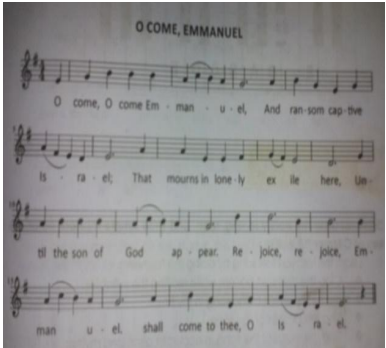
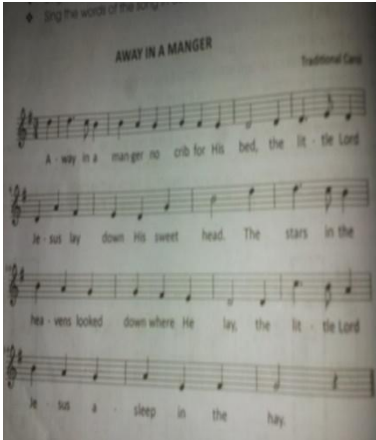
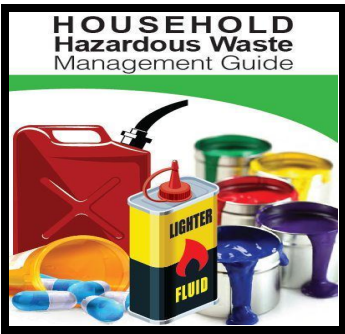


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|  <b>GRADES 1 to 12<br/>DAILY LESSON LOG</b> | School:                  | Visit <a href="http://DepEdResources.com">DepEdResources.com</a> for More | Grade Level:   | VI                      |
|                                                                                                                             | Teacher:                 | File created by Ma'am ANA LIZA D. SEBASTIAN                               | Learning Area: | MAPEH                   |
|                                                                                                                             | Teaching Dates and Time: | JANUARY 8 – 12, 2024 (WEEK 8)                                             | Quarter:       | 2 <sup>ND</sup> QUARTER |

|                                                           | MONDAY                                                                                           | TUESDAY                                                                                                                                                                 | WEDNESDAY                                                                                                 | THURSDAY                                                                                                                                                                                                                                              | FRIDAY |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| I. OBJECTIVES                                             |                                                                                                  |                                                                                                                                                                         |                                                                                                           |                                                                                                                                                                                                                                                       |        |
| A.Content Standards                                       | Demonstrates the concept of melody by using intervals in the major scale and in the minor scale. | Demonstrates understanding of shapes, space, colors, and the principles of emphasis, harmony and contrast in digital painting and poster design using new technologies. | The learner understands the importance of keeping the school and community environments healthy           | Demonstrates understanding of participation in and assessment of physical activities and physical fitness.                                                                                                                                            |        |
| B.Performance Standards                                   | Applies learned concepts of melody and other elements to composition and performance.            | Applies concepts on the use of software in creating digital paintings and graphic design.                                                                               | The learner demonstrates practices for building and maintaining healthy school and community environments | Participates and assess performance in physical activities. Assesses physical fitness                                                                                                                                                                 |        |
| C.Learning Competencies/Objectives                        | Creates simple melodies in 4.2 Key of G Major<br><b>MU6ME-IIa-4</b><br>-                         | Creates an advertisement/commercial or announcement poster<br><b>A6PL-IIh</b>                                                                                           | Practices proper waste management at home, in school, and in the community.<br><b>H6CMH-IIh-8</b>         | Assesses regularly in physical activites based on the Philippines Physical activity pyramid<br><b>PE6-11b-h-1</b><br>Observes safety precautions<br><b>PE6-11b-h-3</b><br>Executes the different skills involved in the games<br><b>PE6GS-IIc-h-4</b> |        |
| II.CONTENT                                                | Melody                                                                                           | Digital Painting Graphic Design(Poster)                                                                                                                                 | Proper Waste Management                                                                                   | Assessment of Physical Activities and Physical Fitness                                                                                                                                                                                                |        |
| III.LEARNING RESOURCES                                    |                                                                                                  |                                                                                                                                                                         |                                                                                                           |                                                                                                                                                                                                                                                       |        |
| A.References                                              |                                                                                                  |                                                                                                                                                                         |                                                                                                           |                                                                                                                                                                                                                                                       |        |
| 1.Teacher’s Guide pages                                   |                                                                                                  |                                                                                                                                                                         |                                                                                                           |                                                                                                                                                                                                                                                       |        |
| 2.Learners’s Materials pages                              |                                                                                                  |                                                                                                                                                                         |                                                                                                           |                                                                                                                                                                                                                                                       |        |
| 3.Textbook pages                                          | Enjoying Life trhough Music, Arts, Physical education and Health 6 pp. 46-53                     | Enjoying Life Through Music, Arts ,Physical Education and Health 6 pp.55-61                                                                                             | Enjoying Life Through Music, Arts ,Physical Education and Health 6 pp. 47-53                              | Enjoying Life Through Music, Arts ,Physical Education and Health 6 pp. 40-45                                                                                                                                                                          |        |
| 4.Additional materials from learning resource (LR) portal | k To 12 Curriculum Guide 6 p. 54                                                                 | k To 12 Curriculum Guide 6 p. 50                                                                                                                                        | k To 12 Curriculum Guide 6 p. 57                                                                          | k To 12 Curriculum Guide 6 p. 35                                                                                                                                                                                                                      |        |
