


| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | | | | |
|---|---|---|---|---|-----|----|--|--|--|---|--|--|---|--|--|--|--|--|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | | | | |
| Objectives: A. Associates icons with sound and silence within a rhythmic pattern. B. Identifies the difference between sound and silence. C. Manifests love for music in one's participation in the | Objectives: a. Name the different kinds of lines and their characteristics. b. Create a geometric design with contrasting lines. c. Show appreciation of own design and of others through an | Objectives: 1. Describe the speed and direction of movement when a person travels from one place to another 2. Show varied ways of movement in response to various tempos 3. Associate and enjoy in doing the activities with group mates | Objectives: Describe a healthy person - Explain the concept of malnutrition | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | | | | |
| Subject Matter: Basic Understanding of Sound and Silence a. Sound (Notes) b. Silence (Rests) | Subject Matter: Kinds of Lines and their Characteristics | Subject Matter: Lesson 1: BODY SHAPES AND ACTION | Subject Matter: Lesson 1: Good or Bad Nutrition? | WEEKLY TEST | | | | | | | | | | | | | | | |
| Reference: LM: <u> MU3RH-Ia-1</u> LG: _____ CG: <u> 18</u> | Reference: LM: <u> A3EL-Ia</u> LG: _____ CG: <u> 22</u> | Reference: LM: <u> PE3BM-Ia-b-1</u> LG: _____ CG: <u> 20</u> | Reference: LM: <u> H3N-Ia-b-11</u> LG: _____ CG: <u> 17</u> | Evaluation: | | | | | | | | | | | | | | | |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | | | | | | | | | | | | | | | | |
| Evaluation: 1. Teacher prepares the checklist of the pupils. 2. Teacher shows one symbol at a time and pupils will perform any sound if they see a note symbol and will not make sound if the teacher shows a rest symbol. 3. Using the Pupil's checklist, teacher puts a check mark (✓) if the pupil can perform correctly and x if not. | Evaluation: Refer to TAKE THE CHALLENGE on LM page _____. | Evaluation: Put a check (✓) in the box that matches your performance.. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td>1. Did you perform correctly? a. feet together (parallel) b. single stand c. side lunge</td> <td></td> <td></td> </tr> <tr> <td>2. Did you perform correctly the following shapes? a. straight b. curve c. twisted</td> <td></td> <td></td> </tr> <tr> <td>3. Did you cooperate in the different activities?</td> <td></td> <td></td> </tr> <tr> <td>4. Did you enjoy the different activities?</td> <td></td> <td></td> </tr> </table> | | | Yes | No | 1. Did you perform correctly? a. feet together (parallel) b. single stand c. side lunge | | | 2. Did you perform correctly the following shapes? a. straight b. curve c. twisted | | | 3. Did you cooperate in the different activities? | | | 4. Did you enjoy the different activities? | | | Evaluation: Ask the pupils to answer Let's Check on p _____. Answers will vary. |
| | Yes | No | | | | | | | | | | | | | | | | | |
| 1. Did you perform correctly? a. feet together (parallel) b. single stand c. side lunge | | | | | | | | | | | | | | | | | | | |
| 2. Did you perform correctly the following shapes? a. straight b. curve c. twisted | | | | | | | | | | | | | | | | | | | |
| 3. Did you cooperate in the different activities? | | | | | | | | | | | | | | | | | | | |
| 4. Did you enjoy the different activities? | | | | | | | | | | | | | | | | | | | |
| Assignment: Pupils draw different note and rest symbols. | Assignment: Look for a picture of cloth with geometric designs from old magazines or newspapers. Ask the assistance of your parents or guardian in cutting the picture. | Assignment: A. Ask the pupils to practice at home the different body shapes and body actions. B. Ask the pupils to list down five exercises that show flexibility.. | Assignment: | | | | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | | | | |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|---|-----------|---------------|---|--|--|--|---|--|--|--|---|--|--|--|-------------------------------------|--|--|--|--|------------|-----------------|----------------------|-----------------|--|--|------------------|--|--|------------------|--|--|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives: A. Associates icons with sound and silence within a rhythmic pattern. B. Demonstrates the rhythmic pattern based on the given time signature. C. Manifests love for music in one's participation in the activity. | Objectives: 1. Tell the difference of the sizes of persons in a picture in order to show awareness of distance. 2. Draw a picture of persons in different sizes in a composition to show distance. 3. Give value on one's ability and confidence in making an artwork showing distance. | Objectives: 1. Describe the proper way of bending and stretching to improve flexibility 2. Execute correct bending and stretching to improve body posture 3. Enjoy a pair activity for fitness and fun | Objectives: Identify nutritional problems- undernutrition - Describe the characteristics, signs and symptoms, and effects of the various forms of malnutrition - undernutrition, specifically protein-energy malnutrition. | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Matter: Basic Understanding of Sound and Silence in Rhythmic Pattern | Subject Matter: People of Different Sizes | Subject Matter: Lesson 2: LET'S MOVE AND BE FLEXIBLE! | Subject Matter: Lesson 2: Are You Undereating? | WEEKLY TEST | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reference: LM: <u> </u> MU3RH-1b-h-2 <u> </u> LG: <u> </u> CG: <u> 18 </u> | Reference: LM: <u> </u> A3EL-1a <u> </u> LG: <u> </u> CG: <u> </u> | Reference: LM: <u> </u> LG: <u> </u> CG: <u> </u> | Reference: LM: <u> </u> LG: <u> </u> CG: <u> </u> | Evaluation: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evaluation: Using the checklist, each pupil will perform the given rhythmic pattern by clapping their hands or tapping the table. | Evaluation: Assess the output of the pupils based on the rubric below <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 70%;">Questions</th> <th style="width: 7.5%;">Yes/ Evident 3</th> <th style="width: 7.5%;">Evident 2</th> <th style="width: 7.5%;">Not Evident 1</th> </tr> </thead> <tbody> <tr> <td>1. Was able to draw the different sizes of people in the picture to show their distance without the help of others?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Is creativity manifested in the drawing?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Is confidence manifested by drawing the different sizes of people in the picture to show distance.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Is the artwork finished on time?</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Questions | Yes/ Evident 3 | | Evident 2 | Not Evident 1 | 1. Was able to draw the different sizes of people in the picture to show their distance without the help of others? | | | | 2. Is creativity manifested in the drawing? | | | | 3. Is confidence manifested by drawing the different sizes of people in the picture to show distance. | | | | 4. Is the artwork finished on time? | | | | Evaluation: A. Check the box on the self assessment portion that matches to your performance. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">ACTIVITIES</th> <th style="width: 33%;">Self Assessment</th> <th style="width: 33%;">Teacher's Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Bend forward</td> <td></td> <td></td> </tr> <tr> <td>2. Bend backward</td> <td></td> <td></td> </tr> <tr> <td>3. Bend sideward</td> <td></td> <td></td> </tr> </tbody> </table> | ACTIVITIES | Self Assessment | Teacher's Assessment | 1. Bend forward | | | 2. Bend backward | | | 3. Bend sideward | | | Evaluation: Let the pupils answer Let's Check on page _____. |
| Questions | Yes/ Evident 3 | Evident 2 | Not Evident 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Was able to draw the different sizes of people in the picture to show their distance without the help of others? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Is creativity manifested in the drawing? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Is confidence manifested by drawing the different sizes of people in the picture to show distance. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Is the artwork finished on time? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ACTIVITIES | Self Assessment | Teacher's Assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Bend forward | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Bend backward | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Bend sideward | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment: Practice the 4 time signature. | Assignment: Bring pictures of your community. | Assignment: A. Practice the different exercises that you learned. B. List down five walking movements done with body shapes. | Assignment: Divide the class into small groups and assign to bring different kinds of food rich in vitamins. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|--|---|--|--|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: A. Demonstrates body movements by the steady beats while singing rhythm or action songs. B. Maintains a steady beat when chanting, walking, tapping, clapping and playing musical instruments. C. Perform simple ostinato patterns in groupings of 2s, 3s, and 4s through body movements and play musical instruments in response to the correct rhythm. | Objectives: 1. Explain the concept of illusion of space. 2. Create an artwork that shows the illusion of space. 3. Appreciate the ability and skill of the artist in using lines to create the illusion of space. | Objectives: 1. Walk in different directions with proper body mechanics 2. Move in different directions in response to sounds and music 3. Perform flexibility exercises while singing 4. Enjoy and have fun in walking activities | Objectives: Identify nutritional problems-micronutrient deficiency ☒ Vitamin A –Night Blindness ☒ Vitamin B –Beri –beri ☒ Vitamin C –Scurvy ☒ Vitamin D –Rickets - Describe the characteristics, signs and symptoms of micronutrient deficiencies | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: : Steady Beats (ostinato) | Subject Matter: Illusion of Space | Subject Matter: Lesson 3: LET’S WALK AND SING! | Subject Matter: Lesson 3: Vitamins for Life | WEEKLY TEST |
| Reference: LM: <u> </u> MU3RH-1a-c-3 <u> </u> LG: <u> </u> CG: <u> 18 </u> | Reference: LM: <u> </u> A3EL-1b LG: <u> </u> CG: <u> 22 </u> | Reference: LM: <u> </u> LG: <u> </u> CG: <u> </u> | Reference: LM: <u> </u> LG: <u> </u> CG: <u> </u> | Evaluation: |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 4. Drill 5. Review 6. Motivation B. Developmental Activities 4. Presentation 5. Discussion 6. Activity C. Generalization D. Application | |
| Evaluation: Group the class by 5's. Have them create simple ostinato patterns/steady beats through body movement using their musical instruments and present it after. (The teacher rates each group with the use of rubrics. | Evaluation: Assess the artwork of pupils using the rubric below:  | Evaluation: Direction: Check the box that describes the posture in the picture | Evaluation: Let pupils answer the exercise for 10 minutes | |
| Assignment: Create a simple ostinato pattern through body movement and practice it at home. | Assignment: | Assignment: A. Use proper body mechanics while walking. B. Practice at home the flexibility exercises that you have learned | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|---|---|---|---|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: A. Plays simple ostinato patterns on classroom instruments and other sound sources. B. Create simple ostinato patterns in groupings of 2s, 3s, and 4s through body movements. | Objectives: 1. Discuss visual texture in a still life drawing with the use of cross hatch lines or dots. 2. Draw a still life drawing that shows visual textures using lines, dots, and colors. 3. Show appreciation of one's skill in using variety of lines, dots, and colors in artwork. | Objectives: 1. Describe flexibility and conditioning exercises in kneeling position 2. Perform kneeling exercise with proper body mechanics 3, Engage in fun and enjoyable kneeling activities | Objectives: describe the characteristics, signs and symptoms of nutritional deficiencies due to lack of minerals in the body - Discuss ways on how to prevent mineral deficiencies | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: Simple Rhythmic Patterns | Subject Matter: Visual Texture | Subject Matter: Lesson 4: LET'S MOVE AND BEND OUR KNEES! | Subject Matter: Lesson 4: Minerals for Life | WEEKLY TEST |
| Reference: LM: <u> MU3RH-Ia-c-3</u> LG: _____ CG: <u> 18</u> | Reference: LM: <u> A3PL-Ic</u> LG: _____ CG: <u> 22</u> | Reference: LM: _____ LG: _____ CG: _____ | Reference: LM: _____ LG: _____ CG: _____ | Evaluation: |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | |
| Evaluation: Group the class by 5's. Have them create simple ostinato rhythmic patterns/steady beats through body movements and present it after. (The teacher rates each group with the use of rubrics.) | Evaluation: Refer to Be Proud of the LM p. ____ | Evaluation: After doing the activities, put a check (✓) on the space before the number if the picture shows proper kneeling and put a cross (X) if it does not. | Evaluation: Ask the pupils to answer on p. ____. | |
| Assignment: Create a simple ostinato pattern through body movement and practice it at home | Assignment: Bring picture of a land formation. | Assignment: A. Ask the pupils identify situations when kneeling is used. B. Ask them to practice at home the flexibility exercises that they learned | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

