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|  <b>GRADES 1 to 12</b><br><b>DAILY LESSON LOG</b> | <b>School:</b>                  |               | <b>Grade Level:</b>   | <b>II</b>                     |
|                                                                                                                                   | <b>Teacher:</b>                 |               | <b>Learning Area:</b> | <b>MAPEH</b>                  |
|                                                                                                                                   | <b>Teaching Dates and Time:</b> | <b>Week 8</b> | <b>Quarter:</b>       | <b>4<sup>th</sup> Quarter</b> |

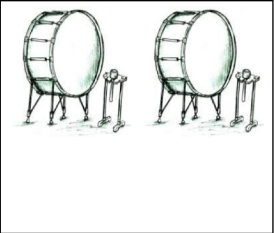
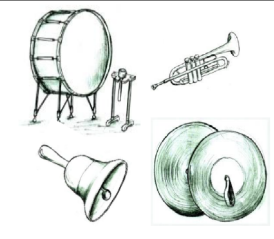
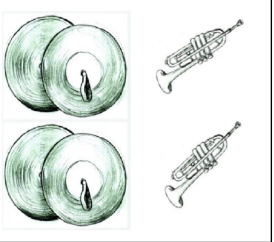
|                          | LUNES                                                                                                                                            | MARTES                                                                                                                                                                                                                                                                                                                                                                                                 | MIYERKULES                                                                                                                                                                                   | HUWEBES                                                                                            | BIYERNES           |
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| I. OBJECTIVES            | <b>MUSIC</b><br>Identify single and multiple musical lines simultaneously.                                                                       | <b>ARTS</b><br>Skill: Shows the beginning skill in the method of creating 3 – dimensional free standing figures out of different materials.<br>Knowledge: Demonstrates beginning skill in the method of creating 3 dimensional free standing figures using different materials.<br>Attitude/ Appreciation: Appreciates the 3 dimensional free standing figures created from using different materials. | <b>PE</b><br>Describe correct body posture<br>Perform activities that improve posture such as book relay and line walk<br>Assess himself/herself for correct posture in different activities | <b>HEALTH</b><br>Practices safety rules in school to avoid injuries                                | <b>Weekly Test</b> |
| A. Content Standards     | A.Content Standards demonstrates understanding of the basic concepts of texture                                                                  | A.Content Standards demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts                                                                                                                                                                                                                                                                   | A.Content Standards demonstrates understanding of movement activities relating to person, objects, music and environment                                                                     | A.Content Standards demonstrates an understanding of rules to ensure safety at home and in school. |                    |
| B. Performance Standards | Performance Standards distinguishes accurately between single musical line and multiple musical lines which occur simultaneously in a given song | Performance Standards creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured)                                                                                                                                                                                                                                              | Performance Standards performs movement activities involving person, objects, music and environment correctly                                                                                | Performance Standards demonstrates consistency in following safety rules at home and in school     |                    |

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| C. Learning Competencies/<br>Objectives         | C. Learning Competencies/<br>Objectives<br><b>distinguishes between thinness and thickness of musical sound in recorded or performed music</b><br>MU2TX-IVg-h-4 | C. Learning Competencies/<br>Objectives<br><b>shows the beginning skill in the method of creating 3-dimensional free standing figures out of different materials clay, wood, found materials, recycled objects, wire, metal, bamboo</b><br>A2PR-IVe | C. Learning Competencies/<br>Objectives<br><b>engages in fun and enjoyable physical activities</b><br>PE2PF-IV-ah-2<br><b>observes correct body posture and body mechanics while performing movement activities</b><br><b>rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials)</b><br><b>relays and races</b><br>PE2PF-IV-ah-14 | C. Learning Competencies/<br>Objectives<br><b>practices safety rules during school activities</b><br>H2IS-IVj-19 | Measure one's ability to retain and apply knowledge and concepts .Learn to answer a weekly test. |
| <b>II. CONTENT</b>                              | <b>Content:MODULE 32</b><br><b>TEXTURE-Thinness and Thickness of musical</b>                                                                                    | <b>Content:ARALIN 8</b><br><b>THREE-DIMENSIONAL FREE STANDING FIGURE</b>                                                                                                                                                                            | <b>Content:Lesson 4.5.1</b><br><b>ASSESSING CORRECT POSTURE</b><br><b>Activities that improve posture / Assessing correct posture in different activities</b>                                                                                                                                                                                                         | <b>Content:Lesson 4.6 School Safety</b>                                                                          |                                                                                                  |
