




## 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:
<b>3</b>	<b>Physical Education</b>	<b>One</b>	<b>1st</b>	<b>1 day</b>	
Learning Competency/ies: <i>(Taken from the Curriculum Guide)</i>		Shows balance on one, two, three, four and five body parts		Code: <b>PE1BM-Ie-f-3</b>	
Key Concepts / Understandings to be Developed		<b>We can do balancing using our body parts.</b>			
Domain	Adapted Cognitive Process Dimensions (D.O. No. 8, s. 2015)	<b>OBJECTIVES:</b>			
<b>Knowledge</b> <i>The fact or condition of knowing something with familiarity gained through experience or association</i>	<b>Remembering</b>	Identify the different balancing skills			
	<b>Understanding</b>				
<b>Skills</b> <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>	<b>Applying</b>	Execute the different balancing movements			
	<b>Analyzing</b>				
	<b>Evaluating</b>				
	<b>Creating</b>				
<b>Attitude</b>	<i>Internalizing Values</i>	Perform cautiously in performing the movements			
<b>Values</b>	<i>Internalizing Values</i>	Display respect for others			
<b>2. Content</b>		<b>Body Awareness (Different body parts and their movements)</b>			
<b>3. Learning Resources</b>		K to 12 Grade 1 PE CG p.12; Grade 1 PE TG pp. 5-6; LM pp. 159-160; MISOSA 4-module 4			
<b>4. Procedures</b>					
<b>4.1</b>	<b>Introductory Activity</b>				
<b>3</b>	minutes	Have the children perform the warm-up exercises through the guidance of the teacher.			
<b>4.2</b>	<b>Activity</b>				
<b>7</b>	minutes	Gallery Walk: The pupils are grouped into four and let each group perform the actions shown in the picture in each station: <span style="color: red;">(please refer to Buluhaton 5 of LM 1 pp 159-160)</span>			

<b>4.3 Analysis</b>	3 minutes	Ask: How did you find the activity? What did you do in each station? How did you show balancing in the activity you have just performed? What are other body movements that show balance?	
<b>4.4 Abstraction</b>	10 minutes	Have the pupils follow the teacher as she demonstrates the different movements showing balance. ( <i>depend on the teacher's preference</i> ) Then ask pupils what is balance and how to show balance using body parts.	
<b>4.5 Application</b>	7 minutes	Group the pupils. Assign each group to execute the different body movements showing balance. 	
<b>4.6 Assessment</b>	5 minutes	Analysis of Learners' Products	Evaluate the pupils if they have shown balance while performing the assigned body movement.
<b>4.7 Assignment</b>	2 minutes	Enhancing / improving the day's lesson	Practice the different body movements showing balance.
<b>4.8 Concluding Activity</b>	3 minutes	Have them do the cooling down activities by following the teacher.	
<b>5. Remarks</b>			
<b>6. Reflections</b>			
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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