










Instructional Planning

(The process of systematically planning, developing, evaluating and managing the instructional process by using principles of teaching and learning -
D.O. 42, s. 2016)



Detailed Lesson Plan (DLP) Format

DLP No.:	Learning Area:	Grade Level:	Quarter:	Duration:	Date:
1	PE	1	1st	40 mins.	
Learning Competency/ies: <i>(Taken from the Curriculum Guide)</i>		Describe the different parts of the body and their movements through enjoyable physical activities.			Code: <div style="background-color: yellow; text-align: center; padding: 5px;">PE 1BM-Ia-b-1</div>
Key Concepts / Understandings to be Developed		The body has lower and upper extremities. Each body part has its own function and differ in its movements.			
Domain	Adapted Cognitive Process Dimensions (D.O. No. 8, s. 2015)	OBJECTIVES: Showing the body parts pupils are expected to:			
Knowledge <i>The fact or condition of knowing something with familiarity gained through experience or association</i>	Remembering	Identify the body parts and its movements.			
	Understanding				
Skills <i>The ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or the ability, coming from one's knowledge, practice, aptitude, etc., to do something</i>	Applying	Execute how each parts of the body move.			
	Analyzing				
	Evaluating				
	Creating				
Attitude	Valuing	Name the parts of the body with confidence. Demonstrate gregariousness while doing group activity.			
Values	Valuing	Show how to take care of your body.			
2. Content		Different Body Parts and Their Movement			
3. Learning Resources		MISOSA 4 module 4, Learner's Material pp.1-8, word cards and pictures https://www.google.com.ph/search?dcr=shoulder+circling+child+clipart, jumping+clipart, shoulder+circling+child+clipart, my+head+clipart, knees+clipart, shoulderclipart			
4. Procedures					
4.1 Introductory Activity		Teacher asks: "Do you know that your body can move in different ways?" Sing the song my toes my knees with action. Teacher modelling, next teacher and pupils sing the song together while doing the action.			
5	minutes				

<p>4.2 Activity</p> <p>10 minutes</p>	<p>"Can you name some parts of the body mentioned in the song?" Game Simon Says: As the teacher says point your head pupils will point it . "Can you move your head? How will you move it (by nodding)?" And so on and so forth.</p>			
<p>4.3 Analysis</p> <p>5 minutes</p>	<p>Show pictures associated in words like head, shoulders, knees and feet. Teacher reads the words and let the pupils follow. After flashing each word teacher point which part of the body it is. Ask pupils for example clapping of hands? What body part is use? Teacher discusses and explain to pupils how each part of the body move specifically (hands ,feet, head, shoulder, knees and toes).</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <div style="display: flex; justify-content: space-around; text-align: center; margin-top: 5px;"> HEAD SHOULDERS KNEES FEET </div>			
<p>4.4 Abstraction</p> <p>8 minutes</p>	<p>Pupils stand and perform the activity with confidence and enjoyment. Clapping of hand, nodding of head, shoulders circling etc. Teacher will inject values, base on the importance of each body parts and howto takecare of each parts. Do our body move? Does the body move in the same way? What part of the body move when you clap, nod? <i>(State the key concept)</i></p>			
<p>4.5 Application</p> <p>5 minutes</p>	<p>Class is divided into three groups. Slow learners perform the song head, shoulders, knees and toes with action. Average learners will match the part of the body and their movement. Fast learners will name the part of the body according to its movements.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>			
<p>4.6 Assessment</p> <p>3 minutes</p>	<p>Analysis of Learners' Products</p>	<p>Identify the body parts use in each movement by matching column A with column B. Draw a line to connect your answer.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>A</p> <ol style="list-style-type: none"> 1. clapping 2. nodding 3. knee circling 4. feet rotating </td> <td style="width: 50%; vertical-align: top;"> <p>B</p> <ol style="list-style-type: none"> a. knees b. head c. hands d. feet </td> </tr> </table>	<p>A</p> <ol style="list-style-type: none"> 1. clapping 2. nodding 3. knee circling 4. feet rotating 	<p>B</p> <ol style="list-style-type: none"> a. knees b. head c. hands d. feet
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<p>4.7 Assignment</p> <p>2 minutes</p>	<p>Enhancing / improving the day's lesson</p>	<p>Cut out picture that shows the movement of hands and feet. Paste it in your assignment notebook.</p>		
<p>4.8 Concluding Activity</p> <p>2 minutes</p>	<p>Singing the song ulo, abaga, dapi-dapi, tuhod, tiil etc.</p>			
<p>5. Remarks</p>				

6. Reflections			
A. No. of learners who earned 80% in the evaluation.		C. Did the remedial lessons work? No. of learners who have caught up with the lesson.	
B. No. of learners who require additional activities for remediation.		D. No. of learners who continue to require remediation.	
E. Which of my learning strategies worked well? Why did these work?			
F. What difficulties did I encounter which my principal or supervisor can help me solve?			
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?			
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