SUBJECT: MAPEH3

WEEK NO. 5

GRADING PERIOD: FIRST GRADING

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|---|--|---|---|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: Identify the pitch of tones as high, low, higher or lower | Objectives: 1. Identify and describe the foreground, middle ground, and the background in a picture of a landscape. 2. Draw a landscape that shows balance. 3. Appreciate the beauty of landscapes in the province or region through creative drawing. | Objectives: 1. Perform different sitting positions with correct body 2. Form different shapes out with one's bodywhile sitting 3. Enjoy and have fun participating in simple relay/ | Objectives: - Identify nutritional problems-overnutrition - Describe the characteristics, signs and symptoms, and effects of the various forms of malnutrition -overnutrition, specifically obesity | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: Demonstrating High and Low Tones through Singing or Playing Musical Instruments | Subject Matter: LANDSCAPE DRAWING | Subject Matter: Lesson 5: LET'S SIT AND CREATE SHAPES! | Subject Matter: Lesson 5: Are You Overeating? | WEEKLY TEST |
| Reference: LM: ___ LG: ___ CG: ___ | Reference: LM: _ A3PL – Id __ LG: ___ CG: __22__ | Reference: LM: ___ LG: ___ CG: ___ | Reference: LM: ___ LG: ___ CG: ___ | Evaluation: |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | |
| Evaluation: Underline the correct choice. 1. The xylophone has a (high, low) tone. 2. The bass drum has a (high, low) tone. 3. The song" Bahay Kubo" has (higher, lower) tone than "Sitsiritsit". 4. The triangle has a (higher, lower) tone than a drum. 5. A child crying has (higher, lower) tone than a man laughing. | Evaluation: Refer to BE PROUD, LM p. ____ | Evaluation: With the same groups, ask the pupils to demonstrate the body positions that they have learned. Check the appropriate box that matches your answer. | Evaluation: Let the pupils answer Let's Check on p _____. | |
| Assignment: Look around you. Draw 5 instruments or objects that have low tone and 5 with high tones. | Assignment: | Assignment: Ask the pupils practice at home thedifferent sitting positions. | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|--|--|--|---|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: A. Demonstrates high, medium and low tones through singing and playing musical instruments B. Performs the given task with accuracy and expression C. Listens attentively when somebody performs | Objectives: 1. Identify the textures and shapes of in natural and man-made objects. 2. Draw on-the-spot sketches of objects seen outside the school like plants, flowers, or trees and objects found inside the room. 3. Develop awareness on texture of objects found in the natural environment through drawing. | Objectives: 1. Describe correct body mechanics in doing simple static and dynamic flexibility exercises. 2. Perform simple static and dynamic flexibility exercises while seated 3. Enjoy fun games that develop flexibility | Objectives: - Identify the nutritional guidelines 1 and 4 for Filipinos - Explain the importance of following the nutritional guidelines (to avoid PEM) - Plan balanced meals for a day | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: Distinguishing high and higher, low and lower tones | Subject Matter: Textures and Shapes | Subject Matter: Lesson 6: STRETCHING CHALLENGE | Subject Matter: Lesson 6: Nutritional Guidelines for Filipinos Eat Just Right! | WEEKLY TEST |
| Reference: LM: ___ LG: ___ CG: ___ | Reference: LM: <u>A3PR-Ig</u> LG: ___ CG: <u>22</u> | Reference: LM: ___ LG: ___ CG: ___ | Reference: LM: ___ LG: ___ CG: ___ | Evaluation: |
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| Evaluation: Call individual pupils to sing "My Bonnie" and let them sing its high and low tones. | Evaluation: Refer to BE PROUD on LM p. ____ | Evaluation: Assess yourself: Rubrics: Check the scoring rubrics based on the pupils performance. Legend: 5 – Excellent 2 - Fair 4 – Very Satisfactory 1 – Need Improvement 3 – Satisfactory | Evaluation: Ask the pupils to answer On p. __. | |
| Assignment: Practice at home any songs with high and low tones for mastery. | Assignment: | Assignment: | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

SUBJECT: MAPEH3

WEEK NO. 7

GRADING PERIOD: FIRST GRADING

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|---|---|--|--|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: | Objectives: 1. Identify the different works of people in a province or region. 2. Create a pencil or pen drawing of a scene in daily life where people in the province/region show their occupation by the action they are doing. 3. Give importance to one's culture by sharing the way of life of people in the community through their works. | Objectives: 1. Describe symmetrical and asymmetrical body shapes 2. Perform momentary stillness in symmetrical and asymmetrical shapes using body parts other than the feet as base support. 3. Respond and act quickly to sounds and music 4. Enjoy fun physical activities that enhance balance and flexibility | Objectives: Identify the different nutritional guidelines 3, 5, 7, and 8 for Filipinos - Discuss the different nutritional guidelines for Filipinos - Appreciate the importance of eating more vegetables, fruits and root crops | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: | Subject Matter: Pencil/ Pen Drawing | Subject Matter: Lesson 7: SHAPES ON HOLD | Subject Matter: Eat more vegetables, fruit and root crops. <input type="checkbox"/> Drink milk and eat food rich in calcium daily. <input type="checkbox"/> Breastfeed infants exclusively from birth up to 6 months. | WEEKLY TEST |
| Reference: LM: __ LG: ____ CG: _____ | Reference: LM: _ A3PR-lh & le__ LG: ____ CG: <u>22</u> | Reference: LM: __ LG: ____ CG: _____ | Reference: LM: __ LG: ____ CG: _____ | Evaluation: |
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| Evaluation: | Evaluation: Use rubrics in assessing the pupils' output. Refer to BE PROUD on LM page ____. | Evaluation: Demonstrate the body shapes or actions Check (√) Yes if you performed well and check (√) No if not. | Evaluation: Answer Let's Check on LM p ____. | |
| Assignment: | Assignment: Ask the help of your family members to list down works or occupations of people in your region or province. | Assignment: 1. Ask the pupils to collect pictures with symmetrical and asymmetrical shapes and paste these in their notebook. 2. Let the pupils collect some pictures of flexibility exercises. | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|---|--|--|---|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: | Objectives: 1. Describe the historical houses/buildings in one's province/region. 2. Make sketches of historical houses/buildings that show unique features such as windows made of capiz shell, decorative beams, doors, etc. 3. Give importance to the historical houses and buildings in one's province/region. | Objectives: 1. Determine conditioning and flexibility exercise that will improve body posture 2. Execute correctly leg and arm stretching exercises to improve body posture 3. Participate actively in enjoyable physical activities | Objectives: | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: | Subject Matter: Historical Houses and Buildings | Subject Matter: Lesson 8: FLEXIBILITY ON TRIAL | Subject Matter: | WEEKLY TEST |
| Reference: LM: __ __ LG: ____ CG: _____ | Reference: LM: <u>A3PR-li</u> __ LG: ____ CG: <u>23</u> | Reference: LM: __ __ LG: ____ CG: _____ | Reference: LM: __ __ LG: ____ CG: _____ | Evaluation: |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 4. Presentation 5. Discussion 6. Activity C. Generalization D. Application | |
| Evaluation: | Evaluation: Refer to TAKE THE CHALLENGE on LM page ____. | Evaluation: Study the illustrations. Put a double check (√√) if it shows body conditioning and flexibility and a single check (√) if not. | Evaluation: | |
| Assignment: | Assignment: | Assignment: 1. Ask the pupils practice at home the proper execution of conditioning and flexibility exercises that they learned. 2. Ask them to study about locomotor and non-locomotor movements in personal and general space. | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

SUBJECT: MAPEH3

WEEK NO. 9

GRADING PERIOD: FIRST GRADING

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|--|--|--|--|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: | Objectives: | Objectives: | Objectives: | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: | Subject Matter: | Subject Matter: | Subject Matter: | WEEKLY TEST |
| Reference: LM: ___ LG: ___ CG: ___ | Reference: LM: ___ LG: ___ CG: ___ | Reference: LM: ___ LG: ___ CG: ___ | Reference: LM: ___ LG: ___ CG: ___ | Evaluation: |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | |
| Evaluation: | Evaluation: | Evaluation: | Evaluation: | |
| Assignment: | Assignment: | Assignment: | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

SUBJECT: MAPEH3

WEEK NO. 10

GRADING PERIOD: FIRST GRADING

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|--|--|--|--|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: | Objectives: | Objectives: | Objectives: | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: | Subject Matter: | Subject Matter: | Subject Matter: | WEEKLY TEST |
| Reference: LM: ___ LG: ___ CG: ___ | Reference: LM: ___ LG: ___ CG: ___ | Reference: LM: ___ LG: ___ CG: ___ | Reference: LM: ___ LG: ___ CG: ___ | Evaluation: |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | |
| Evaluation: | Evaluation: | Evaluation: | Evaluation: | |
| Assignment: | Assignment: | Assignment: | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

SUBJECT: MAPEH

WEEK NO. 1

GRADING PERIOD: SECOND GRADING

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|---|---|--|---|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: 1. Identify the pitch of a tone as: high - higher moderately high – higher moderately low – lower low – lower 2. Match the correct pitch of tones with the voice with an instrument | Objectives: Perceives how harmony is created in an artwork because of complementary colors and shapes | Objectives: 1. Determine conditioning and flexibility exercise that will improve body posture 2. Execute correctly leg and arm stretching exercises to improve body posture 3. Participate actively in enjoyable physical activities | Objectives: At the end of the lesson pupil should be able to: - Describe a healthy person and an unhealthy person | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: Pitch | Subject Matter: Harmony In Plants | Subject Matter: Conditioning and Flexibility Exercises for correct posture | Subject Matter: Lesson 1: Health and Wellness | WEEKLY TEST |
| Reference: LM: <u> </u> MU3ME-IIa-1 <u> </u> / MU3ME-IIa-2 LG: <u> </u> CG: <u> </u> 19 <u> </u> | Reference: LM: <u> </u> A3PL-IIc <u> </u> LG: <u> </u> CG: <u> </u> 23 <u> </u> | Reference: LM: <u> </u> LG: <u> </u> CG: <u> </u> 21 <u> </u> | Reference: LM: <u> </u> H3PH-IIa-9 <u> </u> LG: <u> </u> CG: <u> </u> 19 <u> </u> | Evaluation: |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | |
| Evaluation: Listen to the tones that will be sung or played by the teacher. Identify if the given tone is low, moderate, or high by placing the cut out colored quarter notes () on the staff. Green – highest tone Yellow – middle tone Red - lowest tone | Evaluation: Refer to BE PROUD Page : _____ | Evaluation: Study the illustrations. Put a double check (√√) if it shows body conditioning and flexibility and a single check (√) if not. | Evaluation: Ask the pupils to answer Activity 3: Get's Go for Health and Wellness on p.____ | |
| Assignment: Study the song "Twinkle, Twinkle LittleStar". Sing/perform the melody of the song using body movements in Interpreting high, low and moderate tones | Assignment: Bring to class any kind of fruits | Assignment: Ask the pupils practice at home the proper execution of conditioning and flexibility exercises that they learned. Ask them to study about locomotor and non-locomotor movements in personal and general space. | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|---|--|-------------------|--------------|------------------|---|--|--|--|--|--|--|--|--|--|--|--|---|--|--|--|---|---|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives: 1. Relate movements with levels of pitch 2. Match voice with pitches of a melody 3. Create simple patterns and contour of a melody | Objectives: Sees that there is harmony in nature as seen in the color of landscapes | Objectives: 1. Define personal space 2. Identify the different non-locomotor movements 3. Execute properly the non-locomotor movements 4. Work cooperatively with others | Objectives: Define disease - Identify common childhood diseases - Explain effects of diseases | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Matter: melodic direction and pitch contour | Subject Matter: Landscape Painting | Subject Matter: Lesson 1: MOVING IN MY PERSONAL SPACE | Subject Matter: Lesson 2: Sickness Troubles | WEEKLY TEST | | | | | | | | | | | | | | | | | | | | | | | |
| Reference: LM: <u> MU3ME-IIa-2 _</u> LG: _____ CG: <u> 19</u> | Reference: LM: <u> A3EL-IIa_</u> LG: _____ CG: <u> 24</u> | Reference: LM: _____ LG: _____ CG: <u> 21</u> | Reference: LM: _____ LG: _____ CG: <u> 19</u> | Evaluation: | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | | | | | | | | | | | | | | | | | | | | | | | | |
| Evaluation: Using the musical score of “Up and Down”, let the pupils draw the melodic contour. | Evaluation: Rate the outputs of the pupils based on the given rubric below. <table border="1" style="margin-top: 10px; width: 100%;"> <thead> <tr> <th rowspan="2">Criteria</th> <th colspan="3">Points</th> </tr> <tr> <th>3 Very Evident</th> <th>2 Evident</th> <th>1 Not Evident</th> </tr> </thead> <tbody> <tr> <td>1. Did he/ she use colors to express his / her feelings/ moods or emotions?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Is the painting based on the theme?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Did he/she express himself/herself freely in making the artworks using different colors according to the time of the day?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Did he/she finish the artwork with neatness?</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Criteria | Points | | | 3 Very Evident | 2 Evident | 1 Not Evident | 1. Did he/ she use colors to express his / her feelings/ moods or emotions? | | | | 2. Is the painting based on the theme? | | | | 3. Did he/she express himself/herself freely in making the artworks using different colors according to the time of the day? | | | | 4. Did he/she finish the artwork with neatness? | | | | Evaluation: Give the assessment tasks to the class. 1. Paper and Pencil Direction: Complete the following sentences. 1. There is _____ when there is a _____ of position of _____ or body parts in _____. 2. Moving in _____ would mean you are moving in your own _____. 3. _____ or axial movements are movements you perform without _____ from one place to another. | Evaluation: Ask the pupils to answer Let's Check: Health advisory” on p. _____. Rate the poster: Content- 5 pts Presentation-3 pts Creativity-2 pts | |
| Criteria | Points | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3 Very Evident | 2 Evident | 1 Not Evident | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Did he/ she use colors to express his / her feelings/ moods or emotions? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Is the painting based on the theme? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Did he/she express himself/herself freely in making the artworks using different colors according to the time of the day? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Did he/she finish the artwork with neatness? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment: Choose one line of any folksong and trace the melodic contour using colored pen or crayons | Assignment: Bring pictures of animals found in province or region. | Assignment: Ask the pupils to practice the different movements that they learned. | Assignment: | | | | | | | | | | | | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | | | | | | | | | | | | |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|---|---|---|---|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: Sing simple songs in correct pitch | Objectives: Paints a landscape at a particular time of the day and selects colors that complement each other to create a mood | Objectives: 1. Define the meaning of general space 2. Identify basic locomotor movements 3. Execute properly the different locomotor movements 4. Participate cooperatively in all activities | Objectives: - Identify risk factors of diseases - Discuss risk factors of diseases - Give examples of health condition under each risk factor | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: Sing in correct pitch | Subject Matter: LANDSCAPE PAINTING | Subject Matter: MOVING IN MY GENERAL SPACE | Subject Matter: Lesson 3 : Factors on the Go | WEEKLY TEST |
| Reference: LM: __ LG: _____ CG: <u>19</u> | Reference: LM: <u>A3PR- Iif</u> LG: _____ CG: <u>24</u> | Reference: LM: __ LG: _____ CG: <u>21</u> | Reference: LM: __ LG: _____ CG: <u>19</u> | Evaluation: |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | |
| Evaluation: Divide the class into 4 groups. The leader of each group will draw lots wherein the directions of the melodies are written. Each group is expected to perform the melodic contour using body movements drawing, singing or writing on meta strips | Evaluation: Assess the pupils' performance in painting landscape using warm and cool colors. Refer to BE PROUD on LM page ____ | Evaluation: Match the words in column A with the movements in column B. Write the letter of the correct answer on the line before the number. Refer to Assessment in LP | Evaluation: Let pupils answer Let's Check on p.____. Make them identify in their community the different conditions that makes them healthy or sick. | |
| Assignment: Create your own melodic contour using one line of any song to be presented in front of the class. | Assignment: List down at least five wild animals in your notebook. | Assignment: Ask the class to cut five pictures of physical activities that show different locomotor movements. Paste it on bond paper. Tell them to submit the work next meeting. Ask them to do advance reading of the next lesson | Assignment: | |
| Remarks: Mastery Level: | Remarks: Mastery Level: | Remarks: Mastery Level: | Remarks: Mastery Level: | |

