



**GRADES 1 to 12  
DAILY LESSON LOG**

School:	Visit <a href="http://DepEdResources.com">DepEdResources.com</a> for More	Grade Level:	III
Teacher:	File created by Sir LIONELL G. DE SAGUN	Learning Area:	MAPEH
Teaching Dates and Time:	MARCH 11 – 15, 2024 (WEEK 7)	Quarter:	3 <sup>RD</sup> QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I OBJECTIVES</b>					
<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>	Responds to conducting gestures of the teacher for “loud” and “soft”. MU3DY – IIIe – h -5	Creates and cuts a stencil from paper or plastic sheets to be used for multiple prints on cloth or hand paper. A3PR - IIIg	Identify and perform basic movement skills using rings	Describe consumer responsibilities H3CH – IIIh –9	
<b>II CONTENT</b>	Expressions of Music	Stenciling a Name	<b>LESSON 5: RING RHYTHMICS</b>	Consumer Responsibilities	
<b>III. LEARNING RESOURCES</b>					
<b>A. References</b>					
<i>1. Teacher’s Guide Pages</i>	84 -85	182 -183	305-308	436 -4437	
<i>2. Learner’s Materials pages</i>					
<i>3. Text book pages</i>					
<i>4. Additional Materials from Learning Resources</i>					
<b>B. Other Learning Resources</b>			Rings suggested: ribbons, hoop, balls and any indigenous materials		
<b>IV. PROCEDURES</b>					
<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>	Present a picture of the Philippine flag. What can you say about our flag?	Conduct a photo quiz.	Warm up activities Refer to Warm Up activity of Lesson 1 of Quarter 3.	What should you do as a consumer before you use a product or service?	

	What do you we sing when we raise the Philippine flag?				
<i>C. Presenting Examples/instances of new lesson</i>	Recite the lyrics of “ Lupang Hinirang”.	Tell pupils that they will print names of famous places , products ,icons ,animals , or others which are common in their places / province /region through stencil art.	Group activity Present the ringsto be used in the activity.	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>	Which part of the song has soft and loud dynamics? How do you respond to the soft and loud dynamics in the song?	What materials is used in making stencil art? - How is stencil make?	Demonstrate to the pupils the movements using ring properly.	What are common responsibilities of a consumer?	
<i>E. Discussing new concepts and practicing new skills #2</i>		Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Group Activity Group i-perform Column A Group II- perform Column B Group III- perform Column C		
<i>F. Developing mastery (Leads to Formative Assessment)</i>			Perform all the activities		
<i>G. Finding Practical applications of concepts and skills</i>	Sing the song “ Pilipinas Kong Mahal” following the hand gestures of the teachers.	Art Activity	Repeat the movements with ring and execute the figures well.		
<i>H. Making generalizations and abstractions about the lesson</i>	How do we show softness and loudness in singing?	Be FRAME YOUR THOUGHTS in generalizing the lesson.	What is ring rhythmincs?	What are the consumer responsibilities that you must do before you use a product or a service?	
<i>I. Evaluating Learning</i>	Conduct the song “Lupang Hinirang”.Using rubrics in the TG.	Use rubrics in assessing the pupils’artwork.	Refer to TG p. 29the Rubrics on page 308.	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.	Cut pictures of ethnic designs and paste them in your notebook.	Memorize the figures at home.	Make a dialogue of being a responsible consumer.	
<b>V. REMARKS</b>					
<b>VI. REFLECTION</b>					
<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>					