

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	I
	Teacher:		Learning Area:	MAPEH
	Teaching Dates and Time:	(WEEK 5)	Quarter:	3RD 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-IIIIf 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	WRITTEN SUMMATIVE TEST	PE1BM-IIIc-d-9 demonstrates contrast between slow and fast speeds while using locomotor skills
II. NILALAMAN					
A.Sanggunian					
1. Mga Pahina sa Gabay ng Guro	Music Teaching Guide pah.1-2	Music Teaching Guide pah.1-2	Teacher’s Guide pp.3-6		
2. Mga Pahina sa Kagamitang Pangmag-aaral					
B.Kagamitan					
III.PAMAMARAAN					
A. Balik-aral at/o pagsisimula ng bagong aralin		Batiin ang kalse gamit ng So-Mi greeting Isa-isang tawagin sa pangalan ang mga bata gamit ang pagbati.			

B. Paghahabi sa layunin ng aralin	Echo Clapping: Twinkle, Twinkle	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”	Ano ang maari nating gawn mula sa lumang bote o baso?		Ikaw ba ay marunong umawit? Umaawit ka ba ng may kilos? Sino ang nagturo sa iyo? Paano mo ito ginagawa?
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Bumati gamit ang SO-MI na Pagbati	. Ipagaya sa buong klase ang galaw na ginawa ng mga bata sa harap.	Magpakita ng diwata. Itanong: Ano mayroong ang isang diwata? Totoo ba na may kapangyarihan ang isang diwata?		Magparinig ng isang masiglang tugtog. Ano ang ibig mong gawin kapag may naririnig kang masiglang tugtog?
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	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.		Ipabasa ang awit: Paa, Tuhod, Balikat Ulo Napag-aralan na natin ang tungkol sa paa, tuhod, balikat at ulo. Alam na natin kung paano ikilos ang mga bahaging ito ng ating katawan. Ang ating gagawin ay ang umawit. Isasabay natin sa pag-awit ang paghawak sa bahagi ng katawang sinasabi sa awit.
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	. 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?		Pag-awit ng mga bata na may angkop na kilos.
F. Paglinang sa kabihasnan (<i>Tungo sa Formative Assessment</i>)	Madali ba o mahirap hanapin ang malakas na kumpas sa awit?		1. Gawain: Ngayon ay susubukin nating gumawa ng pendant. 2. Paghahanda ng mga kagamitan: salt-dough 3. Pagsasagawa sa gawain.		
G. Paglalapat ng aralin sa pang-araw-araw na buhay	Ipaawit at ipahanap ang malakas na kumpas sa awit na Alpabeton Filipino		1. Paanokayo nakalilikha ng eskultura? 2. Kanino mo gusting ibigay ang nagawa mong pendant		Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
H. Paglalahat ng aralin		Pangkatang pagpapakitang kilos ng mga bata. Maaring pagamitin ng ibat-ibang instrumento	Ang tawag sa mga ito ay relihiyosong palawit (religious artifacts)		Paano isinasagawa ang awit na may kilos? Masaya ba kayo? Tandaan:

					Ang awit na may kilos ay masayang gawain nating mga bata. Tayo ay umaawit habang ikinikilos natin ang sinasabi sa awit. Kumikilos tayo sa tiyempo ng awit. Napakasaya ng awit na may kilos.
I. Pagtataya ng aralin	Pangkatang ipaawit ang” Jack at Jill” at hayaang ipalakpak ang mga bata ang kumpas habang umaawit	Iguhit ang bahagi ng iyong katawan na tumutulong sa iyo para matukoy ang malakas at mahinang tunog.	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.		Pagdugtungin ng guhit ang mga larawan at mga salita. 1. Nagpalakpakan 2. Balikat 3. Tuhod 4. Ulo 5. Paa
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.		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 istrategiya 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	<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	<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	<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	<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	☐ 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	☐ 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	☐ 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	☐ 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 ☐ 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	☐ 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	☐ Bullying among pupils ☐ Pupils' behavior/attitude ☐ Colorful IMs ☐ 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	☐ 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	☐ 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
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	<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	<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	<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	<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

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