

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:		Learning Area:	MAPEH
	Teaching Dates and Time:	OCTOBER 3 – 7, 2022 (WEEK 7)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard	1. performs simple ostinato patterns/ simple rhythmic accompaniments on classroom instruments and other sound sources to a given song 2. sings songs with correct rhythm	Creates an artwork of people in the province/region. On –the-spot sketching of plants trees, or buildings and geometric line designs shows a work of art based on close observation of natural objects in his/her surrounding noting its size, shape and texture.	The learner..... Performs body shapes and actions properly	The learner..... Consistently demonstrates good decision-making skills in making food choices	
B. Performance Standard	Clap, tap, chant, walk, and play musical instruments in response to sound with the correct rhythm . in measures of 2s (marching) . in measures of 3s (dancing the waltz) . in measures of 4s (echo clapping)	1. Identify the textures and shapes of in natural and man-made objects. 2. Draw on-the-spot sketches of objects seen outside the school like plants, flowers, or trees and objects found inside the room. 3. Develop awareness on texture of objects found in the natural environment through drawing.	1. Describe correct body mechanics in doing simple static and dynamic flexibility exercises. 2. Perform simple static and dynamic flexibility exercises while seated 3. Enjoy fun games that develop flexibility	Identify the nutritional guidelines 1 and 4 for Filipinos - Explain the importance of following the nutritional guidelines (to avoid PEM) - Plan balanced meals for a day	
C. Learning Competency/Objectives Write the LC code for each.	Creates simple ostinato patterns with classroom instruments and other sound sources. MU3RH –Id –h- 5	Creates a pencil or pen drawing of scene in daily life, where people in the province show their occupation by the action they are doing. A3PR -lh	Demonstrates momentarily stillness in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support. PE3BM –lg –h-16	Identify the nutritional guidelines 1 and 4 for Filipinos - Explain the importance of following the nutritional guidelines (to avoid PEM) - Plan balanced meals for a day	Weekly Test
II. CONTENT	.			H3N-Igh-16	
	Creating Ostinato	Pencil / Pen Drawing	Shapes on Hold	Nutritional Guideline 1 and 4 1: Eat variety of food every day to get the nutrients needed by the body.	

				4: Consume fish, lean meat, poultry, egg, dried beans or nuts daily for growth and the repair of body tissues	
III. LEARNING RESOURCES					
D. References					
1. Teacher's Guide pages	CG p. 18 of 63, p.23	Cg p.	Cg p.20 of 69	369-371	
2. Learner's Materials pages				425-426	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR)portal	Pictures,chart			Materials: Real picture of foods Organizers and charts Picture of FNRI Food Pyramid	
E. Other Learning Resource	Chart of rhythmic patterns in 2s,3s,and 4s.	Powerpoint,pictures	Mat,CD/speaker		
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Clap the ff. rhythmic patterns using the foloowing rhythmic syllables. Ta Ti No sound	Why is sketching important before you do final drawing?	Checking of Attendance Warm –Up Exxercises	1. Instruct the pupils to turn to p. ____. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
B. Establishing a purpose for the lesson	Do you love your country?Why?	What do you mean by the word occupation?	Brainstorm about movement. Symmetrical / Asymmetrical Shapes	2. Ask about their favorite breakfast, lunch, and dinner. 3. Tell them to draw their favorite dishes/meals on each plate. .	
C. Presenting examples/Instances of the new lesson	. Bayang Sinta	Show powerpoint about occupation in the provinces.	Show the ff. pictures to pupils. Refer to TG	4. After finishing, ask the pupils: a. Are your favorite meals healthy Why do you say so?? b. How much food can you eat? c. Is it okay to eat too much or too less? Why?.	
D. Discussing new concepts and practicing new skills # 1	What is the song all about?	What kind of work or occupation is shown in the picture? Are there also farmers in your place?	What can you say about the picture? Can you describe the movements shown in the pictures?	Activity 1 Ask the pupils to recall about forms of malnutrition:	

				Too much ☹ obesity , too less ☹ PEM 1. Tell pupils that it is important to eat just right to avoid malnutrition. 2. Ask the pupils, “How do you know how much food should be eaten everyday?” 3. Draw a big pyramid on the board and ask if the pupils are familiar with it. Activity 1 1. Build the levels of the food pyramid with the pupils. Identify foods to be eaten in right amounts.	
E. Discussing new concepts and practicing new skills # 2			What body positions did you perform in station 1 -5?	Activity 2- Create your own menu! 1. Ask the pupils to turn to p.__. 2. Using the Food Pyramid Guide in their LM on page __, ask each pupil to work with a classmate. They must plan their food for breakfast, lunch and dinner. Activity 2 2. Tell the students that they will pretend to be chefs that will make a menu for the day. 3. Instruct them to list the foods on each menu.	
F. Developing mastery (leads to Formative Assessment 3)					
G. Finding practical application of concepts and skills in daily living	Group the class into 4. Each group will create an ostinato pattern.Do	Art Activity: Pencil Drawing	Travelogue (10 minutes for the activity)	Group Activity.	

	the ostinato patterns through body movements while singing the song.(Give materials /songs that are in 2s,3s,and 4s)		Refer to TG.		
H. Making generalizations and abstractions about the lesson	What is ostinato?	What are the works or occupations of the people in your place ?	What is symmetrical and asymmetrical shape?	Ask the pupils: a. What do you mean by a balanced diet? guide b. What is the importance of maintaining a balanced diet?	
I. Evaluating learning	Rubrics	Use rubrics in assessing the pupils'output. Refer to BE PROUD on LM.	.Demonstates the body shapes or actionand check yes if you performed well and check No if not. 1. Stride kneeling 2. side sitting position 3. frog sitting 4. dog stand 5. prone -lying	See page LM-page 426	
J. Additional activities for application or remediation	Choose a song from the list. Create an ostinato pattern to accompany the chosen song. 1. Tiririt ng Maya 2. Colors 3. Ang Alaga Kong Pusa 4. Mga Alaga Kong Hayop 55. Bahay- Kubo	Ask help of your family memebbers to list down words or occupations of people in your region or province.	Collect pictureso of symmetrical and asymmetrical shapes.Passte iton bond paper..	Make a 3-day breakfast, lunch, and dinner menu for your family. Write it on your notebook.	
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require 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 encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	