| <b>III. LEARNING RESOURCES</b><br>A. References | K to12 Curriculum Guide<br>Grade 2 – Music pages 17                                                                                                             | K to12 Curriculum Guide<br>Grade 2 –Arts pages 20                                                                                                                                                                                                   | K to12 Curriculum Guide<br>Grade 2 – Physical Education page 18                                                                                                                                                                                                                                                                                                       | K to12 Curriculum Guide<br>Grade 2 – MAPEH pages 16                                                              |                                                                                                  |
| 1. Teacher's Guide Pages                        | 114-117(softcopy)                                                                                                                                               | 155-156(softcopy)                                                                                                                                                                                                                                   | 300-303(softcopy)                                                                                                                                                                                                                                                                                                                                                     | 403-406(soft-copy)                                                                                               | TG in MAPEH pages 114-117,155-156, 300-303, 403-406                                              |
| 2. Learner's Materials pages                    | LM in MAPEH pages 164-167                                                                                                                                       | LM in MAPEH pages 280-282                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                       | LM in MAPEH pages 481-484                                                                                        | LM in MAPEH pages164-167, 280-282, 481-484                                                       |
| 3. Text book pages                              |                                                                                                                                                                 |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                  |                                                                                                  |
| 4. Additional Materials from Learning Resources | a. Songs: "Row Your Boat", $\frac{3}{4}$ Eb, Do<br>Tiririt ng Maya. $\frac{4}{4}$ , C, mi<br>b. Pictures<br>c. DVD/CD Player                                    | any materials that can be found in the surroundings                                                                                                                                                                                                 | Book, Cone                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | Test Notebook, pencil                                                                            |
| B. Other Learning Resources                     | laptop                                                                                                                                                          | laptop                                                                                                                                                                                                                                              | laptop                                                                                                                                                                                                                                                                                                                                                                | laptop                                                                                                           | laptop                                                                                           |
| <b>IV. PROCEDURES</b>                           |                                                                                                                                                                 |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                  |                                                                                                  |

