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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **II** |
| **Teacher:** | **Ma’am ESTRELLITA S. VINZON** | **Learning Area:** | **MAPEH Q4 WEEK 8** |
| **Teaching Dates and Time:** | **March 2- 6, 2020** | **Quarter:** | **4TH QUARTER** |

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| **OBJECTIVES** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
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| **A. Content Standard** | Demonstrates  understanding of the basic  concepts of texture | Demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts | Demonstrates  understanding of  movement activities  relating to person,  objects, music and  environment | Demonstrates  understanding of  movement activities  relating to person,  objects, music and  environment |  |
| **B. Performance Standard** | Distinguishes accurately  between single musical line and multiple musical lines which occur simultaneously  in a given song | Creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured) | Performs movement  activities involving person, objects, music and environment correctly | Performs movement  activities involving person, objects, music and environment correctly | Summative Test |
| **C. Learning**  **Competency/**  **Objectives**  Write the LC code for each. | Identify single and multiple musical lines  simultaneously.  ***MU2TX-IVg-h-4*** | **Learns the steps in making a paper mache with focus on proportion and balance**  **A2PR-IVd** | **Engages in fun and enjoyable physical**  **activities**  **PE2PF-IV-ah-2** | **Engages in fun and enjoyable physical**  **activities**  **PE2PF-IV-ah-2** |  |
| **II. CONTENT** | **Content:** **MODULE 32**  **Round Song at Iba pa** | **Content:ARALIN 7**  **HAYOP NA INIHULMA KILOS AT GALAW, KITANG-KITA** | **Content: Lesson 4.4.1**  **TAGGING AND DODGING** | **Content: Lesson 4.4.1**  **TAGGING AND DODGING** |  |
| **LEARNING RESOURCES** |  | | | | |
| **A. References** | K-12 CGp.23 | K-12 CGp. | K-12 CGp. | K-12 CGp. |  |
| **1. Teacher’s Guide pages** | 113-116 | 154-155 | 295-297 | 295-297 |  |
| **2. Learner’s Materials pages** | 160-163 | 278-279 |  |  |  |
| **3. Textbook pages** |  |  |  |  |  |
| **4. Additional Materials from Learning Resource (LR) portal** |  | old newspapers, wire, paste/glue |  |  |  |
| **B. Other Learning Resource** | Tarpapel, mp4 | Old newspaper, paste |  |  |  |
| **III. PROCEDURES** |  |  |  |  |  |
| **A. Reviewing previous lesson or presenting the new lesson** | Preparatory Activities  Greet with the usual greeting | INSTRUCTIONAL PROCEDURE  Preparatory Activities  Natatandaanmo pa baangmgaginawamonglikhangsininggamitangdyaryo?  Anoang paper mache? | 1. Warm Up Activity  Marching  Stretching | 1. Warm Up Activity  Marching  Stretching |  |
| **B. Establishing a purpose for the**  **Lesson** | Paano awitin ang round song tulad ng “Row Row Your Boat”? | B. Establishing a purpose  for the lesson  Alammo bang kaya monggumawangisangmagandanglaruangamitangpapel? | 1.Motivation  Have you ever played any game that the “IT” where you chase the other player and the player being chased will try to escape or evade the “IT” or any object? | 1.Motivation  Have you ever played any game that the “IT” where you chase the other player and the player being chased will try to escape or evade the “IT” or any object? | Setting of standard |
| **C. Presenting examples/ instances of the new lesson** | Activity I  Invite your pupils to sing the song “Tiririt ng Maya” in unison and let them feel the melodic sound in singing. | C. Presenting Examples /  instances of new lesson( Presentation)  GAWAIN 1  ALAMIN NATIN  Anoangpaboritomonghayop?  Gusto mo bang gumawangreplikanito? | Tell the pupils that they will be having an activity to familiarize tagging and dodging game and at the same time familiarize the skills of this game.  