SUBJECT: MAPEH

WEEK NO. 4

GRADING PERIOD: SECOND GRADING

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|-----------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|-----------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives: 1. Identify the beginning, middle, and ending of a song 2. Identify musical lines as similar, same and different through movement and geometric shapes and objects | Objectives: Appreciates the Filipino artists painted landscapes in their own particular style and can identify what makes each artist unique in his use of colors to create harmony. | Objectives: 1. Identify basic steps in the folkdance Tiklos 2. Move in different directions in response to sound and music. 3. Demonstrate the basic steps in the folkdance Tiklos | Objectives: - Explain measure to prevent common diseases-proper hygiene - Explain the importance of proper hygiene in the prevention of diseases - Discuss ways to maintain proper hygiene - Practice proper hygiene - Demonstrate good decision-making skills to prevent diseases | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Matter: Beginning, middle and ending of a song Similar, same and different through movement Repetitions within a song | Subject Matter: Landscape Painting | Subject Matter: TIKLOS BASICS | Subject Matter: Lesson 4: Be Healthy with Clean Body | WEEKLY TEST | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reference: LM: MU3FO-IId-1 __ LG: _____ CG: 19 | Reference: LM: A3PR-IIh_ LG: _____ CG: 24 | Reference: LM: __ LG: _____ CG: 21 | Reference: LM: __ LG: _____ CG: 19 | Evaluation: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evaluation: A. Listening Activity Let the pupils do the following activities. Group A -Create body movements showing the musical lines. Group B - Draw geometric shapes and objects to show the musical lines. | Evaluation: Refer to TAKE THE CHALLENGE on Lm page ____ | Evaluation: Check (☐) the box that matches your performance <table border="1" style="font-size: small;"> <tr> <td></td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> <td>☹</td> </tr> <tr> <td>1. Heel and Toe</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>2. Change steps</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>3. Call steps</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>4. Touch step</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>5. Gallop steps</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> | | | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | 1. Heel and Toe | | | | | | | | | | | | | | | | | | | | 2. Change steps | | | | | | | | | | | | | | | | | | | | 3. Call steps | | | | | | | | | | | | | | | | | | | | 4. Touch step | | | | | | | | | | | | | | | | | | | | 5. Gallop steps | | | | | | | | | | | | | | | | | | | | Evaluation: Let pupils answer Let's Check: Self Checklist on p. ____ . Let them evaluate their health behaviors. Remind them to answer truthfully. |
| | ☹ | ☹ | ☹ | | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | ☹ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Heel and Toe | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Change steps | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Call steps | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Touch step | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Gallop steps | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment: Using the song "Kaygandang Tingnan", identify same and different musical lines or phrases. In your notebook, draw a flower for same musical lines or phrases and a tree for different musical lines or phrases | Assignment: Look for an example of a painting by a Filipino artist. Determine his/her unique style in the use of color. Follow the guide or format below: Title of the painting: _____ Name of artist: _____ Colors used: _____ | Assignment: Practice at home to become familiar with the different Tiklos steps. | Assignment: Let pupils do Let's do this at Home: Collage for Hygiene on p ____ . | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SUBJECT: MAPEH

WEEK NO. 5

GRADING PERIOD: SECOND GRADING

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|--|---|---|---|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: 1. Recognize repetitions within a song 2. Sing repetitions within the song | Objectives: Paints a still life by observing the different shapes, color and texture of fruits, drawing them overlapping, and choosing the right colors for each fruit. | Objectives: 1. Learn simple folk dance steps 2. Perform the different steps in the dance Tiklos . 3. Enjoy and have fun in dancing Tiklos | Objectives: - Explain measures to prevent common childhood diseases building up one's body resistance through regular physical activity, proper nutrition, adequate rest and sleep - Explain the importance of building up one's body resistance to prevent diseases - Discuss ways to build-up one's body resistance - Practice ways to build-up body resistance against diseases - Demonstrate good decisionmaking skills to prevent diseases | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: A. Topic: Recognizing and singing songs with repetitions | Subject Matter: Still Life Painting of Fruits | Subject Matter: LET'S DANCE TIKLOS | Subject Matter: Lesson 5: Build-up for a Healthy Fight | WEEKLY TEST |
| Reference: LM: <u> MU3FO-IIf-5 _</u> LG: _____ CG: <u> 19</u> | Reference: LM: <u> A3PR-IId_</u> LG: _____ CG: <u> 24</u> | Reference: LM: _____ LG: _____ CG: <u> 21</u> | Reference: LM: _____ LG: _____ CG: <u> 19</u> | Evaluation: |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | |
| Evaluation: The teacher will group the class into 4 and let them sing "Dance and Sing" following the rubrics below. Rubric Draw a star () in the appropriate column. | Evaluation: Refer to BE PROUD on LM page _____ | Evaluation: Answer the following questions: 1. Which figure in the dance did you perform well? 2. Which figure in the dance did you find difficult to do? 3. On a scale of 1 to 5, with 1 as the lowest and 5 as the highest, how will you rate your dance performance? 4. Color the stars that describes your overall performance. | Evaluation: Do Let's Check: Crossword Puzzle time on p. _____ | |
| Assignment: The class will be divided into four groups. Each group will be given a song to be presented applying the concept of repetition. Group Task: Group A Bahay Kubo Group B Sitsiritsit Group C Ang Dyip ni Mang Juan Group D Ibon | Assignment: | Assignment: Ask the pupils to practice and be familiar with the different Tiklos dance steps. | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|---|---|---|--|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: Play repetitions of musical lines | Objectives: Creates new tints and shades of colors by mixing two or more colors | Objectives: 1. Familiarize basic rhythmic positions 2. Perform rhythmic routines using bao 3. Demonstrate different steps confidently | Objectives: Explain measures to prevent common childhood diseases - Explain importance of immunization against diseases - Identify specific protection through immunization - Demonstrate good decision-making skills to prevent diseases : | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: | Subject Matter: Tints and Shades of Colors | Subject Matter: BAO RHYTHMICS | Subject Matter: Lesson 6: Get Protection For Your Health | WEEKLY TEST |
| Reference: LM: ___ LG: _____ CG: <u>19</u> | Reference: LM: <u>A3PR-Ile_</u> LG: _____ CG: <u>24</u> | Reference: LM: ___ LG: _____ CG: <u>54</u> | Reference: LM: <u>H3DD-Ilefg-__</u> LG: _____ CG: <u>19</u> | Evaluation: |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | |
| Evaluation: Let the pupils perform the following rhythmic patterns following the repeat signs. | Evaluation: Refer to BE PROUD On LM page _____. | Evaluation: Ask the pupils perform the figure while singing “Jack and Jill” | Evaluation: Answer Let’s Check! on p. _____. | |
| Assignment: Make simple songs using repetition remarks | Assignment: Display your finger painting at home | Assignment: 1. Ask the pupils to practice the different figure that they learned. 2. Ask them to study locations, directions, levels, pathways and planes involves in bao rhythmic. | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

SUBJECT: MAPEH

WEEK NO. 7

GRADING PERIOD: SECOND GRADING

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|---|---|--|---|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: Render a song confidently, giving appropriate emphasis on the beginning and on the ending | Objectives: Appreciates that nature is so rich for no two animals have the same shape, skin covering, and color | Objectives: 1. Describe correct way of handling a ball during rhythmic routines 2. Perform correct way of handling a ball during rhythmic routines. 3. Have fun in handling a ball during rhythmic routines. | Objectives: Explain measure to prevent common childhood diseases- healthy environment - Describe ways to keep the environment healthy - Practice healthy ways for a healthy environment - Demonstrate good decision making skills to prevent diseases | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: Beginning and Ending | Subject Matter: Painting of Animals | Subject Matter: BALL RHYTHMICS | Subject Matter: Lesson 7: Clean-up for a Healthy Environment | WEEKLY TEST |
| Reference: LM: ____ LG: _____ CG: 19 | Reference: LM: _A3EL-IIb_ LG: _____ CG: 25 | Reference: LM: ____ LG: _____ CG: 21 | Reference: LM: _H3DD-IIij-8_ LG: _____ CG: 19 | Evaluation: |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | |
| Evaluation: The teacher will group the class into 4 and let each group present learned songs applying the pointers in singing and emphasizing the beginning and ending of the song. | Evaluation: Refer to BE PROUD on LM page _____. | Evaluation: 1. How did you feel while doing Figure I? 2. What did you observe about following parts of your body while doing Figure II Head _____ Eyes _____ Feet _____ Arms _____ Trunk _____ | Evaluation: Explain measures to prevent diseases - Practice ways to prevent diseases - Demonstrate good decisionmaking skills to prevent diseases | |
| Assignment: The teacher will divide the class into 6 groups and let each group sing the assigned song confidently. | Assignment: Bring pictures of trees or plants found in your place/ province, or region. | Assignment: A. Ask the pupils to practice the different movements that they learned. B. Tell the pupils to bring pictures of a basketball player in action. | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|---|---|--|---|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: Perform songs confidently, giving appropriate emphasis on the beginning and ending | Objectives: Observes the characteristics of wild animals by making several pencil sketches, and painting it later, adding the texture of its skin covering | Objectives: 1. Describe proper throwing and catching of a ball 2. Demonstrate properly the basic throwing and catching positions at different levels and directions. 3. Participate actively in throwing and catching the ball | Objectives: Explain measures to prevent diseases - Practice ways to prevent diseases - Demonstrate good decisionmaking skills to prevent diseases | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: Singing in Tune | Subject Matter: Painting Wild Animals | Subject Matter: THROWING AND CATCHING BALL | Subject Matter: | WEEKLY TEST |
| Reference: LM: ___ LG: _____ CG: <u>19</u> | Reference: LM: <u>A3PR-Ilg</u> LG: _____ CG: <u>25</u> | Reference: LM: ___ LG: _____ CG: <u>21</u> | Reference: LM: ___ LG: _____ CG: _____ | Evaluation: |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization H. Application | |
| Evaluation: The class will be grouped into 4. Using the improvised rhythmic instruments, each group will sing the songs giving emphasis on the beginning and ending. | Evaluation: Refer to BE PROUD on LM page ___ | Evaluation: Directions: Get a partner. You and your partner must do the task properly. After showing the skills, rate each other. Legend: 5 – Excellent 4 – Very Satisfactory 3 – Satisfactory 2 – Good 1 – Poor | Evaluation: Let the pupils evaluate their lifestyle with the record of their daily activities. Ask them to answer Let's check "My Daily Record" on p. ____ | |
| Assignment: Choose a song and practice singing confidently at home. Be ready to perform in front of the c | Assignment: Make a compilation of pictures of wild animals. | Assignment: Ask the pupils to practice throwing and catching a ball at home. | Assignment: Answer Activity 3: Checklist for the Parents and Activity 4: Healthful Prayer on p. _____. | |
| Remarks: | Remarks: | Remarks: | Remarks: | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

