GRADES 1 to 10 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	III
	Teacher:	File Created by Sir LIONELL G. DE SAGUN	Learning Area:	MAPEH
	Teaching Dates and Time:	AUGUST 5 - 9, 2024 (WEEK 2)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
A. Content Standard	Demonstrates understanding of the basic concepts of rhythm.	Demonstrates understanding of lines, texture, shapes and depth, contrast (size, texture) through drawing.	Demonstrates understanding of body shapes and body actions in preparation for various movement activities.	Demonstrates understanding of the importance of nutritional guidelines and balanced diet in good nutrition and health.	
B. Performance Standard	Perform simple ostinato patterns/simple rhythmic accompaniments on classroom instruments and other sound sources to a given song.	Creates an artwork of people in the province/region.	Performs body shapes and actions properly.	Consistently demonstrates good decision-making skills in making food choices.	
C. *Learning Competency/s*	Maintain a steady beat when chanting, walking, tapping, clapping and/or playing musical instruments MU3RH-Ib-h-2	Distinguishes the size of persons in the drawing,to indicate its distance from the viewer.	1. Describe the proper way of bending and stretching to improve flexibility 2.Execute correct bending and stretching to improve body posture 3.Enjoy a pair activity for fitness and fun PE3BM-Ia-b-1	Identify nutritional problems-undernutritio - Describe the characteristics, signs and symptoms, and effects of the various forms of malnutrition - undernutrition, specifically protein-energy malnutrition. H3N-Icd-13/ H3N-Ief-14	
II CONTENT	Moving with the Beat	Sizes of Persons in the Drawing	LET'S MOVE AND BE FLEXIBLE!	Form of malnutrition: Undernutrition a. Protein-Energy Malnutrition (PEM)	
III. LEARNING RESOURCES					
A. References	Music Time Teacher's Manual (Lower Primary) p. 143 (Upper Primary) p. 136		TGs and LMs Gr. 2, Enhancing Skills through MAPE	DepEd (2013). *K to 12 Health curriculum guide.* Pasig: DepEd. Friedman, D.P., Stine, CC., & Whalen, S. (2005). *Lifetime health.* NY: Holt, Rinehart & Winston. National Nutrition Council (2013). *Nutrition is key.* Retrieved from http://www.nnc.gov.ph/home/item/112-nutrition-is-key.	

				UNICEF (2009). *Nutrition in emergencies.* Retrieved from http://www.unicef.org/nutrition/training/	
1. Teacher's Guide Pages	6-8	CG p.22 of 93	216-222	355-357	
2. Learner's Materials pages	7-12		238-245	414-416	
3. Text book pages					
4. Additional Materials from Learning Resources	CD/CD Player chart of rhythmic patterns improvised rhythmic instruments		Activity card, pictures, flashcards	Pencil and crayons	
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	1. Drill a. Tonal Drill (s – so , m – mi) b. Rhythmic Drill 2. Review Sing "Ang Alaga Kong Pusa" while tapping the steady beat of the song.	Sizes of Persons	A. Routinary Activities: 1. Checking of attendance and PE uniform (appropriate attire for physical activities) 2. Warm-up activities	1. Say: We will play a Word Association game. I will write a word and call a pupil who will quickly give a related word. .	
B. Establishing a purpose for the lesson	B. Lesson Proper 1. Motivation Show the cla What is the man doing? *(the man is building a house/fixing the roof)* What do we call the man who builds a house? What is his occupation? *(carpenter)* What does a carpenter do? *(A carpenter builds houses.)* Aside from houses, what other things does he do? *(He makes tables, cabinets, and chairs)*ss a picture of a carpenter.	What did you notice if you are far apart from the objects you looking at?	Ask your pupils to recall the different body shapes and actions and perform these.	2. Write "Malnutrition" on the board and call a pupil who will give a word related to "malnutrition" as fast as possible. Call about five children. If there are doubts about the relationship of the words, ask the pupil to explain how the word is related Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	

