GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	I
	Teacher:		Learning Area:	MAPEH
	Teaching Dates and Time:	JANUARY 31 – FEBRUARY 2, 2024 (WEEK 1)	Quarter:	3RD QUARTER

I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	MUSIC	ARTS	HEALTH	PE	
A. Content Standards:	Demonstrates understanding of the basic concepts of timbre	Realize that man long ago has been making prints in caves and stone walls.	The learner demonstrates understanding of the proper ways of taking care of the sense organs?	The learner demonstrates understanding of qualities of effort and movement skills needed in participation in physical activities.	
B. Performance Standards:	Responds to differences of sounds quality with appropriate movements	Distinguishes between a print and a drawing on printing.	The teacher practices good health habits and hygiene in caring for the sense organs.	Learner performs movement experiences accurately and effectively by demonstrating contrast between slow and fast.	
C. Learning Competencies/Objectives: Write the LC Code for each	Identifies the source of sounds of wind, wave, and swaying of trees through body movements (MU1TI-3.1.2)	Creates a print by rubbing pencil on paper placed on top of a textbook object (coin corrugated paper, textured leaves, bark, etc.) AIPR-IIIa-1.1	Discuss the role of sense organs in distinguishing the sensory qualities of food H1PH-IIIa	Demonstrates contrast between slow and fast speeds while using locomotor skills P. E. 1 BM-IIIa	
II. CONTENT	Identifies the source of sounds of wind, wave, and swaying of trees through body movements	Printmaking-pencil Rubbing/Frottage(objects Prints)	Personal Health	Body Management and Movement Skills	
III. LEARNING RESOURCES	Browse BINGO SONGS and VIDEO CLIPS.		Picture, chart, flashcards		
A. References					
1. Teacher's Guide Pages			TG p.1	T. G. p.1	T. G. p.1
2. Learner's Materials Pages		LM	LM p. 1-2	L .M/ p.3	L .M/ p.3
B. Other Learning Resources	Browse BINGO SONGS and VIDEO CLIPS.	Picture, chart, flashcards			

IV. PROCEDURES					
A. Reviewing Previous Lesson or Presenting the New Lesson	Show/Film viewing of sea waves/ picture of beach	Have you done rubbing a pencil on a paper?	Name the different parts of the head	Show pictures of animal/mechanical Ex. Duck>how does it move? Horse>how does it move?	Show pictures of animal/mechanical Ex. Duck>how does it move? Horse>how does it move?

B. Establishing a Purpose for the Lesson	Introduce sounds heard based on the film viewing/ experienced.	Showing of a coin and other natural materials that can be used to create a texture or design, showing picture of caves and stone walls	Action song “Be Careful” What parts of the body are mentioned in the song?	Let the pupils demonstrate the movement of each animal	Let the pupils demonstrate the movement of each animal
C. Presenting Examples/Instances of the Lesson		Object like coin, corrugated paper, textured leaves, barks, wood can be used to create an interesting shapes and textures. Just like our forefathers long ago, they have been making print using those objects.	Talk about the role of eyes, nose, mouth, and tongue in distinguishing the sensory qualities of food.	Ex. Duck>how does it move? Horse>how does it move?	
D. Discussing New Concepts and Practicing New Skills #1	Demonstrate sounds of wind, waves and swaying of trees through body movements.	Art Activity Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Our eyes help us see the food. Our nose help us smell the food. Our tongue help us taste the food.	Allow the pupils to listen to the music.	

IV. PROCEDURES					
E. Discussing New Concepts and Practicing New Skills #2	Have the pupils follow the teacher’s body movements	Construction of art activity The teacher closely monitors and supervises the children while doing it.	Can you eat well if your sense organ will not do its role well?	Worksheet 21: dramatic rhythms	
F. Developing Mastery (Leads to Formative Assessment 3)	Have the pupils demonstrate the action without the teacher.	Showing of art works and ask the pupils to talk about experiences while doing their artworks. Give emphasis on the elements like texture.		Ask the pupils how well they did in performing the task	
G. Finding Practical Applications of Concepts and Skills in Daily Living	Have the pupils demonstrate the action without the teacher.	How do you show appreciation for the works of others?			

H. Making Generalizations and Abstractions about the Lesson		What is frottage? Frottage is the act of rubbing to create a texture. Create	What are the roles of the sense organs in distinguishing the sensory qualities of food?	Let them draw or describe their feeling	

		several designs of rubbing at home.			
I. Evaluating Learning		Use rubrics in assessing pupils performance in their artwork	Which sense organ tell us that? 1. Leaf is green 2. Calamansi taste sour 3. Ice cream is cold 4. Cotton candy is soft 5. Cake is delicious	Tell whether the movement is slow, or fast. 1. Turtle 2. Jet plane 3. Car 4. Tiger 5. fly	
J. Additional Activities for Application or Remediation		What is frottage? Frottage is the act of rubbing to create a texture. Create several designs of rubbing at home.	Match the sense organ to its work. 1.tongue smelling 2,nose seeing 3.eyes tasting	Demonstrate the movement of the following: 1. Monkey 2. Bird 3. snake	
V. REMARKS					

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