

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III- VENUS
	Teacher:		Learning Area:	MAPEH
	Teaching Dates and Time:	March 27-31, 2023 (WEEK 7)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
<i>Content Standard</i>	Demonstrates understanding of the basic concepts of dynamics in order to respond to conducting gestures using symbols indicating variances in dynamics	Demonstrates understanding of shapes, colors, and principle repetition and emphasis through printmaking (stencils).	Demonstrates understanding of movement in relation to time, force and flow	Demonstrates understanding of factors that affect the choice of health information and products.	
<i>Performance Standard</i>	Sing songs with proper dynamics following basic conducting gestures	Produces at least copies of print using complementary colors and contrasting shapes.	performs movements accurately involving time, force, and flow.	Demonstrates critical thinking skills as a wise consumer	
<i>Learning Competency</i>	Applies varied dynamics to enhance poetry, chants, drama, songs and musical stories.. MU3DY – IIIf – h -6	writes a slogan about the environment that correlates messages to be printed on T- shirts , posters,banners or bags. A3PR - IIIg	Moves: > at using light , lighter , lightest force with smoothness. PE3BM-IIIc-h-19	Practices basic consumer rights when buying H3CH –IIIfg-8	Answer Weekly Test Question
II CONTENT	Varied dynamics	printing Using Found Objects	Lead - Up Games	Sources of reliable health information	Weekly Test
III. LEARNING RESOURCES					
A. References					
<i>1. Teacher's Guide Pages</i>	87-89	184-185	313-316	438 - 439	
<i>2. Learner's Materials pages</i>					
<i>3. Text book pages</i>					
<i>4. Additional Materials from Learning Resources</i>	video lesson with power point	pait , watercolor , pencil, bond paper, bottle ,paper clips,nut shell.	video lesson with power point	video lesson with power point	
B. Other Learning Resources					
IV. PROCEDURES					
<i>A. Reviewing previous lesson or presenting the new lesson</i>	Show pictures of different animals. Let pupils relate movements of the animals as soft ,medium and loud. a. mouse b. elephant c. dog d. ant e. bird f. horse	Let the pupils identify discarded things that can be used for printing.	Checking of attendance	Form 3 groups and ask each group to role play a situation about consumer right. Let the others guess this right.	
<i>B. Establishing a purpose for the lesson</i>	Let the whole class read it using variations in dynamics.	Present a word puzzle. Let them form a word out of the scrambled letters and meanings.	Warm up activities Refer to Warm Up activity	What should you do as a consumer before you use a product or service?	

<i>C. Presenting Examples/instances of new lesson</i>	Identify the pictures and mimic their sounds. Recite the poem "Creations "by stressing S for soft, M for medium ,and L for loud phrases.	Tell pupils we can say different print designs on shirts. bags, posters, tarpulins.The design can be realistic or abstract pictures.	> Who among you love basketball? >Do you play basketball?	Show them a powerpoint video. Post five consumer responsibilities in the chart then discuss it.	
<i>D. Discussing new concepts and practicing new skills #1</i>	> What can you say about the poem? > What is it all about? > what are the creations mentioned in the poem?	Art Activity; " Making Prints Using found objects"	> Show the video the correct dribbling. > Explain the movement to pupils and let them follow.	What are common responsibilities of a consumer?	
<i>E. Discussing new concepts and practicing new skills #2</i>	What element of music was used to make the poem more beautiful and meaningful?		Group Activity (Follow the mechanics of the game) Group I- perform Column A Group II- perform Column B Group III- perform Column C	> Discuss the different sources of reliable health information.	
<i>F. Developing mastery (Leads to Formative Assessment)</i>			Perform all the activities	Do activities 1-3 on Lm.	
<i>G. Finding Practical applications of concepts and skills</i>	Group Activity Group A. pupils do the acting of a spider based on the story of the song. Group B. The pupils will sing the song observing proper dynamics.	Art Activity	The teacher will describe the levels of dribbling during the game.	Form groups to act out the following situations. Group A . A person recommending medicine to a sick friend because this was proven effective to him/her. Group B. A playmate who asked her friend to buy a new lotion which can make the skin whiter. Group C. A neighbor advising someone to buy a vitamin which can make one healthier.	
<i>H. Making generalizations and abstractions about the lesson</i>	Dynamics can be used in reading poems , chants, drama,and musical stories.	What is an abstract design? How will you create prints for your shirts, bags, etc?	shooting and dribbling are basic skills in basketball. Learning the basics of shooting and dribbling through fun but challenging games will help you develop coordination and accuracy.	What are the different sources of reliable information?	
<i>I. Evaluating Learning</i>	Let the group tell the story of the " Little Spider " through a song." ang Diutay na Damang". Use varied dynamics in singing the song.Other pupils will do the acting or dramatize the story.	Use rubrics in assessing the pupils 'artwork.	Let the pupils do the task assign to them. follow the rubrics in giving the score.	Do Let's Check on LM.	

<i>J. Additional activities for application or remediation</i>	Create a four –line poem about your favorite pet or thing. Memorize it and apply the changes in dynamics.	Make a slogan for an environment friendly campaign.	Let the pupils read stories about indigenous games.	Make a dialogue of being a responsible consumer.	
V. REMARKS					
VI. REFLECTION					
<i>A. No. of learners who earned 80% on the formative assessment</i>					
<i>B. No. of Learners who require additional activities for remediation</i>					
<i>C. Did the remedial lessons work? No. of learners who have caught up with the lesson.</i>					
<i>D. No. of learners who continue to require remediation</i>					
<i>E. Which of my teaching strategies worked well? Why did these work?</i>					
<i>F. What difficulties did I encounter which my principal or supervisor can help me solve?</i>					
<i>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</i>					