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| <p>A. Reviewing previous lesson or presenting the new lesson</p> | <p>INSTRUCTIONAL PROCEDURE</p> <p>Preparatory Activities</p> <p>Greet with the usual greeting</p> <p>Good Morning</p> <p>Amelia M. Ilagan</p>  | <p>INSTRUCTIONAL PROCEDURE</p> <p>Preparatory Activities</p> <p>Angmgabagaynaiginuhitnatinngpal apad ay tinatawagna two dimensional o 2D.</p>                                | <p>INSTRUCTIONAL PROCEDURE</p> <p>Preparatory Activities</p> <p>1. Warm Up Exercise</p> <p>A. Bending body forward and backward alternately -16 counts.</p> <p>B. Kicking legs to the left and to the right alternately -16 counts.</p> <p>C. Moving arms upward to the left and to the right alternately -16 counts</p> <p>D. Head bend forward and backward -16 counts</p> <p>E. Jog in place -16counts.</p> <p>F Breathing exercise -16 counts</p> | <p>INSTRUCTIONAL PROCEDURE</p> <p>Preliminary Activity</p> <p>Let the class sing the song “Kaibigan” to the tune of “The More We Get Together:”</p> <p>Instruct them to find a partner</p> <p>Kaibigan</p> <p>Siyaangakingkaibigan, kaibigan,kaibigan</p> <p>Siyaangakingkaibigannanagma mahal.</p> <p>Hetosiya, hetosiya</p> <p>Narito at kasama.</p> <p>Siyaangakingkaibigannanagma mahal</p> <p>2.Review</p> <p>Panuto:SagutinngDapat o Hindi</p> <p>dapatangmgasumusunod.</p> <p>1. Nagtutulakansapila</p> <p>2. Nag-aagawanngupuan</p> <p>3.</p> <p>Nagpapaalamsagurotuwinglal abas</p> <p>4. Taimtimnanakikinigsaguro</p> <p>5.</p> <p>Kinakalabitangkatabihabangin aawitangpambansang awit</p> <p>Ans:1. Hindi Dapat 2. Hindi dapat 3. Dapat 4.Dapat 5. Hindi dapat</p> |                                         |
| <p>B. Establishing a purpose for the lesson ( Motivation)</p>    | <p>B. Establishing a purpose for the lesson</p> <p>Natatandaanniyo pa baangawiting “Tiriritng Maya” at “Row Row Your Boat”?</p>                                                                                                 | <p>B. Establishing a purpose for the lesson</p> <p>Angmgabagaynaiginuhitnatinngang may kapal at angmgabagaynaatingnahahawakan ay tinatawagnating three dimensional o 3D.</p> | <p>B. Establishing a purpose for the lesson</p> <p>1.Motivation</p> <p>Have you seen models walking on the stage? What can you say about their body posture? How did they walk? Compare you posture with the models, how are you going to improve your posture? Do you want to be a model too?</p>                                                                                                                                                    | <p>B. Establishing a purpose for the lesson</p> <p>1.Motivation</p> <p>May matalikka bang kaibigan? Naniniwalakabasapayongkaibigan? Bakit?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Orient pupils on the directions.</p> |
|                                                                  |                                                                                                                                                                                                                                 |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                         |

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| <div><p>C. Presenting Examples / instances of new lesson<br/>( Presentation)</p></div> | <div><p>C. Presenting Examples / instances of new lesson<br/>( Presentation)</p><p>Gawain 1<br/>UmawitTayo<br/>Awitinangsumusunodnaawit.</p><div><div><p>Tiririt ng Maya</p><p>Tiririt ng Maya, Tiririt ng ibon,<br/>Ang huni ng tiyan ko'y tinumis na baboy<br/>Tiririt ng ibon, Tiririt ng maya,<br/>Ang huni ng tiyan ko'y tinumis na baka</p></div><div></div></div></div> | <div><p>C. Presenting Examples / instances of new lesson( Presentation)</p><div><p>GAWAIN 1</p></div><p>ALAMIN NATIN<br/>Alaminnatin kung kailanmatatawagnaangisangbagay ay two dimensional at kung kailanitotinatawagna three dimensional.<br/>Isulatsaiyongkuwaderno kung ito ay 2D o 3D.</p><div><div></div><div><p>1. 2. 3. 4. 5.</p></div></div></div> | <div><p>C. Presenting Examples / instances of new lesson( Presentation)</p><p>Show pictures of some models showing their good posture. Let the pupils describe correct posture.</p></div> | <div><p>C. Presenting Examples / instances of new lesson( Presentation)</p><p>Basahin:<br/><b>AngMagkaibigan</b><br/>Nila: Halika, bumilitayonglugawsakantina. Takbotayo!<br/>Flor: Ayawkongtumakbo, bakamadapatayo.<br/>Nila: Sigenanga.<br/>( Walangano-ano'ynadapaangis angbatangnaunasakanila.)<br/>Flor: Tingnanmo, nadapasiya.<br/>Nila: Naku! Anghabangpila. Makipagsiksikan kaya tayo?<br/>Flor: Hindi tama iyon.Dapattayongpumilanang maayos.<br/>(Hindi nakaimiksiNila.<br/>Samantala, isangbataangnatapunanngluga wdahilsapakikipagsiksikan.<br/>NakitaiyonniNila)<br/>Nila: Tama ka, masmainamnasundinangtuntu ningpampaaralan.<br/>Pumilasilanangmaayos at matiyagangnaghintay.</p></div> | <div><p>Preparation of test</p></div> |
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| <p>D. Discussing new concepts and practicing new skills #1<br/>( Modeling)</p>       | <p>D. Discussing new concepts and practicing new skills #1<br/>( Modeling)<br/>Ngayon naman, magdalawang pangkat kayo saklase.<br/>Awitinang "Row Your Boat" saanyong round nangdalawang beses.</p> <div><p>Row Your Boat<br/>(Round Song)</p><p>1 Row, row, row your boat, gently down the stream</p><p>2 Merrily, merrily, merrily, merrily, Life is but a dream.</p></div>                                                              | <p>D. Discussing new concepts and practicing new skills #1<br/>( Modeling)<br/>Ilabas na ang mga ipinadalang gurona : clay, wood, recycled objects, metal, kawad, patpat at anumang bagay na makikita sa kapaligiran.</p> | <p>D. Discussing new concepts and practicing new skills #1<br/>( Modeling)<br/>Tell the pupils that they will do some activities that will improve their posture in order to have a good posture like models.<br/>Tell them that they are going to assess themselves if they have correct posture in doing different activities.</p> | <p>D. Discussing new concepts and practicing new skills #1<br/>( Modeling)<br/>Sagutin ang mga tanong .</p> <ol style="list-style-type: none"><li>1. Ano-anong tuntuning pangkaligtasanang sinunod ni na Flor at Nila?</li><li>2. Ano ang maaaring mangyari kung hindi sinunod ng magkaibigang pangkatuntunin sa paaralan?</li><li>3. Sino sadalawa ang naismong tularan ? Bakit?</li><li>4. Ano ang kahalagahan ng pagsunod sa tuntuning pangkaligtasan sa paaralan?</li></ol> |  |