| B.Other Learning Resource                                 | Powerpoint presentation, LCD projector, speaker                                                  | Powerpoint presentation, LCD projector Laptop/netbook,PC                                                                                                                | Powerpoint presentation activity cards LCD Projector                                                      | Powerpoint presentation, LCD projector, speaker                                                                                                                                                                                                       |        |
| IV.PROCEDURES                                             |                                                                                                  |                                                                                                                                                                         |                                                                                                           |                                                                                                                                                                                                                                                       |        |

|                                                          |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                           |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                 |
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| A.Reviewing previous lesson or presenting the new lesson | <p>What key signature have you learned last week? Are you familiar already on how to create simple melodies in key of C?</p>                                                                                                                                                                                                               | <p>What is MS Publisher?<br/>What features are used in MS Publisher?<br/>What are the uses of MS Publisher?</p>                           | <p><b>Activity:</b><br/><b>Charades</b><br/>The teacher will choose 3 pupils who will act the given situations.<br/>Situations:<br/>1. Recycle/recycling,<br/>2. Composting,<br/>3. Segregation/Sorting Are you practicing this proper waste management at home? In school? In the community?</p> | <p>What is Net and Wall games?<br/>What game belongs to net and Wall have you learned?<br/>What are the skills involved in the game?</p>                                                                                                                                                                                            | <p>What skills have you performed yesterday?</p>                                                                                                                                                                                                |
| B.Establishing a purpose for the lesson                  | <p>Present the song “O Come All Ye Faithful”<br/>Let them recite the rhythmic syllables<br/>Words of the song then listen to the tune</p>  <p>is the song major or minor mode?<br/>Why?<br/>What do you call the musical symbol found after the clef?</p> | <p>Have you seen flyers or advertisement posted in any wall or open area in your locality?<br/>What do you usually read or see in it?</p> | <p>What other methods can you do to apply proper waste disposal at home? In school? In the community?</p>                                                                                                                                                                                         | <p>Let the learners view a video about how to play volleyball.</p>                                                                                                                                                                                                                                                                  | <p>Have the learners performed warm up exercises</p>                                                                                                                                                                                            |
| C.Presenting Examples/ instances of the new lesson       |  <p>What do you notice at the staff?</p>                                                                                                                                                                                                                | <p>Present them varied pictures of sample advertisement/commercial or announcement poster.<br/>Let them study and describe it</p>         | <p><b>Activity:</b><br/><b>Picture Analysis</b><br/>Ask the pupils to tell something about the pictures</p>                                                                                                                                                                                       | <p><b>Collaborative Game</b><br/>Group the class into 5 then choose 5 learners to play the game give them a marking pen eraser and a show me board.<br/>Allow the 5 learner to line at the back. As a question then let them answer using the materials given to them and if they get the correct answer they move forward then</p> | <p>Present varied pictures of skills to be develop n playing volleyball<br/>Ask varied questions about it.<br/>Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more</p> |

|                                                        |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                            |                                                                                                                                                               |
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|                                                        | <p>What do we call this symbol?<br/>What is the function of the sharp symbol?</p> <p>Show another song, let them study and analyze it.</p>  <p>What is the key signature of the song Away in a Manger? What was its home tone? On what line or space is the home tone located?</p> |    |  <p>Hazardous chemical containers</p>  <p>Eco-friendly bag</p>  <p>biodegradable wastes</p> | <p>change again the players and so on until they reach infront. Whoever will be the first to reach infront will be declared the winner.(questions ask should be based from the video about volleyball)</p> |                                                                                                                                                               |
| D.Discussing new concepts and practicing new skills #1 |                                                                                                                                                                                                                                                                                                                                                                     | <p>Allow the learners to observe the poster sample shown to them. Why do advertisers create an attractive poster?</p>                                                                                                                                    | <p>The teacher will discuss the practices on proper waste management in school and in the community</p> <p><b>Information Index-</b></p>                                                                                                                                                                                                             | <p>Further discuss the different skills involve in volleyball</p>                                                                                                                                          | <p>Call on a learner to execute the said skills</p> <ol style="list-style-type: none"> <li>Spiking</li> <li>Forearm pass</li> <li>Overhead passing</li> </ol> |

|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                   |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                  |                                                                                                      |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
|                                                                        |  <p>Let the pupils study the given melodies on the staff in the key of G major. Allow them to write it in the staff.<br/>How do you create simple melodies in Key of G?<br/>Let the learners practice writing simple melodies in the key of G.<br/>Call on a learner to present his/her work.</p> | What do they apply the art principles of emphasis?                                                                                | “All About The Waste “                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                  |                                                                                                      |
