



**GRADES 1 to 12**  
**DAILY LESSON LOG**

School: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Teaching Dates and Time: **MAY 1 – 5, 2023 (WEEK 1)**

Grade Level: **III**  
Learning Area: **MAPEH**  
Quarter: **4<sup>TH</sup> QUARTER**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I OBJECTIVES</b>					
<i>Content Standard</i>	Demonstrates understanding of the concepts of tempo in order to respond to conducting symbols indicating in tempo.	Demonstrates understanding of shapes, colors,textures ,and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts.	Demonstrates understanding of movements activities relating to person,objects,music,and environment.	Demonstrates understanding of risks to ensure road safety and in the community.	
<i>Performance Standard</i>	Enhances performances of poetry,chants,drama,musical stories,and songs by using a variety of tempo.	Create a single puppet	Perform movement activities involving person, objects,music and environment correctly.	Demonstrates consistency in following safety rules to road safety and in the community.	
<i>Learning Competency</i>	Mimic animal movements according to speed. <b>MU3TP – Iva - 1</b>	Identifies different styles of puppets made in the Philippines <b>A3EL - IVa</b>	Participates in various movement activities involving person ,objects , music and environment. <b>PE3BM – Iva –b- 20</b>	Eplains road safety practices as a pedestrian. <b>H3IS –Ivab-19</b>	Weekly Test
<b>II CONTENT</b>					
<b>III. LEARNING RESOURCES</b>					
<b>A. References</b>					
<i>1. Teacher’s Guide Pages</i>	CG p.21 of 63 TG 95-96	CG p.27 of 93	CG p.23 of 69	CG p. 22 of 66	
<i>2. Learner’s Materials pages</i>					
<i>3. Text book pages</i>					
<i>4. Additional Materials from Learning Resources</i>					
<b>B. Other Learning Resources</b>					
<b>IV. PROCEDURES</b>					
<i>A. Reviewing previous lesson or presenting the new lesson</i>	Sing “ Quiet Voices” and let the children walk, tap,and clap the beat / pulse ( slow then fast ).		Checking of Attendance Warm Up Exercises “ Tumbang Preso”.		
<i>B. Establishing a purpose for the lesson</i>	Show pictures of the following animals.	Have you seen a puppet show?Did you enjoy the show?	“ If You Want Exercise Jump in Place”.	Green – Go , Yellow – Slow down Red -Stop	
<i>C. Presenting Examples/instances of new lesson</i>	Mga Alaga Kong Hayop	About “ Puppets “	Ask class to find a partner. Do the directions: - Hold hands. - Walk towards the first cone and do the trunk bending.	Show different road signs.	

<i>D. Discussing new concepts and practicing new skills #1</i>	How did the animals in the song? Which of the following animals move fast / slow?	- What are the different kinds of puppets?	In doing the activities were all the movements the same? - What movements did you do in personal space?	What are the different road signs and safety practices?	
<i>E. Discussing new concepts and practicing new skills #2</i>					
<i>F. Developing mastery (Leads to Formative Assessment)</i>				For whom are these road signs?	
<i>G. Finding Practical applications of concepts and skills</i>	Teacher will sing as the pupils imitate the movements of the animals.	Art Activity: Finger Puppet	Action Song “ A Jumping Will Do”.		
<i>H. Making generalizations and abstractions about the lesson</i>	What is tempo? Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more	What is a Finger Puppet?	Combination of basic movements help improve physical skills by training the body in personal and general spaces.	- What are the safety road signs and practices?	
<i>I. Evaluating Learning</i>	Group the children into four. Paper 1 – Move fast like a kangaroo in a zigzag manner Paper 2 – Fly slowly like a bird in tiptoe, in any direction Paper 3- Gallop fast like a horse in a circle. Paper 4- Walk slowly like a duck in a straight line.	Legend : 3- Very Evidently 2- evident 1- Not Evident	Using rubrics following the standards in the TG.	See Let’s Check on LM.	
<i>J. Additional activities for application or remediation</i>	Draw animals that have fast and slow movements.	Bring paper bag ,recycled materials, 2 pieces of black buttons ,water color, and paste or glue.	Let the pupils practice the combined movements learned.	Answer Let’s Do on LM.	
<b>V. REMARKS</b>					
<b>VI. REFLECTION</b>					
<i>A. No. of learners who earned 80% on the formative assessment</i>					
<i>B. No. of Learners who require additional activities for remediation</i>					

C. Did the remedial lessons work? No. of learners who have caught up with the lesson.	<input type="checkbox"/> Yes <input type="checkbox"/> No ____ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No ____ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No ____ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No ____ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> 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	____ of Learners who continue to require remediation
E. Which of my teaching strategies worked well? Why did these work?	<b>Strategies used that work well:</b> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <b>Why?</b> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<b>Strategies used that work well:</b> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <b>Why?</b> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<b>Strategies used that work well:</b> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <b>Why?</b> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<b>Strategies used that work well:</b> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <b>Why?</b> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<b>Strategies used that work well:</b> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <b>Why?</b> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks
F. What difficulties did I encounter which my principal or supervisor can help me solve?	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <b>Planned Innovations:</b> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <b>Planned Innovations:</b> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <b>Planned Innovations:</b> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <b>Planned Innovations:</b> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <b>Planned Innovations:</b> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition

<i>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</i>	<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
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