did you help your team mates?
- How did you treat your group mates during the game?
- What is the importance of having a good locomotor skill in playing the game?
- What is the importance of having good balance, agility, coordination, and speed in playing the games

D. Making Generalizations	**1. Learners' Takeaways** **Activity: Human Chess Game:** ● The teacher shall ask for help from the members of the class to set up a huge chess board on the floor. ● The teacher divides the class into 2 groups. ● Each group need to assign 8 members who shall act as the pawn, two rooks, 2 horses, 2 bishops, 1 king, and 1 queen. ● Other members who do not have a role shall act as the players who shall plan the game and strategize how their team may capture the King of the opponent or reach the end of the large chess board. ● The human chess pieces shall move within the chess boxes only with one foot landing on the box. ● The group who catches the King or who reaches the end of the board game of the opponent shall win the game. **2. Reflection on Learning** Let the children answer the following questions: 1. How do you plan to enhance your locomotor movements? 2. How do you plan to help your family to enhance their locomotor skills and	After the game, the teacher will ask the students to complete the phrases and after 5 minutes, the teacher will ask volunteers to read their answers to the class. 1. Players need to _____ to help their team win the game. 2. I learned that locomotor skills are _____. 3. I realized that participation in invasion games need _____. 4. I wish to _____.

	become healthy?	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	**1. Formative Assessment** ● Group the class into 5-10 members/ group. ● Let the children perform the 8 locomotor movements correctly. The students will be graded using the following criteria: Proper execution of locomotor movements - 15 pts Energy - 5 points **Total = 20 points**	

	2. Homework (Optional) Let the children make a journal of their activities that involved the different locomotor movements.			
B. Teacher's Remarks	*Note observations on any of the following areas:*	**Effective Practices**	**Problems Encountered**	The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.
	strategies explored			
	materials used			
	learner engagement/ interaction			

	others			Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
C. Teacher's Reflection	*Reflection guide or prompt can be on:* ▪ *<u>principles behind the teaching</u>* *What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?* *Did I attain all my lesson objectives?* *How did I encourage my students to participate in the class discussions and activities?* ▪ *<u>students</u>* *What roles did my students play in my lesson? What did my students learn? How did they learn?* *Did my pupils actively participate in all the class activities that I prepared? Were the instructions in the class activities clear to the pupils?* ▪ *<u>ways forward</u>* *What could I have done differently? What can I explore in the next lesson?* *What challenges did I encounter in implementing the class activities?*			Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.