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|  <b>GRADES 1 to 12</b><br><b>DAILY LESSON LOG</b> | School:                  |  | Grade Level:   | <b>VI</b>                     |
|   | Teacher:                 |  | Learning Area: | <b>MAPEH</b>                  |
|   | Teaching Dates and Time: | <b>NOVEMBER 21 - 25, 2022 (WEEK 3)</b> | Quarter:       | <b>2<sup>ND</sup> QUARTER</b> |

|   | MONDAY | TUESDAY   | WEDNESDAY  | THURSDAY   | FRIDAY |
|---|--------|---|--|--|--------|
| I. OBJECTIVE/S                                  | MUSIC  | ARTS  | HEALTH   | P.E.   |        |
| A. Content Standard                             |        | Demonstrates understanding of shapes, space, colors, and the principles of emphasis, harmony and contrast in digital painting and poster design using new technologies. | understands the importance of keeping the school and community environments healthy.                         | Demonstrates understanding of participation and assessment of physical activity and physical fitness   |        |
| B. Performance Standard                         |        | 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 assesses performance in physical activities. assesses physical fitness  |        |
| C. Learning Competencies<br>(write the LC Code) |        | Creates a digital painting similar with the Masters' (e.g., Van Gogh, Amorsolo, etc.) in terms of style, theme, etc.<br><b>A6PR-IIc</b>                                 | Demonstrates ways to build and keep school and community environments healthy<br><b>H6CMH-IIc-d-3</b>        | Assesses regularly participation in physical activities based on the Philippine physical activity pyramid <b>PE6PFII-b-h-18</b><br>Explains the nature/background of the games <b>PE6GS-IIb-1</b><br>Describes the skills involved in the game <b>PE6GS-IIb-2</b><br>Observes safety precautions<br>PE6GSII-b-h-3<br>Executed the different skills involved in the game <b>PE6GS-IIc-h-4</b><br>Recognizes the value of participation in physical activities <b>PE6IIb-h-19</b><br>Displays joy of effort, respect for others and fair play during participation in physical activities<br><b>PE6PF-Ib-h-20</b><br>Explains health and skill related fitness components <b>PE6PF-IIa-21</b><br>Identifies areas for improvement <b>PE6PF-II-b-h-22</b> |        |

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| II. CONTENT   |  | Digital Painting   | Community Health   | Invasion game:Agawan Base   |  |
| III. LEARNING RESOURCES                                 |  |  |  |   |  |
| A. References   |  |  |  |   |  |
| 1. TG/CG pages  |  | p.49   | p.53   | CG page 35  |  |
| 2. Learner's Materials pages                            |  |  |  |   |  |
| 3. Textbook pages                                       |  | MAPEH in Action pp.112-133   | MAPEH in Action pp.270-277   | MAPEH IN ACTION pp.202-216  |  |
| 4. Materials downloaded from LRMS                       |  |  |  |   |  |
| B. Other Learning Materials                             |  | Pictures,Laptop,any personal/school computers  |  | Internet-Ibat ibang Larong Lahi sa Pilipinas-google search:https://www.google.com.ph. 2 pcs. Of bamboo sticks about an inch in diameter: 1 long abt. a foot and ½ foot  |  |
| IV. PROCEDURES  |  |  |  |   |  |
| A. Reviewing previous lesson and presenting new lesson  |  | What is digital painting? (Painting with the power and creative ability of computers)  | What are the characteristics of a healthy school and community environments?   | What games have you played with your friends and classmates?  |  |
| B. Establishing a purpose for the lesson                |  | How do you prepare and go digital painting? (see pp.114-)  | How can school and community maintain a healthful physical environment?  | Have you tried the game shown in the picture?   |  |
| C. Presenting examples/instances of the lesson          |  | Preparing for digital painting<br>Of what use is a computer software in making paintings today? (see pp.115-126)<br>How do you assemble everything to create a finished digital painting?  | Present pictures of proper waste disposal  | Show video of the invasion game: Agawan base<br>Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more   |  |
| D. Discussing new concepts and practicing new skills #1 |  | <b>MAKE YOUR DIGITAL PAINTING</b><br>1Open Gimp(Open Source) for tablet PC.<br>2.Using your digital pen, draw out your outlines.<br>3.Then, use the paint bucket tool to dump color into large areas.<br>4.Create virtual brushstrokes.<br>5.Work in layers.<br>6.Use the Artists' Brushes.<br>7.Print the completed painting. | <b>1.Group them into 2.</b><br><b>2.Explain the topic in the Activity Sheet on Proper Waste disposal using graphic organizers</b><br><b>ACTIVITY SHEET 1 (GROUP 1)</b><br><b>1.Identify and separate wastes</b><br>Note:Explanation:(Wastes could be classified as biodegradable,non-biodegradable and hazardous wastes)<br><b>ACTIVITY SHEET 2 (GROUP 2)</b><br><b>2.Proper waste management</b><br>Note: Explanation:(Reduce waste by recycling or reusing them.When | Form two groups to report/demonstrate the background/correct play of AGAWAN BASE based on the given activity sheets.<br><br><b>Activity sheet 1(Group 1)</b><br>1.Read the background of the invasion game: agawan base<br>2.Explain the text.<br><b>Agawan base(Stealing Base)</b><br>Equipment: markers to be used as the base, 2 ocs.(you can use 2 slippers or 2 chairs as your bases |  |