| E.Discussing new concepts and practicing new skills #2                 | Group the learners into 4, let each group create their own simple melodies in Key of G.<br><br>Presentation of outputs by group.                                                                                                                                                                                                                                                   | Give some instructions or standards to follow when making their advertisement/ commercial and announcement poster using software. | How do you manage your waste at home?<br>What are the waste management methods being practiced in the school? In the community?<br>Have you tried joining a clean-up campaign in your school and in your community?<br>Pupils are encouraged to share their experiences about waste management. | Teacher shows the proper way of executing the different skills involve in volleyball<br><br>Allow the learners to pratice with the help of the teacher and some learners who are good in playing volleyball<br><br>What should we observe while playing net and wall games? Why? |                                                                                                      |
| F.Developing Mastery                                                   | Make/compose their own group jingle about waste segregation in the key of G                                                                                                                                                                                                                                                                                                        | Hands on activity.<br>Teacher supervises                                                                                          |                                                                                                                                                                                                                                                                                                 | <b>Peer teaching</b><br>Executing the proper way of<br>a. Underarm serve<br>b. Overarm serve                                                                                                                                                                                     | Peer teaching<br>Executing the proper way of<br>a. Spiking<br>b. Forearm pass<br>c. Overhead passing |
| G.Finding Practical application of concepts and skills in daily living | You know how to create simple melodies, your younger sister needs to make a jingle about eggs, how will you be of help to her?                                                                                                                                                                                                                                                     | How can you help your mother who have an online business but doesn't know how to use computer?                                    | How can you encourage your family members to practice proper waste management?<br>How do you convince your classmates and friends to practice proper waste management?                                                                                                                          | What particular work at home can you apply the skills involved in volleyball?                                                                                                                                                                                                    |                                                                                                      |

| H.Making generalization and abstraction about the lesson            | <p>The sharp sign at the beginning of the staff serves as the key to be able to read the pitches on the staff</p> <p>The sharp sign raises the pitch by a half step</p> <p>The key of one sharp gives the key of g major and E minor.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | In creating your advertisement/commercial and announcement you should always apply the art principle of emphasis to stress some element over others by showing what you should look at first, second, third and so on....think of the size, shape and color of your texts and images and the way you arrange them on your poster illustrates visual weight. | What are the best practices of waste management you do at home, in school, and in your community?                                       | In Playing net and wall game such as volleyball we must master first the skills involved and always observe precautionary measures while playing. |                                                                               |  |  |          |              |                |                             |                |               |             |                                                             |                                                      |                                                               |                                                             |                                                           |          |                                                |                                                     |                                                  |                                                  |                                    |             |                                                         |                                                                     |                                                       |                                                    |                                               |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |    |                                         |  |  |                                                                |  |  |                                                  |  |  |                                                                     |  |  |                                                   |  |  |                                                     |                                                     |
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| I.Evaluating learning                                               | <p>Group presentation of jingle.</p> <p>Using the rubrics for grading the output.</p> <div><table><tr><th colspan="6">RUBRIC</th></tr><tr><th>Criteria</th><th>Advanced (5)</th><th>Proficient (4)</th><th>Approaching Proficiency (3)</th><th>Developing (2)</th><th>Beginning (1)</th></tr><tr><td>Composition</td><td>Can compose with a very catchy melody and rhythm in G Major</td><td>Can compose with catchy melody and rhythm in G Major</td><td>Can compose with somewhat catchy melody and rhythm in G Major</td><td>Can compose with not so catchy melody and rhythm in G Major</td><td>Cannot compose with a catchy melody and rhythm in G Major</td></tr><tr><td>Notation</td><td>Can write the melody in G Major without errors</td><td>Can write the melody in G Major with minimal errors</td><td>Can write the melody in G Major with some errors</td><td>Can write the melody in G Major with many errors</td><td>Cannot write the melody in G Major</td></tr><tr><td>Performance</td><td>Can perform with accurate pitch and rhythm all the time</td><td>Can perform with accurate pitch and rhythm, timing most of the time</td><td>Can perform with accurate pitch and rhythm, sometimes</td><td>Can perform with accurate pitch and rhythm, rarely</td><td>Cannot perform with accurate pitch and rhythm</td></tr></table></div> | RUBRIC                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                         |                                                                                                                                                   |                                                                               |  |  | Criteria | Advanced (5) | Proficient (4) | Approaching Proficiency (3) | Developing (2) | Beginning (1) | Composition | Can compose with a very catchy melody and rhythm in G Major | Can compose with catchy melody and rhythm in G Major | Can compose with somewhat catchy melody and rhythm in G Major | Can compose with not so catchy melody and rhythm in G Major | Cannot compose with a catchy melody and rhythm in G Major | Notation | Can write the melody in G Major without errors | Can write the melody in G Major with minimal errors | Can write the melody in G Major with some errors | Can write the melody in G Major with many errors | Cannot write the melody in G Major | Performance | Can perform with accurate pitch and rhythm all the time | Can perform with accurate pitch and rhythm, timing most of the time | Can perform with accurate pitch and rhythm, sometimes | Can perform with accurate pitch and rhythm, rarely | Cannot perform with accurate pitch and rhythm | Evaluating/Grading the outputs of the pupils using rubrics. | <p><b>YES OR NO</b></p> <p><b>Directions:</b> Check the column that shows the proper waste management you do at home, in school, and in community.</p> <table><tr><th>Practices</th><th>Yes</th><th>No</th></tr><tr><td>Disposing garbage in a proper trash bin</td><td></td><td></td></tr><tr><td>Using eco-friendly bag when buying in the mall or supermarket.</td><td></td><td></td></tr><tr><td>Segregating/Sorting waste according to its kind.</td><td></td><td></td></tr><tr><td>Using tumblers and food containers instead of disposable containers</td><td></td><td></td></tr><tr><td>Getting just enough food that I can only consume.</td><td></td><td></td></tr></table> | Practices | Yes | No | Disposing garbage in a proper trash bin |  |  | Using eco-friendly bag when buying in the mall or supermarket. |  |  | Segregating/Sorting waste according to its kind. |  |  | Using tumblers and food containers instead of disposable containers |  |  | Getting just enough food that I can only consume. |  |  | individual performance of the learners in executing | individual performance of the learners in executing |
