GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	III
	Teacher:		Learning Area:	MAPEH
	Teaching Dates and Time:	MAY 13 – 17, 2024 (WEEK 7)	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
Content Standard					
Performance Standard	Enhances performance of poetry, chants, drama, musical stories, and songs by using a variety of tempo	Creates a single puppet based on character in legends,myths or stories using recycled and hard material creates a mask or headdress that is imaginary in design using found and recycled materials demonstrates basic skills in constructing a puppet made from a hard and stick, which can be manipulated	The learner……. Demonstrates consistency in following safety rules to road safety and in the community.	The learner…….. Performs movement activities involving person,objects, music and environment correctly	Pagkatapos ng pulong ang mga bata ay inaasahang: -Maayos na pagkilos sa mga palatuntunan at iba pang pagtitipon
Learning	Distinguish between single and multiple melodic lines which occur simultaneously	1. Perform as puppeteer in a puppet show 2. Demonstrate understanding on emphasis as shown in the precise movements of the puppets. 3. Show cooperation and team work in the planning and presentation of a puppet show **A3PR-IVg**	At the end of the lesson, the learners will be able to: - Identify hazards in the community - Follow safety rules to avoid accidents in the community. **H3IS-IVh-26/H3IS-IVi-27**	1. Describe the correct the way of manipulating sticks in a rhythmic routine. 2. Perform the correct way of manipulating sticks in a rhythmic routine. 3. Have fun manipulating sticks while doing a rhythmic routine. **PE3PF-IV-a-h-16**	- Maayos na pagkilos sa mga palatuntunan at iba pang pagtitipon
II CONTENT	Melodic Lines	Puppet Show	Hazards in the Community	STICK RHYTHMICS	
III. LEARNING RESOURCES					
A. References	Music Time Lower and Upper Primary		DepEd (2013). K to 12 Health Curriculum Guide. Pasig: DepED. - Index Mundi (2013). *Philippines Country Profile*. Retrieved from www.indexmundi.com/philippines - The Philippine public storm warning signals (2012). Retrieved from http://www.gov.ph/crisis-response/the-philippine-publicstorm-warning-signals/	Enhancing Skills Through MAPE By: Perla Tubayan, Ofelia I. Miaga & Gerry T. Atabay	Mga Mungkahing Paksa sa Sarilinang Silid

			- Natural disaster reduction. Retrieved from http://kidlat.pagasa.dost.gov.ph/ndrb/NDRB_Website.html		
1. Teacher's Guide Pages	111-114	201-203	461-465	338-341	
2. Learner's Materials pages	100-102	217-220	536-538	398-400	
3. Text book pages					
4. Additional Materials from Learning Resources	Song charts,CD of songs	Puppets made in the previous lessons like sock puppet, finger puppet, paper bag puppet, stick puppet, and materials for the props	- pictures - charts	2 sticks, mat	
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	a. Rhythmic Drill . "Its' a Small World"- One group will clap the steady beat in 2s. . "He's Got the Whole World In His Hands" – The other group will clap the rhythm of the song. b. Tonal Drill - Neighboring tones do-re-mi, mi-fa-so re–mi-fa, so-la-ti 2. Review Songs – "Leron, Leron Sinta" – "Pamulinawen" (to be sung as partner songs)	Recall the past lessons on puppets. Ask the pupils what a puppet is. Ask them about their favorite puppet. Let the pupils describe the colors, texture, shapes, and the structure of puppet they made in the previous lesson. Tell them that once they have made a puppet, it should be used in a show to be appreciated by friends and classmates.	. Review different hazards in road situations by showing the pupils the signs and symbols. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	**A. Routinary Activities** 1. Checking of attendance and uniform (appropriate attire for Physical Activities) 2. Warm-up activities (Refer to lesson 1 of Quarter 1) **B. Preparatory Activity:** Direction: The teacher will present a lecture-demonstration on hand and feet movements with sticks. The pupils will counter-demonstrate hand and feet movements. The pupils perform hands and feet movements with sticks.	1.Awit 2.Pag-uulat ng lider ng bawat pangkat Ukol sa mga batang dumadalo sa palatuntunan.
B. Establishing a purpose for the lesson	Show picture of a globe. Around the globe, there are groups of children from different parts of the world holding each other's hands. What can you say about the picture? *(There are children from different parts of the world holding each other's hands)* What does it show?	Make a guessing game in the form of puzzle identifying the name of the famous puppets in the country.  Nicolo Arn Arn Kiko Matsing	1. Show different pictures of natural disasters.	**Note**: At least one day before the activity, assign pupils to bring two flat sticks (preferably 1 ½ width and 1 foot length) . Present sticks to the pupils. Ask them to hold their individual sticks.	Sino-sino sa inyo ang dumadalo sa mga pagdiriwang?