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|   |  |            | you recycle,you break down waste products back to their basic material for reuse for the same purpose or for other purpose.) | <p>No.of players:minimum of 4, 2 in ech team(more players for more fun recommended)</p> <p><b>Mechanics 1:</b></p> <p>There are 2 bases ,each base has equal number of members.There will be 1 person assigned to guard the base.The other may leave the base to run and tryto catch another members of other team or to try to steal the opponent’s base.If you touch the base of your opponent first before members of that team tag you, you steal their base and your team wins.</p> <p><b>Activity sheet 2(Group 2)</b></p> <p>1.Read the instructions and explain the text for mechanics 2.</p> <p>Another main goal is to catch as many of the opponents as your team can. A captive opponent becomes a prisoner and stands on the captor’s base until a member of his own team saves him by touching/tagging him.Once he is tagged and saved the prisoner is freed and goes back to his base.If all opponents have been captured;all members at large; all members of the stronger team will have to try and act the base from the guard by tagging it. The one left Must not leave the base and not be overtaken by the opponents.In this case,the stronger team wins.</p> |  |
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| E. Discussing new concepts and practicing new skills #2 |  | (THEY DO ) |  | Apply game discussion   |  |
| F. Developing mastery (lead to formative assessment 3)  |  | ( WE DO )  | What is the proper disposal of different kinds of waste?(garbage,rubbish,ashes,street refuse,dead animals,abandoned          | Execution of the invasion game in outdoor.  |  |

|   |                             |   |  |   |                             |                |             |  |  |  |                 |  |  |  |                |  |  |  |        |  |  |  |  |   |          |           |       |      |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |
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|   |                             |   | vehicles, industrial wastes, demolition wastes, construction wastes, hazardous wastes like explosives, batteries, radioactive materials) | 1. Instruct the learners to perform warm-up exercises to prevent injury and muscle pain.<br>a. head bending    g. jumping jack<br>b. neck twisting    h. march in place<br>c. arms stretch    i. jog in place<br>d. hands shake    j. inhale, exhale<br>e. knee rotation<br>f. feet shake |                             |                |             |  |  |  |                 |  |  |  |                |  |  |  |        |  |  |  |  |   |          |           |       |      |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |
| G. Finding practical application of concepts and skills in daily living |                             | <div>Put a check (/) for your understanding in Digital Painting.</div> <table><tr><td>Topics</td><td>I have a good understanding</td><td>I still have some questions</td><td>I don't get it</td></tr><tr><td>Brush tools</td><td></td><td></td><td></td></tr><tr><td>Digital Brushes</td><td></td><td></td><td></td></tr><tr><td>Software Tools</td><td></td><td></td><td></td></tr><tr><td>Layers</td><td></td><td></td><td></td></tr></table> | Topics   | I have a good understanding   | I still have some questions | I don't get it | Brush tools |  |  |  | Digital Brushes |  |  |  | Software Tools |  |  |  | Layers |  |  |  | <div>Completing the Graphic Organizers</div> <div>Fill in the diagrams to show how you dispose biodegradable and non-biodegradable Wastes at home and school</div> <div>GROUP 1</div> <div>Biodegradable Wastes</div> <div>home</div> <div>1. _____</div> <div>school</div> <div>2. _____</div> <div>GROUP 2</div> <div>Non-Biodegradable Wastes</div> <div>home</div> <div>1. _____</div> <div>school</div> <div>2. _____</div> | <div>Fill in the template "Game Participation Survey" or "My Physical Activity and Fitness Contract"</div> <div>Check the space provided that best describes your answer.</div> <table><tr><td>Learning</td><td>Excellent</td><td>Good.</td><td>Poor</td></tr><tr><td>1. I participated in the game actively</td><td></td><td></td><td></td></tr><tr><td>2. I understood the background of the game</td><td></td><td></td><td></td></tr><tr><td>3. I observed safety precautions in playing the game</td><td></td><td></td><td></td></tr><tr><td>4. I executed the different skills involved in the game</td><td></td><td></td><td></td></tr></table> | Learning | Excellent | Good. | Poor | 1. I participated in the game actively |  |  |  | 2. I understood the background of the game |  |  |  | 3. I observed safety precautions in playing the game |  |  |  | 4. I executed the different skills involved in the game |  |  |  |  |
| Topics  | I have a good understanding | I still have some questions   | I don't get it   |   |                             |                |             |  |  |  |                 |  |  |  |                |  |  |  |        |  |  |  |  |   |          |           |       |      |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |
| Brush tools   |                             |   |  |   |                             |                |             |  |  |  |                 |  |  |  |                |  |  |  |        |  |  |  |  |   |          |           |       |      |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |
| Digital Brushes   |                             |   |  |   |                             |                |             |  |  |  |                 |  |  |  |                |  |  |  |        |  |  |  |  |   |          |           |       |      |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |
| Software Tools  |                             |   |  |   |                             |                |             |  |  |  |                 |  |  |  |                |  |  |  |        |  |  |  |  |   |          |           |       |      |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |
| Layers  |                             |   |  |   |                             |                |             |  |  |  |                 |  |  |  |                |  |  |  |        |  |  |  |  |   |          |           |       |      |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |
| Learning  | Excellent                   | Good.   | Poor   |   |                             |                |             |  |  |  |                 |  |  |  |                |  |  |  |        |  |  |  |  |   |          |           |       |      |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |
| 1. I participated in the game actively                                  |                             |   |  |   |                             |                |             |  |  |  |                 |  |  |  |                |  |  |  |        |  |  |  |  |   |          |           |       |      |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |
| 2. I understood the background of the game                              |                             |   |  |   |                             |                |             |  |  |  |                 |  |  |  |                |  |  |  |        |  |  |  |  |   |          |           |       |      |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |
| 3. I observed safety precautions in playing the game                    |                             |   |  |   |                             |                |             |  |  |  |                 |  |  |  |                |  |  |  |        |  |  |  |  |   |          |           |       |      |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |
| 4. I executed the different skills involved in the game                 |                             |   |  |   |                             |                |             |  |  |  |                 |  |  |  |                |  |  |  |        |  |  |  |  |   |          |           |       |      |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |

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|   |  |  |  | <div>5.I display joy of effort, respect for others and fair play during participation in physical activities</div> <div>6.I identified the areas of my improvement</div>   |  |  |  |  |  |  |
| <b>H. Making generalization and abstractions about the lesson</b> |  | How do you create digital painting?  | How do you dispose garbages at home, school and community?<br>Things I learned today about <b>community health on proper waste disposal...</b><br>1. _____   | Ask the learners to either fill in the Physical Activity Log or ask them to write a Journal entry in their journal notebook/P.E. notebook of what they have learned.   |  |  |  |  |  |  |
| <b>I. Evaluating learning</b>                                     |  | <b>Put a check (/) before each statement that describes your attitudes and feelings during and after doing the artwork.</b><br>____ I can apply concepts on the use of the software.(commands,menu,etc.)<br>____ 2. I can utilize art skills using new technologies(hardware and software)<br>____ 3.I can create a digital painting similar WITH THE Masters' (e.g., Van Gogh,Amorsolo, etc.) | Put a check ( / ) before each statement that describes your attitudes and feelings during and after doing the activities.<br>____ 1.I can describe proper waste ways disposal<br>____ 2.I can classify different types of wastes<br>____ 3.I can identify things that can be recycled in school and in the community.<br>____ 4.I can practice proper waste management at home, in school, and in the community. | <b>Self-assessment . Use rubrics</b><br><b>1.Did you enjoy the game ?</b><br><b>2.Did you participate actively?</b><br><b>3,Did you understand the mechanics of the game?</b><br><b>4. Describe the skills involved in the game ?</b><br><b>5.Did you observe safety precautions ?</b><br><b>4. Did you display joy of effort, respect for others and fair play during your participation to the game ?</b><br><b>5.What areas do you must improve</b> |  |  |  |  |  |  |

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|  |   | ___4.I can accept the remarks and suggestions of others<br>___5.I can see myself improving in how I think and work in this activity. | ___5.I can demonstrate ways to build and keep school and community environments healthful. |                           |  |
| J. Additional activities for application or remediation  |   | Master at home/school on vacant time.  | Make a slogan on proper waste disposal   | Play other related games. |  |
| V. REMARKS   |   |  |  |                           |  |
| VI. REFLECTION   | Assessing yourself as a teacher and analyzing the students' progress this week. |  |  |                           |  |
| A. No. of learners who earned 80% in the evaluation  |   |  |  |                           |  |
| B. No. of learners who acquired additional activities for remediation who scored below 80%               |   |  |  |                           |  |
| C. Did the remedial lessons work? No. of learners who have caught up with the lesson.                    |   |  |  |                           |  |
| D. No. of learners who continue to require remediation.  |   |  |  |                           |  |
| E. Which of my teaching strategies worked well? Why did these work?                                      |   |  |  |                           |  |
| F. What difficulties did I encountered which my principal can help me solve?                             |   |  |  |                           |  |
| G. What innovation or localized materials did I used/discover which I wish to share with other teachers? |   |  |  |                           |  |