



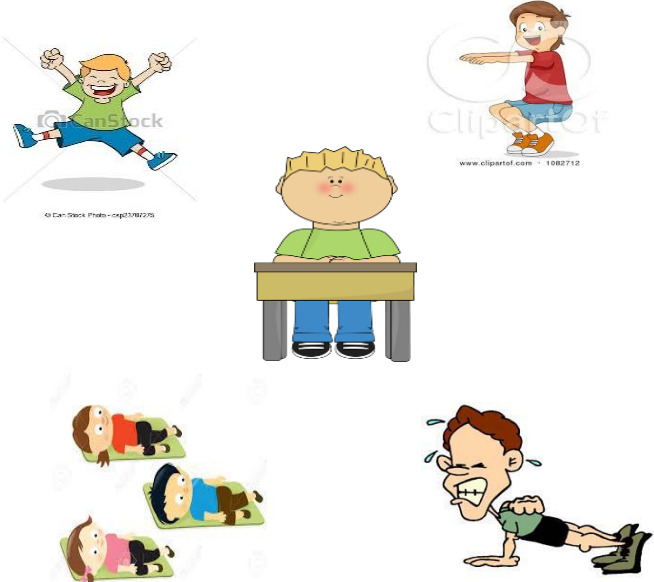

## Instructional Planning

(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>4</b>	<b>Physical Education</b>	<b>One</b>	<b>1ST</b>	<b>40 minutes</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-1e-f-3</b>	
Key Concepts / Understandings to be Developed		We can balance on one, two, three, four or five body parts.			
<b>Domain</b>	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>				
	<b>Understanding</b>	Explain how to balance with one, two, three, four and five body parts.			
<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>				
	<b>Analyzing</b>	Compare actions that show balance and those that don't show balance.			
	<b>Evaluating</b>	Appraise the action observed whether there is balance or none.			
	<b>Creating</b>				
<b>Attitude</b>	<i>Receiving Phenomena</i>	Demonstrate the value of respectfulness in doing group activities			
<b>Values</b>	<i>Valuing</i>	Respect your classmates ability			
<b>2. Content</b>		Body Awareness (Different body parts and their movements)			
<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, <a href="https://www.google.com.ph/search?q=exercise+children+clipart">https://www.google.com.ph/search?q=exercise+children+clipart</a>			
<b>4. Procedures</b>					
<b>4.1 Introductory Activity</b>					
<b>3</b>	minutes	Have the children perform the warm-up exercises through the guidance of the teacher. ( Head rotation, shoulder rotation, hip rotation, knee rotation,jumping jack)			

<p><b>4.2 Activity</b></p> <p>5 minutes</p>	<p>Guide the pupils to perform the activity 5 on pages 159 - 160 of Learner's Material:  <b>Body Balance:</b>  a) Two arms, one leg  b) Two legs. One arm  c) One arm, one leg  d) Stand on one leg  e) Sway one leg forward, sideward, backward</p>	
<p><b>4.3 Analysis</b></p> <p>5 minutes</p>	<p>Ask: How did you find the activity? (Enjoyable). What does it show when you able to stand on one leg?(There is balance). How did you show balancing in the activity you have just performed?(By keeping upright and maintain the balance). What are other body movements that show balance? (galloping,hopping,jumping)</p>	
<p><b>4.4 Abstraction</b></p> <p>5 minutes</p>	<p>Our body can maintain balance while doing different work. What work at home needs body balance? Walking,cleaning,watering the plants or doing any household chores). What works in school needs body balance?(Walking, standing, jumping). Can playing outdoor games need balance? (Yes). Give some examples.(Jumping,running,hopping).</p>	
<p><b>4.5 Application</b></p> <p>10 minutes</p>	<p>Group the pupils. Assign each group to execute the different body movements showing balance. Refer to page 13 of the Learner's Material (Stand on one or two feet while bending the body forward, backward, sideward) Let them assess if the activity done by each group show balance or not.</p>	
<p><b>4.6 Assessment</b></p> <p>5 minutes</p>	<p>Tests</p>	<p>Compare if the actions in the pictures show balance or not. Say YES if it shows balance, NO if no balance.</p> 
<p><b>4.7 Assignment</b></p> <p>2 minutes</p>	<p>Enhancing / improving the day's lesson</p>	<p>Practice the different body movements showing balance.</p> 
<p><b>4.8 Concluding Activity</b></p> <p>5 minutes</p>	<p>Have them do the cooling down activities by following the teacher.</p>	
<p><b>5. Remarks</b></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?			

Prepared by:

Name:	MANSUETA F. CAÑADA	School:	UPPER TUNGHAAN ELEM. SCHOO
Position/ Designation:	MT1	Division:	CEBU PROVINCE
Contact Number:		Email address:	

Checked by:

**MONA LIZA T. PARDILLO**  
School Principal

**LUZVIMINDA G. BARIQUET**  
School Principal

Noted by:

**JOEL B. UMBAY**  
District Supervisor

Quality Assured by: **JOHN JENNIS M. TRINIDAD**