



**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:	APRIL 15 - 19, 2024 (WEEK 3)	Quarter:	4 <sup>TH</sup> QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I OBJECTIVES</b>					
<i>Content Standard</i>	Demonstrates understanding of the concepts of tempo in order to respond to conducting symbols indicating in tempo.	Demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts.	Demonstrates understanding of movements activities relating to person, objects, music, and environment.	Demonstrates understanding of risks to ensure road safety and in the community.	
<i>Performance Standard</i>	Enhances performances of poetry, chants, drama, musical stories, and songs by using a variety of tempo.	Create a single puppet	Perform movement activities involving person, objects, music and environment correctly.	Demonstrates consistency in following safety rules to road safety and in the community.	
<i>Learning Competency</i>	Sing songs with proper tempo following basic conducting gestures. <b>MU3TP – Iva - 2</b>	Creates a puppet designs that would give a specific and unique character. <b>A3PR – Ivc</b>	Moves individually , with partner, and with group. <b>PE3BM – IV –c –h-21</b>	Describe dangerous ,destructive and disturbing road situations that need to be reported to authorities <b>H3IS – Ivf -24</b>	Weekly Test
<b>II CONTENT</b>	Variations in Tempo	Sock Puppet	Dance Mixers	Unsafe Roads	
<b>III. LEARNING RESOURCES</b>					
<b>A. References</b>					
1. <i>Teacher’s Guide Pages</i>	CG p.21 of 63, 102 -103	CG p.27 of 93	CG p. 23 of 69	CG p.23 of 66	
2. <i>Learner’s Materials pages</i>					
3. <i>Text book pages</i>					
4. <i>Additional Materials from Learning Resources</i>					
<b>B. Other Learning Resources</b>					
<b>IV. PROCEDURES</b>					
<i>A. Reviewing previous lesson or presenting the new lesson</i>	Give examples of animals that move fast , slow and moderate.	Share your experiences in puppet making from lesson 1-2.What were the materials used in making those puppets?	Checking of Assignment Warm –up Activity	Road Safety for passengers.	
<i>B. Establishing a purpose for the lesson</i>	Use songs with variations of tempo.	Would you like to try another type of puppet?	Let the pupils form two big circles with boys in the inside circle and facing counterclockwise , while girls are in the outside circle and facing clockwise.	Complete the semantic web on Let’s Try.	
<i>C. Presenting Examples/instances of new lesson</i>	Present pictures of a bees, kangaroo , turtle and monkey.	Show a picture of a hand puppet made of socks.	Sing “ Leron –Leron Sinta”.	Do Activity 1 on LM.	

<i>D. Discussing new concepts and practicing new skills #1</i>	What can you see about the pictures? How do they move?	What do you feel in making this type of puppet?	Did you enjoy the activity?	What happened in the news? Why this kind of accident happen?	
<i>E. Discussing new concepts and practicing new skills #2</i>	Sing a song " Look at Me". Do they have same speed on moving?				
<i>F. Developing mastery (Leads to Formative Assessment)</i>		Were you able to show your creativity in making your puppet?	Participate and cooperate in the Dance Mixers to meet new partners and make new friends.		
<i>G. Finding Practical applications of concepts and skills</i>	Listen to the music " Alaga Kong Hayop". 'Ili –Ili Tulog Anay" and let the children create movements following the speed of the songs.	Art activitiy	Ask the pupils to perform Dance Mixers using another music.	Do LM Activity 2.	
<i>H. Making generalizations and abstractions about the lesson</i>	What are the tempo used in the songs?	What is hand puppet?	What is Dance Mixers?	How do we know that roads are unsafe?	
<i>I. Evaluating Learning</i>	Group the children into three.Each group will create their own dance steps on the following songs. Group A – Slow – Ili –Ili Tulog Anay " Group B – Fast – " Leron –Leron Sinta". Group C – Moderate -	Do BE PROUD in LM. Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more	Rubrics.	Let' them answer Let's Check.	
<i>J. Additional activities for application or remediation</i>	Create actions/ movements for the songs you hear on the radio with slow, fast, and moderate tempo.	Make your own creations of a puppet.	Tell to the pupils to introduce Dance Mixers to their friends and playmates.	Draw an example of unsafety roads.	
<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>					