	(*It shows unity and friendship among nations)* How can we have good relationship with our neighbors? *(by respecting others' rights, being kind and understanding)*	These puppets seen in the movies and on television including traditional puppets inspired so many children. Have a sharing of ideas in class.		Say: We will use these sticks in rhythmic routines to respond to persons and objects. Be careful when using these sticks. Emphasize the following words: Person refers to individual partner or group. Objects refer to ribbons, hoops, balls, and any available indigenous or improvised materials, sounds and environment (indoor or outdoor settings) Direction: The teacher will lecture-demonstrate the figures. The pupils will counter-demonstrate the figures.	
C. Presenting Examples/instances of new lesson	Let's sing "Its' a Small World". We will march around the room as we sing the song.	Let the pupils cite television shows that use puppets as characters.	2. Ask: a. What are the causes of these disasters? (Explain until it is clear to them that these are natural disasters.) b. Who has experienced any of these disasters? c. Can these disasters happen in your community? d. Are you ready to face these disasters?	. Performing the activities: Rhythmic Exercises using Sticks in Response to Person and Objects Figure I (Change step kick) count 1 and 2 and S.P. Stand with feet together sticks down at the sides a. Step right foot sideward, strike sticks together right at shoulder level count 1 b. Close left to right, sticks right at shoulder level count and c. Leap on right, kick left sideward, strike sticks to the right count 2 d. Repeat (a to c) to the left counts 3, 4 e. Repeat all (a to d) 3 times	Pagpapakita ng mga larawan .
D. Discussing new concepts and practicing new skills #1	How many melodic lines do we have in this song? *(1*	Tell the pupils that puppet making is fun but this is not	3. Divide the class into 3 to 4 groups. Ask them to share their experiences		a.Bakit may mga palatuntunan opagtitipon tayo na ipinagdiriwang?

	melodic line) Bring out your flags. Form a circle and tell the country you are representing. We have a song that has something to do with your flags.	enough. It is better to watch puppets perform than to display them in a corner. ***Puppet show*** is a show or entertainment in which the performers are puppets and a person who manipulates a puppet is called a ***puppeteer***. Setting up a puppet theater will enhance the show. You can setup a puppet show on a cloth covered table, a cardboard box, through a window. Tell the pupils that they will practice performing for their puppet show.	during different natural calamities.		b.Paano ninyo maipapakita ang pag-uugali ninyo kapag dumadalo kayo sa mga palatuntunan o pagtitipon ? c.Ano-ano ang inyong gagawin kapag may palatuntunan o pagtitipon?
E. Discussing new concepts and practicing new skills #2	Listen as teacher sings the song, "He's got the Whole World in His Hands". Teacher sings each line of the song and pupils repeat after him/her. How many melodic lines do we have in this song? *(one or single melodic Line SML)* What did you notice about the sound produced when we sang the songs one after the other? Compare it when we sang the two songs simultaneously. *(It has thinner sound when we sang the two songs one after the other and the sound became thicker when the two songs were sung together.)* Look at the melodic lines of each song. What have you noticed? How many melodic lines are there in the song "Its' a Small World"?, "He's Got the Whole World In His Hands" ? *(One melodic line)*	Please refer to **BE CREATIVE**, LM p. ___) **4. Discussion of the output** Say: Share your experiences about the puppet show. Discuss what your classmates presented in the puppet show.	4. Do Let's Do Activity 2 on LM p.____ 5. Discuss the following general safety precautions during natural hazards: a. Don't panic. b. Seek for immediate help from trusted adults. c. Look for a safer place and stay there. d. Always listen to news and parental advice e. If trapped, make noise but don't speak. **C. G**		

F. Developing mastery *(Leads to Formative Assessment)*	Sing the two songs together. Row I will sing “Its’ a Small World” while Row II will sing “He’s Got the Whole World In His Hands”. Then, repeat with Row I singing “He’s Got the Whole World In His Hands” and “Row II singing, “It’s a Small World”.				
G. Finding Practical applications of concepts and skills	Get a partner and sing the following songs. A. “He’s Got the Whole World in His Hands – It’s a Small World” B. “Leron, Leron Sinta – Pamulinawen”			Pupils form a column in a heel sitting position. Let them sing *Leron, Leron Sinta* uding these steps: S.P. Stride sitting position, sticks down at sides a. Twist trunk to the right strike sticks to the right at shoulder level count 1, 2 b. Repeat with the left count 3, 4 c. Repeat a and c 4 counts d. Bring sticks downward-forward 4 counts e. Arms sideward count 5 f. Arms forward count 6 g. Arms overhead count 7 h. Position count 8	
H. Making generalizations and abstractions about the lesson	When do we have single melodic line (SML) in singing? When do we have multiple melodic lines (MML)? *(Unison singing produces one melodic line. Round song or partner song produces two or more melodic lines.)*	What is a puppet show? ***A puppet show is form of entertainment show wherein the performers are puppets manipulated by a person called a puppeteer.***	. 1. Divide the class into groups. Assign each group to study a different natural hazard and get summarized answers. 2. Ask the pupils about how they can be safe during natural hazards? 3. After listening to answers, synthesize by emphasizing best insights.	. Rhythmic routine is an activity that helps us express our feelings and relationship to persons and the objects used. It also helps develop coordination, balance and flexibility. When music is used, it helps our body respond to the rhythm. Person refers to individual partner or group. Objects refer to ribbons, hoops, balls, and any available	

				indigenous/ improvised material, sound and environment (indoor or outdoor setting)	
I. Evaluating Learning	**LM-page 102** Lagyan ng tsek(/) ang angkop na kahon.Gawin ito sa sagutang papel.	**LM-page 220** Ipagmalaki Mo	**LM-page 537-538** Alin sa mga sumusunod ang ligtas na gawi para sa pamayanan?.	**LM- page 400** Gawin ang Ritmikong ehersisyo gamit ang bola. Gumamit ng musika na nababagay sa gawain.tayahin ang ginawa.	
J. Additional activities for application or remediation	Practice singing partner songs correctly. Sing the songs applying correct dynamics and tempo.	List some of the best festivals and celebrations in the Philippines.	Answer activity on “Let’s Do this at Home! p. ___.	Require the pupils to practice the different movements they learned.	
V. REMARKS					
VI. REFLECTION					
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?					