| <p>E. Discussing new concepts and practicing new skills #2<br/>(Guided Practice)</p> | <p>E. Discussing new concepts and practicing new skills #2 (Guided Practice)<br/>Paanonatin ang awitang —Tiriritng Mayall?<br/>Paanonatin ang awitang —Row Your Boat II?<br/>Paghambing ang tunog na nalikha sa pagkaka-awit sa una at ikalawang awitin.<br/>Ano ang narinig mong pagkakaiba sa pag-awit nang sabayan (unison) at pag-awit ng round?<br/>Sa paggamit ng instrumento, maipapakita rin ba ang kapal at nipsisng texture?</p> | <p>E. Discussing new concepts and practicing new skills #2 (Guided Practice)<br/>Mulas ang bagay na ito ay gagawak ang isang 3 dimensional free standing figure.</p>                                                      | <p>E. Discussing new concepts and practicing new skills #2 (Guided Practice)<br/>Call five pupils to stand in front. Tell them to walk in correct body posture. Call other pupils to do the same.</p>                                                                                                                                | <p>E. Discussing new concepts and practicing new skills #2 (Guided Practice)<br/>Bataysa pagkakapangkat ng klase, ipakita ang wastong tuntuning pangkaligtasan na dapat sundin sa sumusunod:<br/>Pangkat 1- Pag-akyat at pagbabasahag danan</p>                                                                                                                                                                                                                                 |  |

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| F. Developing mastery<br>( Leads to Formative Assessment 3) | F. Developing mastery<br>( Leads to Formative Assessment 3)<br>Tukuyinangtunognalikhangmgas<br>umusunodnainstrumento/<br>bagaysaloobngbawatkahon.<br>Tukuyin kung makapal at<br>manipisang texture<br>ngmgainstrumentohabangtinutu<br>gtognangsabay-sabay.<br>Isulatsapuwangangkasagutan.<br>   | F. Developing mastery<br>( Independent Practice)<br><br>Anggagawinmonglikhangsining ay<br>dapatnanakakatayo.<br>Pagmasdanangmodelongguro.<br> | F. Developing mastery<br>( Independent Practice)<br>Reinforcement Activity<br>Book Relay<br>Group the class into four groups.<br>Make four lines. The first player<br>with the book on the head will walk<br>going to the post with two meters<br>away from the beginning line in<br>correct posture. He/she will go back<br>to the beginning line and will give<br>the book to the next player. The<br>second player will do the same,<br>until all the players get back to their<br>original position. The group to finish<br>first will be the winner.<br>Did you like the activity? How does<br>this kind of activity help us<br>especially on our posture? Did you<br>cooperate with your group while<br>doing the relay?<br>Assess yourself, did you have<br>correct posture in doing the<br>activity? Raise your hand if yes. | F. Developing mastery<br>( Independent Practice)<br><br>Pangkat 2 -<br>Pagsalisapilasapagtataasngban<br>dila<br><br>Pangkat 3 - Taposnaangklase<br>at uwianna. | Testing |

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| G. Finding Practical applications of<br>Concepts and skills in daily living   | G. Finding Practical applications of<br>Concepts and skills in daily living<br>Paanomaipapakita/matutukoyan gmakapal at manipisna texture samgainstrumento, at saparaanngpag-awit? | G. Finding Practical applications of<br>Concepts and skills in daily living (optional)<br>Anoangmgabagaynaiginuhitnatinn gpalapad?<br>Ito ay tinatawagna two dimensional o 2D.<br>Anoangmgabagaynaiginuhitnatinn ang may kapal at angmgabagaynaatingnahahawakan? Ito ay tinatawagnating three dimensional o 3D | G. Finding Practical applications of concepts and skills in daily living ( Application )<br>A. Group pupils into two. Give each group an activity card. The teacher will guide each group on what they are going to do.<br>Group I- Imagine yourself that you are a model of clothing apparel you are going to walk showing your different kind of apparel.<br>Group II- Imagine yourself that you are walking only in a single line. Walk with this single line.<br>B. Assess yourself if you always have the correct posture in all the activities done by answering the following questions<br>1. Is your back straight while walking?<br>2. Is your head aligned to your body while walking?<br>3. Do you always sway your hands while walking?<br>C. Describe correct body posture in two three sentences | G. Finding Practical applications of concepts and skills in daily living ( Application)<br>Basahin:<br>Safety in School :<br>Observe safety signs<br>Hold onto the railings when going up and down the stairs.<br>Do not run or play along the corridors. Refrain from pushing anyone.<br>Do not throw your garbage anywhere.<br>Never climb in high places.<br>Do not play or sit on railings.<br>Place your things in its proper place so no one will stumble on it.<br>Do not use pointed objects when pointing somebody.<br>Source: SALVACION, LINDO DORADO et al., Sibis Publishing House 2005 |                     |
| H. Making generalizations and abstractions about the lesson ( Generalization) | H. Making generalizations and abstractions about the lesson ( Generalization)<br>Tandaan:<br>Tandaan:                                                                              | H. Making generalizations and abstractions about the lesson (Generalization )<br>Makakabuong 3-dimensional free standing figure<br>sapamamagitanngpaggamitngmga                                                                                                                                                | H. Making generalizations and abstractions about the lesson (Generalization )<br>There are different activities that will help us improve our posture.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | H. Making generalizations and abstractions about the lesson (Generalization)<br>Dapatnaisagawaangmgapangkaligtasangtuntuninngpaaralangtulangng:                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What did you learn? |