| RUBRIC                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                         |                                                                                                                                                   |                                                                               |  |  |          |              |                |                             |                |               |             |                                                             |                                                      |                                                               |                                                             |                                                           |          |                                                |                                                     |                                                  |                                                  |                                    |             |                                                         |                                                                     |                                                       |                                                    |                                               |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |    |                                         |  |  |                                                                |  |  |                                                  |  |  |                                                                     |  |  |                                                   |  |  |                                                     |                                                     |
| Criteria                                                            | Advanced (5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Proficient (4)                                                                                                                                                                                                                                                                                                                                              | Approaching Proficiency (3)                                                                                                             | Developing (2)                                                                                                                                    | Beginning (1)                                                                 |  |  |          |              |                |                             |                |               |             |                                                             |                                                      |                                                               |                                                             |                                                           |          |                                                |                                                     |                                                  |                                                  |                                    |             |                                                         |                                                                     |                                                       |                                                    |                                               |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |    |                                         |  |  |                                                                |  |  |                                                  |  |  |                                                                     |  |  |                                                   |  |  |                                                     |                                                     |
| Composition                                                         | Can compose with a very catchy melody and rhythm in G Major                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Can compose with catchy melody and rhythm in G Major                                                                                                                                                                                                                                                                                                        | Can compose with somewhat catchy melody and rhythm in G Major                                                                           | Can compose with not so catchy melody and rhythm in G Major                                                                                       | Cannot compose with a catchy melody and rhythm in G Major                     |  |  |          |              |                |                             |                |               |             |                                                             |                                                      |                                                               |                                                             |                                                           |          |                                                |                                                     |                                                  |                                                  |                                    |             |                                                         |                                                                     |                                                       |                                                    |                                               |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |    |                                         |  |  |                                                                |  |  |                                                  |  |  |                                                                     |  |  |                                                   |  |  |                                                     |                                                     |
| Notation                                                            | Can write the melody in G Major without errors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Can write the melody in G Major with minimal errors                                                                                                                                                                                                                                                                                                         | Can write the melody in G Major with some errors                                                                                        | Can write the melody in G Major with many errors                                                                                                  | Cannot write the melody in G Major                                            |  |  |          |              |                |                             |                |               |             |                                                             |                                                      |                                                               |                                                             |                                                           |          |                                                |                                                     |                                                  |                                                  |                                    |             |                                                         |                                                                     |                                                       |                                                    |                                               |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |    |                                         |  |  |                                                                |  |  |                                                  |  |  |                                                                     |  |  |                                                   |  |  |                                                     |                                                     |