Activity I  Dragon Dodge Ball  Have the entire group make a circle and pick 4 or 5 pupils for a team. This team goes into the center of the circle and forms a line by holding the waist of the player in front of them and they will be called “Dragon.” Those pupils who are in the circle throw the ball to the dragon trying to hit the last person below the waist. Once hit, the last person returns to the outside circle and players continue to hit the pupil’s tail of the dragon until one pupil is left who is the tail. A new team then goes into the middle. Record the time when the game started and ended. It ends when the last player was hit. | Tell the pupils that they will be having an activity to familiarize tagging and dodging game and at the same time familiarize the skills of this game.  Activity I  Dragon Dodge Ball  Have the entire group make a circle and pick 4 or 5 pupils for a team. This team goes into the center of the circle and forms a line by holding the waist of the player in front of them and they will be called “Dragon.” Those pupils who are in the circle throw the ball to the dragon trying to hit the last person below the waist. Once hit, the last person returns to the outside circle and players continue to hit the pupil’s tail of the dragon until one pupil is left who is the tail. A new team then goes into the middle. Record the time when the game started and ended. It ends when the last player was hit. | Giving of instruction |
| **D. Discussing new concepts and practicing new skills #1** | Activity II  Ask your pupils to divide themselves into two groups. Instruct them to sing “Row Your Boat” as a round song .Ask them to feel the melodic sounds while singing.  After listening asked your pupils the following questions:   How do you feel the first music? second music? | D. Discussing new concepts and practicing new skills #1  ( Modeling)  Madalilangyan.Pag-aralanmoangpaggawanitosapamamagitanngpagsunodngtinginsanakalarawan. | ( Modeling)  What did you do to avoid the object being thrown to you? What skills did you execute to avoid the object? | ( Modeling)  What did you do to avoid the object being thrown to you? What skills did you execute to avoid the object? | Supervising the test |
| **E. Discussing new concepts and practicing new skills #2** | Paano natin inawit ang ―Row Your Boat‖ sa unang pagkakataon? sa ikalawangpagkakataon?  Paghambingin ang pagkaka-awit sa una at ikalawang pagkakataon.  Ano ang narinig mong pagkakaiba sa pag-awit nang sabayan (unison) at pag-awit ng round? Kumapal ba ang tunog?  Tama. Kumapal ang tunog dahil may ilang melody ang magka kasabay na inawit.  Awitin ang sumusunod nang sabayan (unison). | E.Discussing new concepts and practicing new skills #2(Guided Practice)  Handakana bang gumawa?  Ihandamonaangmgasumusunodnakagamitan: | We will have another activity. Identify what is the kind of game after the activity. | We will have another activity. Identify what is the kind of game after the activity. |  |
| **F. Developing mastery (leads to Formative Assessment 3)** | Activity III  Provide pupils the following activity:  Imagine the sounds of instruments in the box that play simultaneously. Identify wether the instrument or group of instruments give thick and thin texture. | F. Developing mastery  ( Independent Practice)    Gamitangmgakagamitan, gumawakangsarilimongbalangkasnghayop at gawinang paper mache. | Activity I - Tag Game  Caged Lion  Form a circle. Select one player to be the lion standing at the center. Other players tease the lion by standing in the cage area or running through it. The lion tries to tag any of the players. Anyone who is tagged by the lion will become the new lion.  What is the objective or aim of the “IT” in this game? | Activity I - Tag Game  Caged Lion  Form a circle. Select one player to be the lion standing at the center. Other players tease the lion by standing in the cage area or running through it. The lion tries to tag any of the players. Anyone who is tagged by the lion will become the new lion.  What is the objective or aim of the “IT” in this game? |  |
| **G. Finding practical application of concepts and skills in daily living** | How do we identify the thickness and thinness of sound?   How do you classify the thick and thin sounds of an instrument? Vocal? | G. Finding Practical applications of  Concepts and skills in daily living  (optional)  Anoang paper mache? | Complete the sentence and write it in a clean sheet of paper.  1. I learned that tagging and dodging games will help me develop my skills in \_\_\_\_\_\_\_\_\_\_.  2. Participating in tagging and dodging games is \_\_\_\_\_\_\_\_\_\_. | Complete the sentence and write it in a clean sheet of paper.  1. I learned that tagging and dodging games will help me develop my skills in \_\_\_\_\_\_\_\_\_\_.  2. Participating in tagging and dodging games is \_\_\_\_\_\_\_\_\_\_. | Show honesty in answering the test questions |