C. Presenting Examples/instances of new lesson	**"Mang Kiko"** (chant) Do the following activities: a. Clap/tap the beat of "Mang Kiko". b. Clap/tap the beat while chanting. c. Do other movements such as walking and marching at different speeds while chanting to show and feel the steady beat.	Show pictures of a person with different sizes?	Ask the pupils to sing the song Magtanim ay Di Biro with actions	Activity 1: A Story of Two Children 1. Tell the pupils that they are going to read two stories about malnutrition. 2. Let the pupils read the stories silently. 3. Ask the pupils to answer the questions orally after each story.	
D. Discussing new concepts and practicing new skills #1	What is the chant all about? *(It is about a carpenter making a chair.)* What did you do to show the pulse of "Mang Kiko"? *(We tapped, clapped, marched, and walked.)* We used different movements while chanting to show the pulse. These movements can be fast or slow. How were you able to maintain the pulse while singing/chanting? *(by continuously moving to the regular beat up to the end of the song)*	What are the different sizes of persons into its positions?	(Note to teacher: Do the warm–up activities here) (The procedure should be delivered in MTB) Activity 1: Ready Get Set Go Directions: Group the class into four columns. Ask the pupils to do the following positions.The pupils must wait for the teacher's Go signal and freeze for five seconds. Groups who did the positions correctly will move 1 step forward until a group reaches the finish line. (Note to the teacher: Use the following commands).	4. Let the pupils recall the nutrients they learned in Grade 2. Have a guessing game. Divide the class into small groups. Tell the groups to guess the name of the nutrient after you will write its first letter on the board. Let the groups take turns in answering. Write the beginning letters of the nutrients: P: Protein C: Carbohydrates D: Fats V: Vitamins M: Minerals Once the pupils have identifies the correct word, complete the word on the board and ask the pupils to read it aloud.	
E. Discussing new concepts and practicing new skills #2			What body parts are used in bending and stretching? How did you do it?	5. Recall with the pupils the functions of the food nutrients: Which is the body-building nutrient? Which are the energy-giving nutrients? Which are the body regulating nutrients? Once the correct answer have been given, write the functions on the	

				board and let the class read it aloud. 6. Ask: What does M lack in her diet? What does K lack in his diet? 7. Write the phrase "Protein-energy malnutrition" on the board and tell the pupils that it is a kind of undernutrition where there is lack of bodybuilding and energy-giving nutrients in the diet.	
F. Developing mastery (Leads to Formative Assessment)					
G. Finding Practical applications of concepts and skills	Group the class into 5. Let the pupils practice steady beats using the song "Colors at School". Ask the pupils to do the following:	Art Activity	Travelogue Directions: Group pupils into three big groups or small groups with 3 members each.Ask them to perform the activity written on the activity cards. As the teacher claps each group will transfer to the next base in a counter-clockwise manner.	What did you learned today?	
H. Making generalizations and abstractions about the lesson	What is steady beat? *(Steady Beat is the pulse we feel in music. It can be slow or fast.)* We use movements to show the pulse in music like marching, tapping, clapping, walking, and playing musical instrument.	- What makes a person seems so small or big in the picture?	Bending and stretching are movements that improve flexibility. The proper way of doing these movements can prevent injury. A flexible person can do many movements safely and assume good posture at all times.		
I. Evaluating Learning	See page TG-page 8 Put a check in the correct box.	Use rubrics to assess their performance.	See page TG-page 222	Let the pupils answer Let's Check on LM	
J. Additional activities for application or remediation	Bring improvised musical instruments for the next lesson.	Cut a pictures of different sizes of people.	A.Practice the different exercises learned. B. List down five walking movements using body shapes.	Divide the class into small groups and assign to bring different kinds of food rich in vitamins.	

V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% on the formative assessment					
B. No. of Learners who require additional activities for remediation					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					