|                                                                                              | <p>Ang mga awiting musical ay maaaring manipis o makapal ayon sa daloy ng musika at saparaan ng pagkaka-awit. Ito ay tinatawag na texture.</p> <p>Ang makapal na texture ay maririnig sa paraang round song, korona may dalawa o apat na tinig at pinagsamasamang tunog ng mga instrumento.</p> <p>Ang manipis na texture ay maririnig sa sabayang pag-awit (unison) at isahang himig o tunog ng instrumento.</p> | <p>three-dimensional objects at iba pang mga bagay na makikita sa kapaligiran.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>We have book relay, line walk and others.</p> <p>We should always have correct posture in any activity that we do.</p> | <p>Pagsunod sa pilasahang lipin ay maaaring pagsiksan.</p> <p>Pagsunod sa mga pamantayan ng binibigay ng guro tuwing may isahan o pangkat ang awain.</p> <p>Pagbibigay-pansin sa mga abala ang pangkaligtasan</p> |                                                               |  |                                          |  |                                            |  |                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                 |                 |            |            |                         |                                 |  |  |  |  |  |                                          |  |  |  |  |  |                                      |  |  |  |  |  |                                                                |  |  |  |  |  |                                                      |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |
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| I. Evaluating Learning                                                                       | <p>I. Evaluation</p> <p>Panuto: Tukuyin ang <b>texture</b> ng awitin o tugtugin.</p> <p>Iguhit ang puso (♥) kung manipis ang <b>texture</b> ng awitin at bola (⊗) kung makapal.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>                                                                                                                                               | <p>I. Evaluation</p> <p>Ilanay na sa unahan ng klase ang natapos mong likhang sining.</p> <p>Iguhit ang  kung Oo ang iyong sagot  kung Hindi.</p> <p>Isulat sa kuwaderno ang iyong sagot.</p> <table><tr><td>1. Gumamit ba ako ng mga <b>three-dimensional objects</b> sa pagbuo ng aking likhang sining?</td><td></td></tr><tr><td>2. Gumamit ba ako ng mga bagay na matatagpuan sa kapaligiran?</td><td></td></tr><tr><td>3. Gumamit ba ako ng mga patapong gamit?</td><td></td></tr><tr><td>4. Nakakatayo ba ang aking likhang sining?</td><td></td></tr><tr><td>5. Ito ba ay gawaing nagpapakita ng pagiging masinop at matipid?</td><td></td></tr></table> | 1. Gumamit ba ako ng mga <b>three-dimensional objects</b> sa pagbuo ng aking likhang sining?                              |                                                                                                                                                                                                                   | 2. Gumamit ba ako ng mga bagay na matatagpuan sa kapaligiran? |  | 3. Gumamit ba ako ng mga patapong gamit? |  | 4. Nakakatayo ba ang aking likhang sining? |  | 5. Ito ba ay gawaing nagpapakita ng pagiging masinop at matipid? |  | <p>IV. Evaluation</p> <table><tr><th>ITEMS</th><th>5-<br/>Excellent</th><th>4-<br/>Very Good</th><th>3-<br/>Good</th><th>2-<br/>Fair</th><th>1-<br/>Needs Improvement</th></tr><tr><td>1. Raise my head while walking.</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2. Follow the chest out stomach in rule.</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>3. Perform the activities correctly.</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>4. Participate in all activities that improve correct posture.</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>5. Follow correct posture in doing other activities?</td><td></td><td></td><td></td><td></td><td></td></tr></table> | ITEMS | 5-<br>Excellent | 4-<br>Very Good | 3-<br>Good | 2-<br>Fair | 1-<br>Needs Improvement | 1. Raise my head while walking. |  |  |  |  |  | 2. Follow the chest out stomach in rule. |  |  |  |  |  | 3. Perform the activities correctly. |  |  |  |  |  | 4. Participate in all activities that improve correct posture. |  |  |  |  |  | 5. Follow correct posture in doing other activities? |  |  |  |  |  | <p>I. Evaluation</p> <p>Sagutin ng Tama o Mali ang mga sumusunod:</p> <p>1. Hindi nakikipagsisikansapagpilasakantina.</p> <p>2. Nakikipaglarosaorasngklase.</p> <p>3. Binabasa at sinusunod ang mga nakikitang simbulong pangkaligtasan.</p> <p>4. Tumatakbosapag-akyat at pagbabasahagdanan.</p> <p>5. Ibinabalik ang mga kagamitang tulad ng aklat at walissatamang lalagyan upang hindi makasisodsadaan.</p> | <p>Checking the test paper. Noting item missed.</p> |
| 1. Gumamit ba ako ng mga <b>three-dimensional objects</b> sa pagbuo ng aking likhang sining? |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                   |                                                               |  |                                          |  |                                            |  |                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                 |                 |            |            |                         |                                 |  |  |  |  |  |                                          |  |  |  |  |  |                                      |  |  |  |  |  |                                                                |  |  |  |  |  |                                                      |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |
| 2. Gumamit ba ako ng mga bagay na matatagpuan sa kapaligiran?                                |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                   |                                                               |  |                                          |  |                                            |  |                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                 |                 |            |            |                         |                                 |  |  |  |  |  |                                          |  |  |  |  |  |                                      |  |  |  |  |  |                                                                |  |  |  |  |  |                                                      |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |
| 3. Gumamit ba ako ng mga patapong gamit?                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                   |                                                               |  |                                          |  |                                            |  |                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                 |                 |            |            |                         |                                 |  |  |  |  |  |                                          |  |  |  |  |  |                                      |  |  |  |  |  |                                                                |  |  |  |  |  |                                                      |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |
| 4. Nakakatayo ba ang aking likhang sining?                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                   |                                                               |  |                                          |  |                                            |  |                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                 |                 |            |            |                         |                                 |  |  |  |  |  |                                          |  |  |  |  |  |                                      |  |  |  |  |  |                                                                |  |  |  |  |  |                                                      |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |
| 5. Ito ba ay gawaing nagpapakita ng pagiging masinop at matipid?                             |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                   |                                                               |  |                                          |  |                                            |  |                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                 |                 |            |            |                         |                                 |  |  |  |  |  |                                          |  |  |  |  |  |                                      |  |  |  |  |  |                                                                |  |  |  |  |  |                                                      |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |
| ITEMS                                                                                        | 5-<br>Excellent                                                                                                                                                                                                                                                                                                                                                                                                   | 4-<br>Very Good                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 3-<br>Good                                                                                                                | 2-<br>Fair                                                                                                                                                                                                        | 1-<br>Needs Improvement                                       |  |                                          |  |                                            |  |                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                 |                 |            |            |                         |                                 |  |  |  |  |  |                                          |  |  |  |  |  |                                      |  |  |  |  |  |                                                                |  |  |  |  |  |                                                      |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |
| 1. Raise my head while walking.                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                   |                                                               |  |                                          |  |                                            |  |                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                 |                 |            |            |                         |                                 |  |  |  |  |  |                                          |  |  |  |  |  |                                      |  |  |  |  |  |                                                                |  |  |  |  |  |                                                      |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |
| 2. Follow the chest out stomach in rule.                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                   |                                                               |  |                                          |  |                                            |  |                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                 |                 |            |            |                         |                                 |  |  |  |  |  |                                          |  |  |  |  |  |                                      |  |  |  |  |  |                                                                |  |  |  |  |  |                                                      |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |
| 3. Perform the activities correctly.                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                   |                                                               |  |                                          |  |                                            |  |                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                 |                 |            |            |                         |                                 |  |  |  |  |  |                                          |  |  |  |  |  |                                      |  |  |  |  |  |                                                                |  |  |  |  |  |                                                      |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |
| 4. Participate in all activities that improve correct posture.                               |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                   |                                                               |  |                                          |  |                                            |  |                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                 |                 |            |            |                         |                                 |  |  |  |  |  |                                          |  |  |  |  |  |                                      |  |  |  |  |  |                                                                |  |  |  |  |  |                                                      |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |
| 5. Follow correct posture in doing other activities?                                         |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                   |                                                               |  |                                          |  |                                            |  |                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                 |                 |            |            |                         |                                 |  |  |  |  |  |                                          |  |  |  |  |  |                                      |  |  |  |  |  |                                                                |  |  |  |  |  |                                                      |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |

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|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------|
| J. Additional activities for application or remediation ( Assignment)                                   | J. Additional activities for application or remediation ( Assignment) | J. Additional activities for application or remediation ( Assignment) | J. Additional activities for application or remediation ( Assignment)<br>Think of an activity you do at home that will help improve your posture. List at least 3 examples.<br>1.<br>2.<br>3. | J. Additional activities for application or remediation ( Assignment) | Study next lesson. |
| <b>V. REMARKS</b>                                                                                       |                                                                       |                                                                       |                                                                                                                                                                                               |                                                                       |                    |
| <b>VI. REFLECTION</b>                                                                                   |                                                                       |                                                                       |                                                                                                                                                                                               |                                                                       |                    |
| A. No. of learners who earned 80% on the formative assessment                                           |                                                                       |                                                                       |                                                                                                                                                                                               |                                                                       |                    |
| B. No. of Learners who require additional activities for remediation                                    |                                                                       |                                                                       |                                                                                                                                                                                               |                                                                       |                    |
| 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? |                                                                       |                                                                       |                                                                                                                                                                                               |                                                                       |                    |

File Created by Ma'am MARIANNE MANALO PUHI

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