| **H.Making generalizations**  **and abstractions about the lesson** | Texture is the thinness and thickness of music. The thickness of sound can be shown In round songs, partner song, choir with two or more voices and in group of instrument played simultaneously. The thinness of sound can be shown on unison and solo voice or instrument | Ang paper mache ay isangkatutubongsiningnayarisapapel.  Makagagawatayongreplikanganumang  hayopgamitangmaliliitnapapelnaidinikitsa  kawadnanakahugishayopnanagpapakita  ng kilos. Ang  tawagdito ay paper mache. | (Generalization )  Tagging and dodging is a game that has something to do with your physical fitness.  In tagging and dodging you should have always presence of mind, body coordination, strength and speed in order to escape easily.  Maintain a personal space in order not to bump others. | (Generalization )  Tagging and dodging is a game that has something to do with your physical fitness.  In tagging and dodging you should have always presence of mind, body coordination, strength and speed in order to escape easily.  Maintain a personal space in order not to bump others. |  |
| **I. Evaluating learning** | C:\Users\Toshiba\Desktop\Untitled.png | I.Evaluation  Idispleyangnabuo mong hayopna paper mache.  Bigyanmoitongpangalan. | Write T if the sentence tells about tagging, D if it tells about Dodging and X if the sentence does not tell either dodging or tagging. Write your answer before the number.  \_\_\_\_\_\_\_\_ 1. Games which uses an object.  \_\_\_\_\_\_\_\_ 2. Game which uses a hand to reach or touch the person and  becomes the “IT”.  \_\_\_\_\_\_\_\_ 3. It involves one or more players.  \_\_\_\_\_\_\_\_ 4. It involves a ball and a net which need an official of the game.  \_\_\_\_\_\_\_\_ 5. “IT” chase the other player in attempt to touch them with their hands or fingers | Write T if the sentence tells about tagging, D if it tells about Dodging and X if the sentence does not tell either dodging or tagging. Write your answer before the number.  \_\_\_\_\_\_\_\_ 1. Games which uses an object.  \_\_\_\_\_\_\_\_ 2. Game which uses a hand to reach or touch the person and  becomes the “IT”.  \_\_\_\_\_\_\_\_ 3. It involves one or more players.  \_\_\_\_\_\_\_\_ 4. It involves a ball and a net which need an official of the game.  \_\_\_\_\_\_\_\_ 5. “IT” chase the other player in attempt to touch them with their hands or fingers | Recording the test resulte |
| **J. Additional activities for application or remediation** |  |  | ( Assignment)  Do the overhand and underhand movement at home to be used in the games for the next meeting. Practice the different skills that we had. | ( Assignment)  Do the overhand and underhand movement at home to be used in the games for the next meeting. Practice the different skills that we had. |  |
| **IV. REMARKS** |  |  |  |  |  | |
| **V. REFLECTION** |  |  |  |  |
| **A..No. of learners who earned 80% in the evaluation** |  |  |  |  |  |
| **B.No. of learners**  **who require additional activities for remediation who scored below 80%** |  |  |  |  |  |
| **C. Did the remedial lessons work?**  **No. of learners who have caught up with**  **the lesson** |  |  |  |  |  |
| **D. No. of learners who continue to require remediation** |  |  |  |  |  |
| **E. Which of my teachingstrategies worked well? Why did these work?** | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method*Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tas | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method*Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tas | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method*Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tas |  |  |
| **F. Whatdifficulties did I encounter which my principal or supervisor can help me solve?** | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |  |  |
| **G. What innovation or localized materials did I use/discover which I wish to share with other teachers?** | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical |  |  |