| Performance                                                         | Can perform with accurate pitch and rhythm all the time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Can perform with accurate pitch and rhythm, timing most of the time                                                                                                                                                                                                                                                                                         | Can perform with accurate pitch and rhythm, sometimes                                                                                   | Can perform with accurate pitch and rhythm, rarely                                                                                                | Cannot perform with accurate pitch and rhythm                                 |  |  |          |              |                |                             |                |               |             |                                                             |                                                      |                                                               |                                                             |                                                           |          |                                                |                                                     |                                                  |                                                  |                                    |             |                                                         |                                                                     |                                                       |                                                    |                                               |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |    |                                         |  |  |                                                                |  |  |                                                  |  |  |                                                                     |  |  |                                                   |  |  |                                                     |                                                     |
| Practices                                                           | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | No                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                         |                                                                                                                                                   |                                                                               |  |  |          |              |                |                             |                |               |             |                                                             |                                                      |                                                               |                                                             |                                                           |          |                                                |                                                     |                                                  |                                                  |                                    |             |                                                         |                                                                     |                                                       |                                                    |                                               |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |    |                                         |  |  |                                                                |  |  |                                                  |  |  |                                                                     |  |  |                                                   |  |  |                                                     |                                                     |
| Disposing garbage in a proper trash bin                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                         |                                                                                                                                                   |                                                                               |  |  |          |              |                |                             |                |               |             |                                                             |                                                      |                                                               |                                                             |                                                           |          |                                                |                                                     |                                                  |                                                  |                                    |             |                                                         |                                                                     |                                                       |                                                    |                                               |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |    |                                         |  |  |                                                                |  |  |                                                  |  |  |                                                                     |  |  |                                                   |  |  |                                                     |                                                     |
| Using eco-friendly bag when buying in the mall or supermarket.      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                         |                                                                                                                                                   |                                                                               |  |  |          |              |                |                             |                |               |             |                                                             |                                                      |                                                               |                                                             |                                                           |          |                                                |                                                     |                                                  |                                                  |                                    |             |                                                         |                                                                     |                                                       |                                                    |                                               |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |    |                                         |  |  |                                                                |  |  |                                                  |  |  |                                                                     |  |  |                                                   |  |  |                                                     |                                                     |
| Segregating/Sorting waste according to its kind.                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                         |                                                                                                                                                   |                                                                               |  |  |          |              |                |                             |                |               |             |                                                             |                                                      |                                                               |                                                             |                                                           |          |                                                |                                                     |                                                  |                                                  |                                    |             |                                                         |                                                                     |                                                       |                                                    |                                               |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |    |                                         |  |  |                                                                |  |  |                                                  |  |  |                                                                     |  |  |                                                   |  |  |                                                     |                                                     |