SUBJECT: MAPEH

WEEK NO. 9

GRADING PERIOD: SECOND GRADING






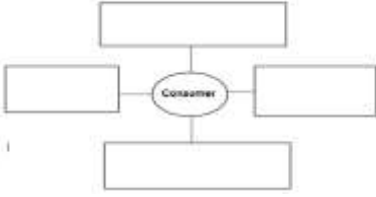
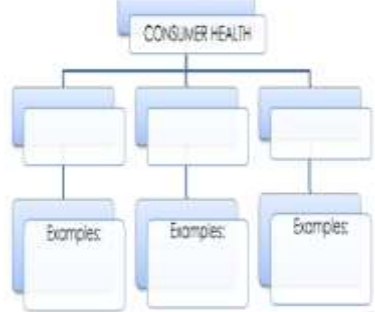
| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|---|---|---|---|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: | Objectives: | Objectives: 1. Describe how the game Karera ng Baois played 2. Play the “Karera ng Bao”or coconut stilts using levels and directions. 3. Engage in fun and enjoyable physical activities. | Objectives: | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: | Subject Matter: | Subject Matter: A. Topic: Indigenous game (coconut stilts race) | Subject Matter: | WEEKLY TEST |
| Reference: LM: ___ LG: _____ CG: _____ | Reference: LM: ___ LG: _____ CG: _____ | Reference: LM: ___ LG: _____ CG: <u>21</u> | Reference: LM: ___ LG: _____ CG: _____ | Evaluation: |
| Learning Tasks E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization H. Application | Learning Tasks E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization H. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks I. Preliminary Activities 7. Drill 8. Review 9. Motivation J. Developmental Activities 7. Presentation 8. Discussion 9. Activity K. Generalization L. Application | |
| Evaluation: | Evaluation: | Evaluation: A. Put a check (√) mark on the space provided for if the statement describes the game Karera ng Bao. Put cross (X) mark if does not. ____1. Karera ng Bao is a kind of indigenous game. ____2. A ball is used as a material for the game. ____3. Each player puts coconut shells under the feet, pulling the string between the big toe and holding the loose ends ____4. Balance of the body is required in the game. ____5. Karera ng Baoneeds leg strength. | Evaluation: | |
| Assignment: | Assignment: | Assignment: Ask the pupils to do research for some indigenous games that are unique to your region | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

SUBJECT: MAPEH

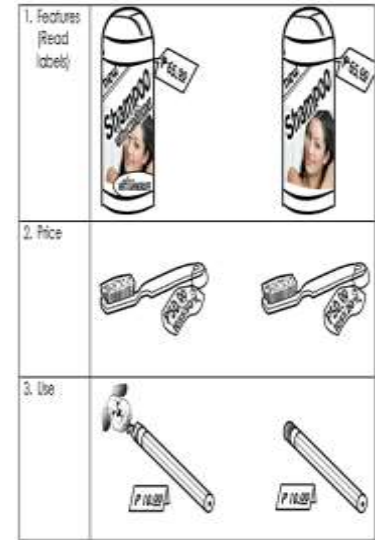
WEEK NO. 10

GRADING PERIOD: SECOND GRADING

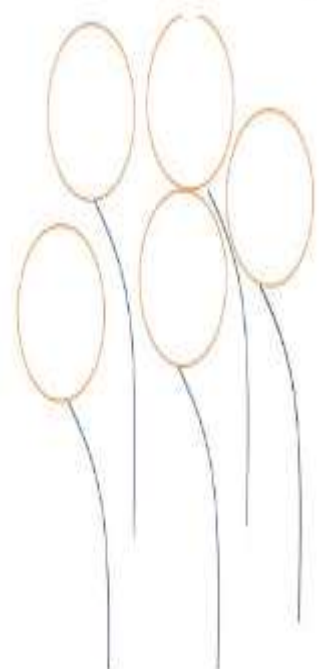
| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|---|---|---|---|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: | Objectives: | Objectives: | Objectives: | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: | Subject Matter: | Subject Matter: | Subject Matter: | WEEKLY TEST |
| Reference: LM: __ LG: _____ CG: _____ | Reference: LM: __ LG: _____ CG: _____ | Reference: LM: __ LG: _____ CG: _____ | Reference: LM: __ LG: _____ CG: _____ | Evaluation: |
| Learning Tasks I. Preliminary Activities 7. Drill 8. Review 9. Motivation J. Developmental Activities 7. Presentation 8. Discussion 9. Activity K. Generalization L. Application | Learning Tasks I. Preliminary Activities 7. Drill 8. Review 9. Motivation J. Developmental Activities 7. Presentation 8. Discussion 9. Activity K. Generalization L. Application | Learning Tasks E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization H. Application | Learning Tasks M. Preliminary Activities 10. Drill 11. Review 12. Motivation N. Developmental Activities 10. Presentation 11. Discussion 12. Activity O. Generalization P. Application | |
| Evaluation: | Evaluation: | Evaluation: | Evaluation: | |
| Assignment: | Assignment: | Assignment: | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|--|---------------------|---------------------|-----------------------|--|--|--|--|--|-------------------------------|--|--|--|--|--|------------------------|--|--|--|--|--|----------------------|--|--|--|--|--|-----------------------|--|--|--|--|--|---|---|--|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives: 1. Recognize differences in sound quality from a variety of sound sources 2. Respond to differences in sound quality with appropriate movement | Objectives: A. Use different colors in multiple print designs or stencil art. B. Create a stencil from a cardboard and use it for multiple paper prints. C. Show appreciation for places, icons, animals, | Objectives: Describes movements in a location, direction, level, pathway or plane. | Objectives: At the end of the lesson, the pupil should be able to; - define a consumer - explain the components of consumer health. | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Matter: Differences in Quality of Sounds | Subject Matter: MAKING A STENCIL ART | Subject Matter: Moving in Varying Speed and Direction | Subject Matter: I am a consumer | WEEKLY TEST | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reference: LM: <u>5</u> LG: <u>94</u> CG: <u>20</u> | Reference: LM: <u>25</u> LG: <u>82</u> CG: <u>4</u> | Reference: LM: <u>4</u> LG: _____ CG: <u>22</u> | Reference: LM: <u>5</u> LG: <u>6</u> CG: <u>20</u> | Evaluation: PE Study the signs and complete the sentences. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | 1. Walk to the _____  2. Walk in _____ direction.  3. Turn _____  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evaluation: Check the column that matches the source of each sound. <table border="1" data-bbox="137 998 560 1226"> <thead> <tr> <th>Sounds Produced</th> <th>Human</th> <th>Nature</th> <th>Transportation</th> <th>Animal</th> <th>Musical Instruments</th> </tr> </thead> <tbody> <tr> <td>1. crying of the baby</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. honking of automobile horn</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. booming of the drum</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. chirping of birds</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. splashing of waves</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Sounds Produced | Human | Nature | Transportation | Animal | Musical Instruments | 1. crying of the baby | | | | | | 2. honking of automobile horn | | | | | | 3. booming of the drum | | | | | | 4. chirping of birds | | | | | | 5. splashing of waves | | | | | | Evaluation: 1. Collect objects found in nature that can be used for printmaking. 2. Plan and decide on an abstract design in printmaking. 3. Prepare the working area by covering the table with newspapers. 4. Dab any part of the object in the ink pad or home-made pad. 5. Stamp the found object on the bond paper to create a print according to your abstract design. Decide which part will be given emphasis. 6. Let your artwork dry. Put a title and display it on the board. | Evaluation: Identify and execute the movements of the animals or vehicles in the pictures. Animals:  Inch worm Rabbit Crab Vehicles:  Train Motorcycle Airplane | Evaluation: Activity 1: I'm a Consumer! Describe a consumer. Write your answers inside the boxes.  | HEALTH Fill the boxes with the parts of consumer health. Give examples of health products, services and information.  |
| Sounds Produced | Human | Nature | Transportation | Animal | Musical Instruments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. crying of the baby | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. honking of automobile horn | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. booming of the drum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. chirping of birds | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. splashing of waves | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment: Bring musical instruments available at home. | Assignment: Cut pictures of ethnic designs and paste them in your notebook. | Assignment: Identify animals and mechanical objects that move in various tempos | Assignment: Activity 2 page 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |






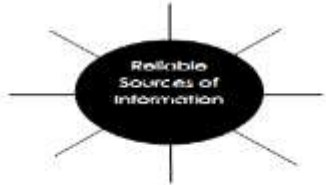
| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|--|------|------|-------------------|----------|--|--|--|--|----------|--|--|--|--|---------|--|--|--|--|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | | | | | | | | |
| Objectives: 1. Identify and compare the voices of: classmates as they sing or speak selected popular singers in recordings 2. Compare the use of the voice in speaking and in singing | Objectives: 1. Identify the steps in marbling. 2. Create textural effects, lines, and shapes using paint. 3. Appreciate the creative outputs in doing marbling. | Objectives: 1. Describe the proper way of throwing and catching. 2. Perform throw and catch at varying distances and levels. | Objectives: Identify the different factors that influence the choice of goods and services Discuss the different factors that influence choice of goods and services | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | | | | | | | | |
| Subject Matter: The Human Voice | Subject Matter: Marbling | Subject Matter: THROWING AND CATCHING CHALLENGE | Subject Matter: My Healthy Choice | WEEKLY TEST | | | | | | | | | | | | | | | | | | | |
| Reference: LM: <u>6</u> LG: <u>99</u> CG: <u>20</u> | Reference: LM: <u>6</u> LG: <u>69</u> CG: <u>26</u> | Reference: LM: <u>8</u> LG: <u>137</u> CG: <u>22</u> | Reference: LM: <u>8</u> LG: <u>8</u> CG: <u>20</u> | Evaluation: ARTS Read carefully the steps in marbling. Arrange the statements below by writing numbers 1 to 7 on the blanks. _____ Put several drops of paint on the water. Stir the water until the paint is equally distributed on the surface. _____ Prepare materials like oslo paper, enamel paint (red, yellow, blue), kerosene, basin of water, pieces of sticks, and old newspaper. _____ While the paint is still moving, hold the two opposite corners of the paper and place the paper gently on the surface of the water. _____ Lift up the paper when the paint has been transferred from the water to the paper. Turn the paper over to allow it to dry. _____ Press the paper carefully so that it will come in contact with the paint. _____ Open the cans of paint and stir the paint with a piece of stick. Add kerosene if the paint is thick. _____ Take the basin of water. The mouth of the basin should be wider than the paper that will be used. | | | | | | | | | | | | | | | | | | | |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Evaluation: Do Let's Check on p. <u>10</u> | | | | | | | | | | | | | | | | | | | |
| Evaluation: Listen to recorded speaking and singing voices. Draw on your paper a star (*) if you hear a singing voice and a circle (0) if you hear a speaking voice. 1. Voice of boy reading a sentence. 2. Yeng Constantino singing "Salamat". 3. Voice of a girl reciting a poem. 4. Christian Bautista singing "The Way You Look at Me." | Evaluation: Answer BE PROUD page 8 on ARTS LM. | Evaluation: Evaluate your skills based on your performance for manipulative movements. Put a smile figure on the space that matches your answer. <table border="1" style="margin-top: 10px;"> <thead> <tr> <th>SKILLS</th> <th>VERY GOOD</th> <th>GOOD</th> <th>FAIR</th> <th>NEEDS IMPROVEMENT</th> </tr> </thead> <tbody> <tr> <td>Throwing</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Catching</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Rolling</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;"> Four smiles for the group who performed ... solving, throwing and rolling, very well or with minimal errors Three smiles for the group who performed with minor errors Two smiles for the group who performed with more than five errors </p> | SKILLS | VERY GOOD | GOOD | FAIR | NEEDS IMPROVEMENT | Throwing | | | | | Catching | | | | | Rolling | | | | | Evaluation: Do Let's Check on p. <u>10</u> |
| SKILLS | VERY GOOD | GOOD | FAIR | NEEDS IMPROVEMENT | | | | | | | | | | | | | | | | | | | |
| Throwing | | | | | | | | | | | | | | | | | | | | | | | |
| Catching | | | | | | | | | | | | | | | | | | | | | | | |
| Rolling | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment: Listen to the radio and list two female singers who have a high voice and two male singers who have a low voice. | Assignment: Try marbling at home and create several designs. | Assignment: A. Let the pupils practice the different movements They learned. B. Ask them cut pictures of children throwing, catching or rolling any object. | Assignment: LET'S REMEMBER page 10 | Evaluation: HEALTH Label the pictures that helped you choose health products and services. Write the health product that you bought and used beside each picture. (PICTURES PROVIDED BY TEACHER. | | | | | | | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | | | | | | | | |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|--|--------|---|---|---|---|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--|---|--|--|--|-------------|--|--------|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives: 1. Recognize musical instruments through sound 2. Use the voice and other sources of sounds to produce a variety of timbres | Objectives: Observes that a print design may use repetition of lines and shapes and give emphasis on contrast of shapes and lines | Objectives: 1. Identify the dance steps in Kunday-kunday 2. Execute change step, point step, kumintang, arms in lateral position and arms in reverse T-position correctly. 3. Enjoy practicing the dance steps and arm movements and positions learned | Objectives: Describe the skills of a wise consumer Demonstrate consumer skills needed for given situations | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Matter: Producing Variety of Timbres | Subject Matter: Finger Printing | Subject Matter: KUNDAY KUNDAY BASICS | Subject Matter: Be Wise, Be Healthy | WEEKLY TEST | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reference: LM: <u>8</u> LG: <u>104</u> CG: <u>20</u> | Reference: LM: <u>9</u> LG: <u>73</u> CG: <u>26</u> | Reference: LM: <u>10</u> LG: <u>143</u> CG: <u>22</u> | Reference: LM: <u>11</u> LG: <u>12</u> CG: <u>20</u> | Evaluation: MUSIC <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Skills</th> <th style="text-align: center;">3</th> <th style="text-align: center;">2</th> <th style="text-align: center;">1</th> </tr> </thead> <tbody> <tr> <td>1. Can recognize the sound of musical instruments</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Can identify pictures of musical instruments</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Can use other sources of sound to produce variety of timbres creatively</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Can perform the activities with enjoyment and cooperation</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Can sing and play musical instruments harmoniously</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2" style="text-align: left;">3-excellent</td> <td colspan="2" style="text-align: right;">1-good</td> </tr> </tbody> </table> | Skills | 3 | 2 | 1 | 1. Can recognize the sound of musical instruments | | | | 2. Can identify pictures of musical instruments | | | | 3. Can use other sources of sound to produce variety of timbres creatively | | | | 4. Can perform the activities with enjoyment and cooperation | | | | 5. Can sing and play musical instruments harmoniously | | | | 3-excellent | | 1-good | |
| Skills | 3 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2. Can identify pictures of musical instruments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Can use other sources of sound to produce variety of timbres creatively | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Can perform the activities with enjoyment and cooperation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Can sing and play musical instruments harmoniously | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-excellent | | 1-good | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | HEALTH Which is a better buy? Encircle the picture. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evaluation: Group the class into four. Each group will produce sounds from the underlined words in each sentence. Group 1 - human beings- sing "Maalaala Mo Kaya" Group 2 - animal - sound of animal Group 3 - man-made sound Group 4 - sound of nature The teacher reads the following items. Read the underlined words twice. 1. My <u>mother</u> loves to sing a lullaby. 2. <u>Vel</u> always gives food to his pet <u>dog</u> . 3. <u>Birds</u> on the trees are happily singing while the <u>wind</u> blows. 4. The <u>ambulance</u> brought the patient to the hospital. 5. I love to play the <u>drums</u> | Evaluation: Use rubric in the LM to measure self creativity in finger printing. Refer to BE PROUD, LM p.12 | Evaluation: Ask the pupils to: <input type="checkbox"/> Combine the movements learned with 16 counts each <input type="checkbox"/> Move in time with the music after practice time | Evaluation: Answer Let's Check! on p _15_. |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment: Cut out pictures of different sources of sounds from old newspapers or magazines and paste them in your notebook. | Assignment: Make other design using finger printing at home. | Assignment: Let the pupils practice the different arm positions/ movements and the dance steps of Kunday-Kunday at home. | Assignment: Answer "Let's Do this at Home" on page _15_ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|--|---|---|---|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: 1. Interpret the dynamics of a song through body movements small movement – soft big movement – loud 2. Distinguish loud, medium, and soft in music 3. Relate dynamics to the movements of animals | Objectives: Realizes that a print design can be duplicated many times by hand or by machine and can be shared with others Explain the meaning of the design created | Objectives: 1. Learn to appreciate the values of folk dancing. 2. Dance Kunday Kunday properly. 3. Develop good coordination of body movements while dancing Kunda Kunday | Objectives: Identify consumer rights Practice consumer rights when buying | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: Softness and Loudness in Relation to Body and Animal | Subject Matter: Stencil Making | Subject Matter: ENJOYING KUNDAY KUNDAY | Subject Matter: My Consumer Rights | WEEKLY TEST |
| Reference: LM: <u>11</u> LG: <u>110</u> CG: <u>20</u> | Reference: LM: <u>12</u> LG: <u>76</u> CG: <u>26</u> | Reference: LM: <u>14</u> LG: <u>149</u> CG: <u>22</u> | Reference: LM: <u>17</u> LG: <u>14</u> CG: <u>20</u> | Evaluation: MUSIC Sing “Farewell Song” applying correct dynamics. |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | HEALTH Look at the pictures. Write the letter of the consumer’s right that is shown in the picture. A. Right to Choose B. Right to Information C. Right to Safety D. Right to Basic Needs |
| Evaluation: Group the class into two and let them sing the song, one group after another, with correct dynamics. | Evaluation: Refer to BE PROUD, LM p.14 | Evaluation: Check (✓) your performance by using the following ratings: Legend: 5 – Excellent 4 – Very Satisfactory 3 – Satisfactory 2 – Somewhat Dissatisfactory 1 – Dissatisfactory | Evaluation: Instruct pupils to answer “Let’s Check!” on p. 20_. | |
| Assignment: Cut-out pictures of animals and relate dynamics to their movements and the sound they produce. | Assignment: Look for other examples of ethnic designs. Make a scrapbook of ethnic designs. | Assignment: Let the pupils practice Kunday kunday at home. | Assignment: Interview your guardian/parents. Ask them to share an interesting experience in exercising their consumer rights. Be ready to share in class. | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|---|---|---|---|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: Use the terms loud, medium, and soft to identify changes and variations in a song | Objectives: Designs an attractive logo with slogan about the environment to be used for printing | Objectives: 1. Identify basic movement skills using rings 2. Perform rhythmic routines with rings 3. Enjoy creative works with the use of rings | Objectives: Identify basic consumers rights Practice basic consumer rights | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: Changes and variations in a song. | Subject Matter: Logo Printing Using Discarded Materials | Subject Matter: RING RHYTHMICS | Subject Matter: Let's Practice our Rights | WEEKLY TEST |
| Reference: LM: <u>14</u> LG: <u>115</u> CG: <u>21</u> | Reference: LM: <u>15</u> LG: <u>79</u> CG: <u>26</u> | Reference: LM: <u>18</u> LG: <u>154</u> CG: <u>22</u> | Reference: LM: <u>21</u> LG: <u>18</u> CG: <u>20</u> | Evaluation: |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization E. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization E. Application | Fill in the balloon organizer with the different consumer rights.  |
| Evaluation: Group the children into three and let them sing "Do a Little Thing" applying the different dynamics. Group 1 - cat (soft) Group 2 - dog (moderately loud) Group 3 - carabao (loud) | Evaluation: Refer to BE PROUD on LM page <u>17</u> . | Evaluation: Your teacher will grade your performance by using the following ratings: Legend: 5 – Excellent 4- Very Good 3 –Good 2 – Fair 1 – Needs Improvement | Evaluation: Do Let's Check on p. <u>22</u> | |
| Assignment: Practice the dynamics of the song "Tunog at Galaw ng Hayop" as soft, medium, or loud. | Assignment: Bring the materials for activity no. <u>6</u> on page 16 for our next activity. | Assignment: Let the pupils memorize the figures at home. Tell them to study the different ball rhythmic. | Assignment: LET'S try page 21 | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | | | | | |
|---|---|---|---|---|--|--|--|--|--|---|--|--|--|--|--|--|--|---|--|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | | | | | |
| Objectives: Respond to conducting gestures of the teacher for "loud and "soft" | Objectives: Create and cut a stencil from paper or plastic sheets to be used for multiple prints on color or hard paper. | Objectives: 1. Describe the correct body mechanics in doing rhythmic routines with a ball 2. Perform rhythmic routines with a ball 3. Enjoy performing rhythmic routines with a ball | Objectives: Identify consumer responsibilities Discuss consumer responsibilities | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | | | | | |
| Subject Matter: Responding to conducting gestures | Subject Matter: STENCILING A NAME | Subject Matter: BALL RHYTHMICS | Subject Matter: I am Responsible | WEEKLY TEST | | | | | | | | | | | | | | | | |
| Reference: LM: <u>16</u> LG: <u>119</u> CG: <u>21</u> | Reference: LM: <u>17</u> LG: <u>82</u> CG: <u>26</u> | Reference: LM: <u>21</u> LG: <u>160</u> CG: <u>22</u> | Reference: LM: <u>24</u> LG: <u>21</u> CG: <u>20</u> | Evaluation: Read the situations draw a smiling face if it shows being a responsible consumer and a sad face if not. | | | | | | | | | | | | | | | | |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization F. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization F. Application | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td>1. Ask to the seller questions about the use of the product.</td> </tr> <tr> <td></td> <td>2. Buy a pen immediately without asking about the price at other stores.</td> </tr> <tr> <td></td> <td>3. Ask whether some endangered plants or animals were used in making the product.</td> </tr> <tr> <td></td> <td>4. Do nothing even if the toy your mother bought was defective upon opening.</td> </tr> <tr> <td></td> <td>5. Buy things at a nearby store even though you know prices are more expensive than other store.</td> </tr> <tr> <td></td> <td>6. Complain why the store is no longer gives plastic bags for the things you bought.</td> </tr> <tr> <td></td> <td>7. Join a group filing a complaint against a store that sells expired products.</td> </tr> <tr> <td></td> <td>8. Buy only what you need especially after natural disasters.</td> </tr> </table> | | 1. Ask to the seller questions about the use of the product. | | 2. Buy a pen immediately without asking about the price at other stores. | | 3. Ask whether some endangered plants or animals were used in making the product. | | 4. Do nothing even if the toy your mother bought was defective upon opening. | | 5. Buy things at a nearby store even though you know prices are more expensive than other store. | | 6. Complain why the store is no longer gives plastic bags for the things you bought. | | 7. Join a group filing a complaint against a store that sells expired products. | | 8. Buy only what you need especially after natural disasters. |
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| | 8. Buy only what you need especially after natural disasters. | | | | | | | | | | | | | | | | | | | |
| Evaluation: Conduct the song "Lupang Hinirang" and let the children follow teacher's hand gestures. | Evaluation: Use the rubrics in assessing the pupil's artwork. Refer to BE PROUD , LM p. 17 | Evaluation: Refer CHECK YOURSELF page 24 | Evaluation: Do Let's Check on p. 25 | | | | | | | | | | | | | | | | | |
| Assignment: Create a four-line poem about your favorite pet or thing. Memorize it. | Assignment: Cut pictures of ethic designs and paste them in your notebook. | Assignment: Let the pupils practice the different movements which they learned. | Assignment: LET'S REMEMBER page 25 | | | | | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | | | | | |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|---|---|---|---|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: Use varied dynamics to enhance poetry, chants, drama songs and musical stories | Objectives: Creates a print for a shirt, bag or a poster using letter stencils or abstract designs that conveys a message and can be replicated. | Objectives: 1. Describe the proper dribbling and shooting position. 2. Execute correct dribbling and shooting in a fun game. 3. Participate actively in dribbling and shooting activity. | Objectives: Identify reliable sources of health information. | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: Varied dynamics | Subject Matter: Printing Using Found Objects | Subject Matter: LET'S DRIBBLE AND SHOOT | Subject Matter: Information: Good for Me and You | WEEKLY TEST |
| Reference: LM: <u>19</u> LG: <u>124</u> CG: <u>21</u> | Reference: LM: <u>19</u> LG: <u>86</u> CG: <u>26</u> | Reference: LM: <u>25</u> LG: <u>167</u> CG: <u>22</u> | Reference: LM: <u>26</u> LG: <u>23</u> CG: <u>21</u> | Evaluation: How Do I Choose The Right Source of Information? Check if the ad is reliable, and draw a cross (X) if it is not. |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization G. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization G. Application | 1.  <input type="checkbox"/> 2.  <input type="checkbox"/> 3.  <input type="checkbox"/> 4.  <input type="checkbox"/> 5.  <input type="checkbox"/> |
| Evaluation: Let the group tell the story of the "Little Spider" through a song, "Ang Diutay na Damang". Use varied dynamics in singing the song. Other pupils will do the acting or dramatize the story. | Evaluation: Refer to BE PROUD on LM page 21. | Evaluation: Choose a partner. And do the task. Ask your partner to rate your performance. Legend: 3 – Excellent 2 – Satisfactory 1 – Good | Evaluation: Do Let's Check on p. <u>29</u> . | Fill the graphic organizer. Write the health professionals who are sources of information  |
| Assignment: Choose a poem, chant, or musical story and apply the changes in dynamics. | Assignment: Make a slogan for an environment friendly campaign. | Assignment: Let the pupils read stories about indigenous games. (Note: preparatory for the next lessons) | Assignment: Activity 2 page 26 | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |























| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | |
|---|---|---|---|--|-----|----|--|--|--|--|--|--|--------------------|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | |
| Objectives: | Objectives: Writes a slogan about the environment that correlates messages to be printed on t-shirts, posters, banners, or bags. | Objectives: 1 Describe the skills used in Tumbang Preso. 2. Walk, run and dodge in slow, moderate and fast pace in varying directions. 3. Play Tumbang Preso with vigor and enthusiasm | Objectives: | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | |
| Subject Matter: | Subject Matter: Slogan or Logo Making | Subject Matter: TUMBANG PRESO CHALLENGE | Subject Matter: | WEEKLY TEST | | | | | | | | | |
| Reference: LM: ____ LG: _____ CG: _____ | Reference: LM: <u>22</u> LG: <u>89</u> CG: <u>26</u> | Reference: LM: <u>28</u> LG: <u>173</u> CG: <u>22</u> | Reference: LM: ____ LG: _____ CG: _____ | Evaluation: | | | | | | | | | |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization H. Application | Learning Tasks D. Preliminary Activities 4. Drill 5. Review 6. Motivation E. Developmental Activities 4. Presentation 5. Discussion 6. Activity F. Generalization H. Application | | | | | | | | | | |
| Evaluation: | Evaluation: Evaluate the pupils artwork based on the rubric found in the LM. BE PROUD page 24 | Evaluation: Grade your performance by checking the box that matches your action. <table border="1" data-bbox="1059 1015 1495 1242"> <thead> <tr> <th>QUESTIONS</th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>1. I executed the skills correctly in Tumbang Preso in terms of: a. Walking b. Running c. Moving in slow and fast movement in varying directions d. Throwing slippers e. Escaping from "IT"</td> <td></td> <td></td> </tr> <tr> <td>2. I applied the proper values in the games.</td> <td></td> <td></td> </tr> </tbody> </table> | QUESTIONS | | YES | NO | 1. I executed the skills correctly in Tumbang Preso in terms of: a. Walking b. Running c. Moving in slow and fast movement in varying directions d. Throwing slippers e. Escaping from "IT" | | | 2. I applied the proper values in the games. | | | Evaluation: |
| QUESTIONS | YES | NO | | | | | | | | | | | |
| 1. I executed the skills correctly in Tumbang Preso in terms of: a. Walking b. Running c. Moving in slow and fast movement in varying directions d. Throwing slippers e. Escaping from "IT" | | | | | | | | | | | | | |
| 2. I applied the proper values in the games. | | | | | | | | | | | | | |
| Assignment: | Assignment: Cut out a logo from a magazine or newspaper and paste it in your notebook. Write a sentence about it. | Assignment: Ask the pupils learn about other indigenous games in their locality. Tell them to ask about the rules and materials of the games and write these in their P.E. notebooks | Assignment: | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | |

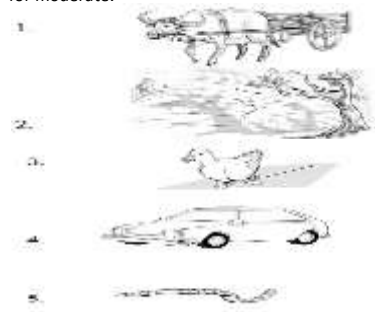
SUBJECT: MAPEH


WEEK NO. 9





GRADING PERIOD: THIRD GRADING
















| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|---|---|---|---|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: | Objectives: | Objectives: | Objectives: | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: | Subject Matter: | Subject Matter: | Subject Matter: | WEEKLY TEST |
| Reference: LM: ____ LG: _____ CG: _____ | Reference: LM: ____ LG: _____ CG: _____ | Reference: LM: ____ LG: _____ CG: _____ | Reference: LM: ____ LG: _____ CG: _____ | Evaluation: |
| Learning Tasks G. Preliminary Activities 7. Drill 8. Review 9. Motivation H. Developmental Activities 7. Presentation 8. Discussion 9. Activity I. Generalization J. Application | Learning Tasks K. Preliminary Activities 10. Drill 11. Review 12. Motivation L. Developmental Activities 10. Presentation 11. Discussion 12. Activity M. Generalization N. Application | Learning Tasks O. Preliminary Activities 13. Drill 14. Review 15. Motivation P. Developmental Activities 13. Presentation 14. Discussion 15. Activity Q. Generalization I. Application | Learning Tasks R. Preliminary Activities 16. Drill 17. Review 18. Motivation S. Developmental Activities 16. Presentation 17. Discussion 18. Activity T. Generalization I. Application | |
| Evaluation: | Evaluation: | Evaluation: | Evaluation: | |
| Assignment: | Assignment: | Assignment: | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|---|------------------------|------------------------------|--|---------------|--|--------------------------------------|---|-------------------|---|---|---|---------------------------|---|--------------------------------------|---|---------------------|--|--|--|--|--|--|---|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives: mimics animal movements according to speed 1.1 horse – fast 1.2 carabao – slow 1.3 turtle – slow 1.4 rabbit - fast 1.5 dog – fast | Objectives: Identifies different styles of puppets made in the Philippines (form Teatro Mulat and Anino Theater Group) | Objectives: Participates in various movement activities involving person, objects, music and environment | Objectives: Explains road safety practices as a pedestrian | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Matter: Lesson 1: Fastness and Slowness in Music | Subject Matter: Lesson No. I Finger Puppet | Subject Matter: Lesson 1: ENJOYING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT | Subject Matter: Lesson 1: Keep Safe with Road Signs | WEEKLY TEST | | | | | | | | | | | | | | | | | | | | | | | | |
| Reference: LM: <u> MU3TP-IVa-1 </u> LG: <u> </u> CG: <u> 21 </u> | Reference: LM: <u> A3EL-IVa </u> LG: <u> </u> CG: <u> 27 </u> | Reference: LM: <u> PE3BM-IV-a-b-20 </u> LG: <u> </u> CG: <u> 22 </u> | Reference: LM: <u> H3IS-IVab-19 </u> LG: <u> </u> CG: <u> 22 </u> | Evaluation: Music What tempo can we use to compare the movements of the following animals? Write the answer inside the box opposite each animal. 1. cat - jump 2. dog - run 3. turtle - crawl 4. birds – fly 5. rabbit – hop Health Identify road signs in Column A and draw a line to connect their meanings in Column B. | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evaluation: Do the following activity.  | Evaluation: <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Questions</th> <th colspan="3">Points</th> </tr> <tr> <th></th> <th>3 Very Evident</th> <th>2 Evident</th> <th>1 Not Evident</th> </tr> </thead> <tbody> <tr> <td>1. Does your puppet show creativity?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Does your puppet show use of different recyclable materials?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Was the presentation interesting?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Did you work well with your groupmates?</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Questions | Points | | | | 3 Very Evident | 2 Evident | 1 Not Evident | 1. Does your puppet show creativity? | | | | 2. Does your puppet show use of different recyclable materials? | | | | 3. Was the presentation interesting? | | | | 4. Did you work well with your groupmates? | | | | Evaluation: Check the column that best describes your performance in today’s activity. (Your teacher will provide you the table chart) | Evaluation: Complete the sentence below. It is important to follow traffic road signs because... | |
| Questions | Points | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3 Very Evident | 2 Evident | 1 Not Evident | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Does your puppet show creativity? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Does your puppet show use of different recyclable materials? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Was the presentation interesting? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Did you work well with your groupmates? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment: | Assignment: | Assignment: | Assignment: Look for at least 3 road signs you will see as a pedestrian on your home. Draw it in your notebook. | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>COLUMN A Road signs</th> <th>COLUMN B Road sign's name</th> </tr> </thead> <tbody> <tr> <td></td> <td>Hospital zone</td> </tr> <tr> <td></td> <td>No entry</td> </tr> <tr> <td></td> <td>Railroad crossing</td> </tr> <tr> <td></td> <td>Pedestrian zone</td> </tr> <tr> <td></td> <td>Stop light for pedestrian</td> </tr> <tr> <td></td> <td>School zone</td> </tr> <tr> <td></td> <td>Pedestrian crossing</td> </tr> </tbody> </table> | COLUMN A Road signs | COLUMN B Road sign's name |  | Hospital zone |  | No entry |  | Railroad crossing |  | Pedestrian zone |  | Stop light for pedestrian |  | School zone |  | Pedestrian crossing | | | | | | | | |
| COLUMN A Road signs | COLUMN B Road sign's name | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Hospital zone | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | No entry | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Railroad crossing | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Pedestrian zone | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Stop light for pedestrian | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | School zone | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Pedestrian crossing | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | | | | | | | | | | | | | |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|---|--|-------------------|--------------|------------------|---|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--------|-----------|------|------|-------------------|--------------|--|--|--|--|------------|--|--|--|--|-------------|--|--|--|--|------------|--|--|--|--|---|---|-------------------------------------|--------|-------|-----------|-------|--------------------------------|--|--|--|--|-----------------------------------|--|--|--|--|--|--|--|--|--|---------------------------------------|--|--|--|--|--------------------------------|--|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives: Sing songs with proper tempo following basic conducting gestures | Objectives: Appreciates variations of puppets in terms of material, structure, shapes, colors and intricacy of textural details | Objectives: The learner moves: <input type="checkbox"/> individually, with partner, and with group <input type="checkbox"/> with ribbon, hoop, balls, and any available indigenous/improvised materials <input type="checkbox"/> with sound <input type="checkbox"/> in indoor and outdoor settings | Objectives: Demonstrates road safety practices for pedestrian | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Matter: Lesson 2: Slow, Moderate, and Fast Tempo | Subject Matter: Lesson No. Hand Puppet | Subject Matter: Lesson 2: FUN WITH MANIPULATIVES | Subject Matter: Lesson 2: Crossing the Street Safely | WEEKLY TEST | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reference: LM: <u> MU3TP-IVa-2 </u> LG: <u> </u> CG: <u> 21 </u> | Reference: LM: <u> A3PL-IVb </u> LG: <u> </u> CG: <u> 27 </u> | Reference: LM: <u> PE3BM-IV-c-h-21 </u> LG: <u> </u> CG: <u> 23 </u> | Reference: LM: <u> H3IS-IVab-20 </u> LG: <u> </u> CG: <u> 22 </u> | Evaluation: Music Identify the movement of each of the following pictures. On your paper, write F for fast, S for slow and M for moderate. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Evaluation: Activity No. : <u> 2 </u> Page : _____ | Evaluation: Check or rate your output based on the given rubric below: <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th rowspan="2">Indicators</th> <th colspan="3">Points</th> </tr> <tr> <th>3 Very Evident</th> <th>2 Evident</th> <th>1 Not Evident</th> </tr> </thead> <tbody> <tr> <td>1. I showed creativity in using recyclable materials.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. My puppet shows an interesting expression.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. My work was appreciated by my classmates.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. I cooperated with my groupmates in putting up an exhibit of our hand puppets.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Indicators | Points | | | 3 Very Evident | 2 Evident | 1 Not Evident | 1. I showed creativity in using recyclable materials. | | | | 2. My puppet shows an interesting expression. | | | | 3. My work was appreciated by my classmates. | | | | 4. I cooperated with my groupmates in putting up an exhibit of our hand puppets. | | | | Evaluation: Put a [✓] to describe your performance of the following manipulative skills: <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Skills</th> <th>Excellent</th> <th>Good</th> <th>Fair</th> <th>Needs Improvement</th> </tr> </thead> <tbody> <tr> <td>1. Dribbling</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Passing</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Catching</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Kicking</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Skills | Excellent | Good | Fair | Needs Improvement | 1. Dribbling | | | | | 2. Passing | | | | | 3. Catching | | | | | 4. Kicking | | | | | Evaluation: Activity 2: Which is safe? Check (<input type="checkbox"/>) the picture below which shows safe practices for road safety. Explain your answer Page: _____ | Health <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Road Safety Practices as Prohibited</th> <th>Always</th> <th>Often</th> <th>Sometimes</th> <th>Never</th> </tr> </thead> <tbody> <tr> <td>Follow traffic rules and signs</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Be alert when crossing the street</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Use the pedestrian lane in crossing the street</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Stop first before crossing the street</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Stop in the middle of the road</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Listen and watch carefully for approaching vehicles</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Close the street when the traffic light is green</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Play with friends when crossing the street</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Look right and left when crossing the street</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Wear bright clothes especially at night if you will have to cross the street</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Road Safety Practices as Prohibited | Always | Often | Sometimes | Never | Follow traffic rules and signs | | | | | Be alert when crossing the street | | | | | Use the pedestrian lane in crossing the street | | | | | Stop first before crossing the street | | | | | Stop in the middle of the road | | | | | Listen and watch carefully for approaching vehicles | | | | | Close the street when the traffic light is green | | | | | Play with friends when crossing the street | | | | | Look right and left when crossing the street | | | | | Wear bright clothes especially at night if you will have to cross the street | | | | |
| Indicators | Points | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3 Very Evident | 2 Evident | 1 Not Evident | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. I showed creativity in using recyclable materials. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. My puppet shows an interesting expression. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. My work was appreciated by my classmates. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. I cooperated with my groupmates in putting up an exhibit of our hand puppets. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Skills | Excellent | Good | Fair | Needs Improvement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Dribbling | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Passing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Catching | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Kicking | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Road Safety Practices as Prohibited | Always | Often | Sometimes | Never | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Follow traffic rules and signs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Be alert when crossing the street | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Use the pedestrian lane in crossing the street | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stop first before crossing the street | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stop in the middle of the road | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Listen and watch carefully for approaching vehicles | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Close the street when the traffic light is green | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Play with friends when crossing the street | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Look right and left when crossing the street | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wear bright clothes especially at night if you will have to cross the street | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment: | Assignment: | Assignment: | Assignment: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | | | | |
|---|--|---|---|--|--|--------------------------|--------------------------|---|--------------------------|--------------------------|--|--------------------------|--------------------------|--|--------------------------|--------------------------|--|--------------------------|--------------------------|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | | | | |
| Objectives: Relates movement to changes and variations in tempo | Objectives: Creates a puppet designs that would give a specific and unique character Applies designs of varied shapes and colors on puppets to show the unique character of the puppets | Objectives: Demonstrates movement skills in response to sounds and music | Objectives: Explains basic road safety practices as a passenger | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | | | | |
| Subject Matter: Lesson 2: Slow, Moderate, and Fast Tempo | Subject Matter: Lesson No. 3 Sock Puppet | Subject Matter: Lesson 3: DANCE MIXERS | Subject Matter: Lesson 3: Safety at Loading and Unloading Zones | WEEKLY TEST | | | | | | | | | | | | | | | |
| Reference: LM: <u> </u> MU3TP-IVb-3 <u> </u> LG: <u> </u> CG: <u> 21 </u> | Reference: LM: <u> </u> A3PR-IVc & d <u> </u> LG: <u> </u> CG: <u> 27 </u> | Reference: LM: <u> </u> PE3MS-IV-a-h-1 <u> </u> LG: <u> </u> CG: <u> 23 </u> | Reference: LM: <u> </u> H3IS-IVcd-21 <u> </u> LG: <u> </u> CG: <u> 22 </u> | Evaluation Music Sing “Mga Alaga Kong Hayop” using the appropriate speed for each animal movement. Health Which are safe practices when getting in and out of a vehicle? Encircle thumbs-up if you agree and thumbs- down if you don’t. | | | | | | | | | | | | | | | |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | | | | | | | | | | | | | | | | |
| Evaluation: Activity No. : <u> 1 </u> Page : _____ | Evaluation: Inside the circle Draw a <input type="checkbox"/> if your answer is YES and if your answer is NO. 1. Do I understand the art of making a sock puppet? Yes No Explain _____ 2. Did I follow the steps in making a sock puppet? Yes No Explain _____ 3. Did I use found objects to decorate my sock puppet? Yes No Explain _____ 4. Did I share materials with my classmates? Yes No Explain _____ 5. Did I enjoy doing the activity? Yes No Explain _____ | Evaluation: Put a check (✓) if you agree with the faces that describe your answer and put an (X) if not. (Your teacher will provide you the table or chart) | Evaluation: Activity 1: Safe Passengers Have you seen these road signs? What do these mean?  | | | | | | | | | | | | | | | | |
| Assignment: | Assignment: | Assignment: | Assignment: Look for the loading and unloading zones in your community. Draw on your notebook the road safety signs in the area | <table border="1"> <tbody> <tr> <td>1. Wait for a ride at the proper place for passengers.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>2. Get off the vehicle anywhere you want.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>3. Fall in line while waiting for a vehicle.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>4. Race with other people to get a ride.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>5. Take care of your things throughout the trip.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> | 1. Wait for a ride at the proper place for passengers. | <input type="checkbox"/> | <input type="checkbox"/> | 2. Get off the vehicle anywhere you want. | <input type="checkbox"/> | <input type="checkbox"/> | 3. Fall in line while waiting for a vehicle. | <input type="checkbox"/> | <input type="checkbox"/> | 4. Race with other people to get a ride. | <input type="checkbox"/> | <input type="checkbox"/> | 5. Take care of your things throughout the trip. | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. Wait for a ride at the proper place for passengers. | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | |
| 2. Get off the vehicle anywhere you want. | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | |
| 3. Fall in line while waiting for a vehicle. | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | |
| 4. Race with other people to get a ride. | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | |
| 5. Take care of your things throughout the trip. | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | | | | |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 |
|---|---|---|---|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ |
| Objectives: Responds with movement to tempo changes | Objectives: Constructs a simple puppet based on a character in a legend, myth or story using recyclable materials and bamboo sticks or twigs | Objectives: Engages in fun and enjoyable physical activities | Objectives: Demonstrates road safety practices as a passengers | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. |
| Subject Matter: Lesson 3: Variations in Tempo | Subject Matter: Lesson No. 4 Stick Puppet | Subject Matter: Lesson 4: DANCE MIXERS (KAIBIGAN) | Subject Matter: Lesson 4: Safety First Inside the Vehicle | WEEKLY TEST |
| Reference: LM: <u> MU3TP-IVb-c-4</u> LG: _____ CG: <u> 21</u> | Reference: LM: <u> A3PR-IVe</u> LG: _____ CG: <u> 27</u> | Reference: LM: <u> PE3PF-IV-a-h-2</u> LG: _____ CG: <u> 23</u> | Reference: LM: <u> H3IS-IVcd-22</u> LG: _____ CG: <u> 22</u> | Evaluation: Health Look at the pictures. Write a safety rule for every picture |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application |     |
| Evaluation: Create dance steps with your group. Group A - Slow - “Ili- Ili TulogAnay” Group B - Fast - “Leron, LeronSinta” Group C - Moderate - “Bahay Kubo” | Evaluation: Activity 1 Page : _____ | Evaluation: 1. Which figure in the dance did you perform well? 2. Which figure in the dance did you find difficult to accomplish? 3. On a scale of 1-5, with 1 being the lowest and 5 being the highest, how can you rate your dance performance in this lesson? 4. Color the stars that describe your overall performance in this lesson. 5 stars - Excellent 4stars -Very Good 3 stars - Good 2 stars - Fair 1 star -Poor | Evaluation: Activity 2: What will happen? Identify 2 common road accidents as passengers. | |
| Assignment: | Assignment: | Assignment: | Assignment: | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | |
|---|---|---|---|--|------------|---|---|--|---|--|---|--|---|--|--|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | |
| Objectives: Distinguishes among fast, moderate, and slow in music | Objectives: Manipulates a puppet to act out a character in a story together with other puppets | Objectives: Identifies conditioning and flexibility exercises that will improve posture | Objectives: Explains the meaning of traffic signals and road signs | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | |
| Subject Matter: Lesson 3: Variations in Tempo | Subject Matter: Lesson No. 5 String Puppets | Subject Matter: Lesson 5: MARACAS RHYTHMICS | Subject Matter: LESSON 5: Unsafe Roads | WEEKLY TEST | | | | | | | | | | | | |
| Reference: LM: <u> </u> MU3TP-IVb-5 <u> </u> LG: <u> </u> CG: <u> 21 </u> | Reference: LM: <u> </u> A3PR-IVf <u> </u> LG: <u> </u> CG: <u> 27 </u> | Reference: LM: <u> </u> PE3PF-IV-a-h-15 <u> </u> LG: <u> </u> CG: <u> 23 </u> | Reference: LM: <u> </u> H3IS-IVe-23 <u> </u> LG: <u> </u> CG: <u> 22 </u> | Evaluation: Health Identify accidents that may happen when we do not follow road signs | | | | | | | | | | | | |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | <table border="1"> <thead> <tr> <th>Road Signs</th> <th>Accidents that may happen if not followed</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> | Road Signs | Accidents that may happen if not followed |  | |  | |  | |  | |  | |
| Road Signs | Accidents that may happen if not followed | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
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|  | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| Evaluation: Activity No. : <u> 1 </u> Page : _____ | Evaluation: Puppet Show 1. Let each of your groups present a short puppet show based on the story you created. 2. Be aware that the groups are given only 2 minutes to present the puppet show. 3. Other groups shall observe the performance of the performing group so that you can give your honest rating after the performance. 4. Rate the group performance using the rubric | Evaluation: Perform the figures with music. The teacher will grade the pupils according to the following criteria: Legend: 3 – Very Good 2 – Good 1 – Needs Improvement | Evaluation: List at least 5 road hazards that you might see while you are on the road. 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ | | | | | | | | | | | | | |
| Assignment: | Assignment: | Assignment: | Assignment: | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | |

| Activities | Score |
|---|-------|
| Followed the steps accurately with confidence | |
| Performed and moved the body to the rhythm of the music | |
| Showed cooperation in working with the group | |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|---|--|---|--|---|--|---|------------|-------|-------------------------------|--|------------------------------|--|---|--|---|--|-------------------------------|--|--|-----------------|-------------|----------------|---|--|--|---|--|--|-----------------------------------|--|--|---|--|--|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives: Uses the terms: fast, moderate, and slow, (faster, slower etc.) to identify tempo changes and variations | Objectives: Performs as puppeteer together with others, in a puppet show to tell a story using the puppet he/she created | Objectives: Performs conditioning and flexibility exercises that will improve body mechanics | Objectives: Describes dangerous, destructive, and disturbing road situations that need to be reported to authorities | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Matter: Lesson 3: Variations in Tempo | Subject Matter: Lesson No. 6 Puppet Show | Subject Matter: Lesson 6: STICK RHYTHMICS | Subject Matter: Lesson 6: Hazards in the Community | WEEKLY TEST | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reference: LM: <u> </u> MU3TP-IVb-6 <u> </u> LG: <u> </u> CG: <u> 21 </u> | Reference: LM: <u> </u> A3PR-IVg <u> </u> LG: <u> </u> CG: <u> 27 </u> | Reference: LM: <u> </u> PE3PF-IV-a-h-16 <u> </u> LG: <u> </u> CG: <u> 23 </u> | Reference: LM: <u> </u> H3IS-IVf-24 <u> </u> LG: <u> </u> CG: <u> 22 </u> | Evaluation: Which are safe practices for natural hazards? Put a (*) on the blank. ___1. I will swim in the flood. ___2. I will not panic if disaster strikes. ___3. I will walk alone in public places. ___4. I don't know our exact home address. ___5. I will watch flying objects during a typhoon. ___6. I will stay at home when there is a typhoon. ___7. I will throw garbage properly to avoid flooding. ___8. I know persons who can help me in case of emergency. ___9. I will listen to news updates on the weather conditions ___10. I will participate in barangay programs in cleaning the community | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evaluation: Create dance steps with your group. Group A - Slow - "Ili- Ili TulogAnay" Group B - Fast - "Leron, LeronSinta" Group C - Moderate - "Bahay Kubo" | Evaluation: Answer the following question below: <table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">1. Did I show my cooperation in planning the puppet show? How?</td> <td style="width: 20%;"></td> </tr> <tr> <td>2. Did I show appreciation of the advantages of team effort in doing a puppet show? How?</td> <td></td> </tr> <tr> <td>3. Did I take pride in the puppet show performance of the group? How?</td> <td></td> </tr> <tr> <td>4. Have I expressed my thoughts and feelings when performing as a puppeteer? How?</td> <td></td> </tr> </table> | 1. Did I show my cooperation in planning the puppet show? How? | | 2. Did I show appreciation of the advantages of team effort in doing a puppet show? How? | | 3. Did I take pride in the puppet show performance of the group? How? | | 4. Have I expressed my thoughts and feelings when performing as a puppeteer? How? | | Evaluation: Perform the rhythmic exercises with a ball preferably with suitable music. Legend: 3- Very Good 2- Good 1- Fair <table border="1" style="width: 100%;"> <thead> <tr> <th>Activities</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Did feet movements accurately</td> <td></td> </tr> <tr> <td>Did hand movements correctly</td> <td></td> </tr> <tr> <td>Applied implements are well in hand movements</td> <td></td> </tr> <tr> <td>Performed the whole rhythmic activity with gracefulness</td> <td></td> </tr> <tr> <td>Had fun in doing the activity</td> <td></td> </tr> </tbody> </table> | Activities | Score | Did feet movements accurately | | Did hand movements correctly | | Applied implements are well in hand movements | | Performed the whole rhythmic activity with gracefulness | | Had fun in doing the activity | | Evaluation: Write at least 3 actions you will do if natural hazards happen in your community. <table border="1" style="width: 100%;"> <thead> <tr> <th>Natural Hazards</th> <th>What I Know</th> <th>What I Will Do</th> </tr> </thead> <tbody> <tr> <td>Falling debris and tendency for building collapse caused by earthquakes</td> <td></td> <td></td> </tr> <tr> <td>Ash fall and lava slide caused by volcanic eruption</td> <td></td> <td></td> </tr> <tr> <td>Falling rocks caused by landslide</td> <td></td> <td></td> </tr> <tr> <td>Tsunami or storm surge caused by strong typhoon</td> <td></td> <td></td> </tr> </tbody> </table> | Natural Hazards | What I Know | What I Will Do | Falling debris and tendency for building collapse caused by earthquakes | | | Ash fall and lava slide caused by volcanic eruption | | | Falling rocks caused by landslide | | | Tsunami or storm surge caused by strong typhoon | | | |
| 1. Did I show my cooperation in planning the puppet show? How? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Did I show appreciation of the advantages of team effort in doing a puppet show? How? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Did I take pride in the puppet show performance of the group? How? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Have I expressed my thoughts and feelings when performing as a puppeteer? How? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Activities | Score | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Did feet movements accurately | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Did hand movements correctly | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Applied implements are well in hand movements | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Performed the whole rhythmic activity with gracefulness | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Had fun in doing the activity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Natural Hazards | What I Know | What I Will Do | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Falling debris and tendency for building collapse caused by earthquakes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ash fall and lava slide caused by volcanic eruption | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Falling rocks caused by landslide | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tsunami or storm surge caused by strong typhoon | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment: | Assignment: | Assignment: | Assignment: List at least 5 hazards in your home which can cause accidents if natural disaster strikes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---------------------|--|--|--|---|--|--|--|--|--|--|--|---|--|--|--|--|--------------------|--|---|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | | | | | | | | | |
| Objectives: Sing songs with designated tempo | Objectives: Design and create a mask or headdress with the use of recycled or natural objects inspired by best festivals | Objectives: | Objectives: Displays self-management skills for road safety. | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | | | | | | | | | |
| Subject Matter: Lesson 3: Variations in Tempo | Subject Matter: Lesson No. 7 Mask Making | Subject Matter: | Subject Matter: Lesson 7: Be Prepared! | WEEKLY TEST | | | | | | | | | | | | | | | | | | | | |
| Reference: LM: <u> MU3TP-IVa-c-7</u> LG: _____ CG: <u> 22</u> | Reference: LM: <u> A3PR-IVh</u> LG: _____ CG: <u> 27</u> | Reference: LM: _____ LG: _____ CG: _____ | Reference: LM: <u> H3IS-IVg-25</u> LG: _____ CG: <u> 23</u> | Evaluation: Health Identify the natural disasters below and write safety rules that people must follow. | | | | | | | | | | | | | | | | | | | | |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 4. Presentation 1. Discussion 2. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization H. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application |  | | | | | | | | | | | | | | | | | | | | |
| Evaluation: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Knowledge/Skill</th> <th style="width: 10%;">Very Good</th> <th style="width: 10%;">Good</th> <th style="width: 20%;">Needs Improvement</th> </tr> </thead> <tbody> <tr> <td>1. Can sing in tune</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Can demonstrate understanding of thinness and thickness through round song</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Can distinguish between thinness and thickness of musical sound</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Can participate actively in all the activities</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Knowledge/Skill | Very Good | Good | Needs Improvement | 1. Can sing in tune | | | | 2. Can demonstrate understanding of thinness and thickness through round song | | | | 3. Can distinguish between thinness and thickness of musical sound | | | | 4. Can participate actively in all the activities | | | | Evaluation: Draw the mask you created inside the box. Then, answer the questions below 1. What colors did I use in my mask? 2. What recyclable materials did I use? 3. Would I make more masks and headdresses? Why? 4. Should I be proud of our festivals? Why? 5. What I learn about our festivals? | Evaluation: | Evaluation: Identify the natural disasters below and write safety rules that people must follow. |  |
| Knowledge/Skill | Very Good | Good | Needs Improvement | | | | | | | | | | | | | | | | | | | | | |
| 1. Can sing in tune | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Can demonstrate understanding of thinness and thickness through round song | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Can distinguish between thinness and thickness of musical sound | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Can participate actively in all the activities | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment: | Assignment: | Assignment: | Assignment: Make a contact of list of people you may call for help or report community hazards. | | | | | | | | | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | | | | | | | | | |

SUBJECT: MAPEH

WEEK NO. 8

GRADING PERIOD: FOURTH GRADING

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|--|------------------------|-------------------------------|--|--|--|--|---|--|--|--|--|---|--|--|--|--|--------------------------------|--|--|--|--|--|--|--|--|--|--|------------------|-----|----|---|--|--|--|--|--|--|--|--|---|--|--|--|--|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives: Demonstrates the concept of texture by singing “two-part rounds | Objectives: Creates a mask or headdress that is imaginary in design using found and recycled materials, inspired by local Festivals | Objectives: | Objectives: Identifies hazards in the community Follows safety rules to avoid accidents in the community Recommends preventive action for a safe community | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Matter: Lesson 4: Two-Part Round | Subject Matter: Lesson No. 8 My Headdress | Subject Matter: | Subject Matter: Lesson 8: I Want to be Safe! | WEEKLY TEST | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reference: LM: <u> </u> MU3TX-IVd-f-1_ LG: <u> </u> CG: <u> 22 </u> | Reference: LM: <u> </u> A3PR -IVi_ LG: <u> </u> CG: <u> 28 </u> | Reference: LM: <u> </u> LG: <u> </u> CG: <u> </u> | Reference: LM: <u> </u> H3IS-IVh-26 - 28_ LG: <u> </u> CG: <u> 23 </u> | Evaluation: Health Answer questions. 1. What will you do if you are alone and a stranger knocks on the door? 2. What will you do if a stranger offers you food? 3. What will you do if you see a suspicious-looking person looking in at your neighbor’s house? 4. Which is a safe route to take in going home? Why? 5. What will you do if someone harasses you and asks you to give your money or things? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | Learning Tasks A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Skills | Very good 4 | Good 3 | Fair 2 | Needs Improvement 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Can sing in correct pitch. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Can differentiate unison singing with round singing. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Can demonstrate concept of texture in music by singing two-part round. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Can sing in correct rhythm. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Can participate actively in all group activities. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Abilities/Skills | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. I showed my creativity in making my headdress. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. I used recyclable/indigenous materials in my project. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. I shared my knowledge of the festivals I observed in my province or region. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. I helped my seatmate in finishing his/her headdress. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment: | Assignment: | Assignment: | Assignment: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SUBJECT: MAPEH

WEEK NO. 9

GRADING PERIOD: FOURTH GRADING

| DAY 1 (MUSIC) | DAY 2 (ARTS) | DAY 3 (P.E.) | DAY 4 (HEALTH) | DAY 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|------------------------|------------------------|------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|-------------------------------|--|--|--|--|---|--|--|--|--|---|-----------------|-----------|------|-------------------|---|--|--|--|---|--|--|--|--|--|--|--|---|--|--|--|--|-----------------|-----------|------|-------------------|---------------------|--|--|--|---|--|--|--|--|--|--|--|---|--|--|--|
| DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | DATE: _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives: demonstrates the concept of texture by singing “partner songs” | Objectives: distinguishes between single musical line and multiple musical lines which occur simultaneously | Objectives: distinguishes between thinness and thickness of musical sound | Objectives: | Objectives: The pupils are expected to get 75% mastery level in the weekly tests. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Matter: Lesson 5: Partner Songs | Subject Matter: Lesson 6: Single and Multiple Melodic Lines | Subject Matter: Lesson 7: Texture in Music | Subject Matter: | WEEKLY TEST | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reference: LM: <u> </u> MU3TX-IVd-f-2 <u> </u> LG: <u> </u> CG: <u> </u> 22 <u> </u> | Reference: LM: <u> </u> MU3TX-IVd-f-3 <u> </u> LG: <u> </u> CG: <u> </u> 22 <u> </u> | Reference: LM: <u> </u> MU3TX-IVg-h-4 <u> </u> LG: <u> </u> CG: <u> </u> 22 <u> </u> | Reference: LM: <u> </u> LG: <u> </u> CG: <u> </u> | Evaluation: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Skills | Very good 4 | Good 3 | Fair 2 | | Needs Improvement 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Can sing in correct pitch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Can differentiate unison singing with round singing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Can demonstrate concept of texture in music by singing two-part round | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Can sing in correct rhythm | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Can participate actively in all group activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Knowledge/Skill | Very Good | Good | Needs Improvement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Can identify single and multiple melodic lines | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Can sing partner songs harmoniously with the group | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Can show mastery in singing partner songs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Can participate actively in all the activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Knowledge/Skill | Very Good | Good | Needs Improvement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Can sing in tune | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Can demonstrate understanding of thinness and thickness through round song | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Can distinguish between thinness and thickness of musical sound | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Can participate actively in all the activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment: | Assignment: | Assignment: | Assignment: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Remarks: | Remarks: | Remarks: | Remarks: | Remarks: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | Mastery Level: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