| Using tumblers and food containers instead of disposable containers |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                         |                                                                                                                                                   |                                                                               |  |  |          |              |                |                             |                |               |             |                                                             |                                                      |                                                               |                                                             |                                                           |          |                                                |                                                     |                                                  |                                                  |                                    |             |                                                         |                                                                     |                                                       |                                                    |                                               |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |    |                                         |  |  |                                                                |  |  |                                                  |  |  |                                                                     |  |  |                                                   |  |  |                                                     |                                                     |
| Getting just enough food that I can only consume.                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                         |                                                                                                                                                   |                                                                               |  |  |          |              |                |                             |                |               |             |                                                             |                                                      |                                                               |                                                             |                                                           |          |                                                |                                                     |                                                  |                                                  |                                    |             |                                                         |                                                                     |                                                       |                                                    |                                               |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |    |                                         |  |  |                                                                |  |  |                                                  |  |  |                                                                     |  |  |                                                   |  |  |                                                     |                                                     |
| J.additional activities for application or remediation              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | To those who are not yet finishcontinue at home and submit tomorrow.                                                                                                                                                                                                                                                                                        | <p><b>Enrichment:</b></p> <p>Ask your parents about their practices in proper waste management. Share it to the class next meeting.</p> | Practice at home the proper way of serving underarm and overhead                                                                                  | Practice at home the proper way of Spiking Forearm pass and .Overhead passing |  |  |          |              |                |                             |                |               |             |                                                             |                                                      |                                                               |                                                             |                                                           |          |                                                |                                                     |                                                  |                                                  |                                    |             |                                                         |                                                                     |                                                       |                                                    |                                               |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |    |                                         |  |  |                                                                |  |  |                                                  |  |  |                                                                     |  |  |                                                   |  |  |                                                     |                                                     |
| V.MGA TALA                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                         |                                                                                                                                                   |                                                                               |  |  |          |              |                |                             |                |               |             |                                                             |                                                      |                                                               |                                                             |                                                           |          |                                                |                                                     |                                                  |                                                  |                                    |             |                                                         |                                                                     |                                                       |                                                    |                                               |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |    |                                         |  |  |                                                                |  |  |                                                  |  |  |                                                                     |  |  |                                                   |  |  |                                                     |                                                     |

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| VI.PAGNINILAY                                                                                   |  |  |  |  |  |
| A.Bilang ng mag-aaral na nakauha ng 80% sa pagtatayao.                                          |  |  |  |  |  |
| B.Bilang ng mag-aaralna nangangailangan ng iba pang Gawain para sa remediation                  |  |  |  |  |  |
| C.Nakatulong ba ang remedial? Bilang ng mag-aaral na nakaunawa sa aralin.                       |  |  |  |  |  |
| D.Bilang ng mag-aaral na magpapatuloy sa remediation                                            |  |  |  |  |  |
| E.Alin sa mga estratehiyang pagtuturo ang nakatulong ng lubos? Paano ito nakatulong?            |  |  |  |  |  |
| F.Anong suliranin ang aking naranasan na solusyunansa tulong ng aking punungguro at superbisor? |  |  |  |  |  |
| G.Anong kagamitang panturo ang aking nadibuho nanais kong ibahagi sa kapwa ko guro?             |  |  |  |  |  |