

QUARTER I

Lesson 1: BODY SHAPES AND ACTION

Time Allotment: 40 minutes

I. Objectives:

1. Describe the proper body mechanics while standing.
2. Move the body properly in response to sounds and music.
3. Engage in fun and enjoyable physical activities.

II. Subject Matter:

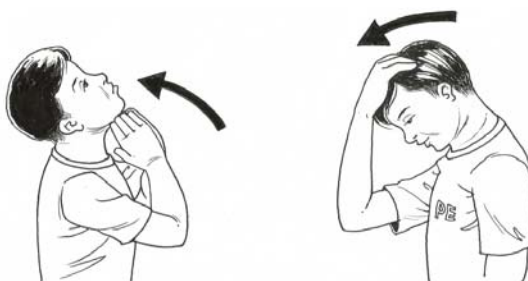
- A. Topics: Basic Standing Positions and Movements
- B. Skill/s: Locomotor, and Non-locomotor, Standing
- C. Values: Cooperation, Alertness, Self-Discipline
- D. Reference: TGs and LMs Gr. 2, Enhancing Skills through MAPE
- E. Materials: CD & CD player, and Activity Cards

III. Learning Activities:

(Note: The teacher must explain the concept of mirror image and refer to the pictures in the LM, while giving instructions to the student.)

A. Routinary Activities:

1. Checking of attendance and PE uniform (appropriate attire for physical activities)
2. Warm-up activities
 - a. Jog in place (8 counts) walk in place (8 counts)
 - b. Breathing exercise (10 counts)
 - c. Head bend



- Forward (4 counts) with hand support
- Backward (4 counts) with hand support



- Sideward right with hand support (4 counts)
- Back to position (4 counts)

d. Head Twist

- head twist sideward right (4 counts)
- back to position (4 counts)
- head twist sideward left (4 counts)
- back to position (4 counts)



e. Shoulder circle

Start with hands down at the sides.

- forward (4 counts) with hands down at the sides
- backward (4 counts) with hands down at the sides



f. Trunk Twist

- arms raised up to the chest with palms facing down
- to the right (count 4)
- back to position
- repeat to the left (count 4)
- back to position



g. Knee stretching/Pushing

- Stand straight with feet apart, hands in front touching the lap (count 4)
- Slowly move the body



- downward
(count 4)
- Back to position

(Note: Point out that the knees should not go beyond the toes.)

h. Ankle (foot) Circle

- Lift right foot and rotate clockwise 4 counts and counter-clockwise 4 counts.
- Repeat with the left foot



i. Starting position: half knee bend

- Inhale as you slowly stand up and straighten the knees.
- Raise arms slowly sideward, upward. (8 counts.)
- Exhale as you slowly bring arms downward to its original position.
- Repeat 3 times

After all the activities, cool down with simple stretching and breathing.

B. Preparatory Activities:

Direction: Introduce the song and the action or if the pupils are familiar with the song let them sing with you.

I'm a Little Teapot

(may be replaced by any folk song in the region)

I'm a little teapot short and stout
Here is my handle and here is my spout
When the water's boiling hear me shout
Lift me up and pour me out!

- What actions did you perform while singing?
- What shapes did you form with your body?
- How did you do it? Can you show it?

Ask them if they want to play another game.

C. Developmental Activities:

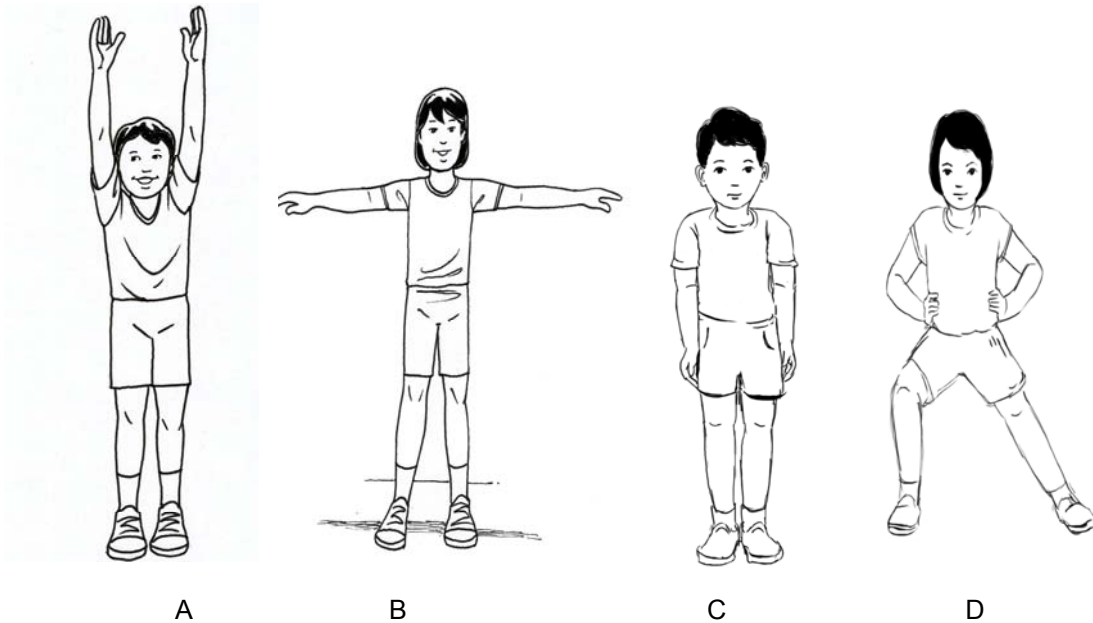
Note: The procedures should be delivered in MTB

Activity 1: Popcorn

Directions: Tell the pupils to do the following as you say:

- Pop – stand with arms upward
- Corn – stand with arms sideward

- A. Papara – Stand with arms on side
- B. Papap – side lunge



Note: You may vary the sequence of the words alternately.

Ask: What actions did you perform?
 What parts of your body did you move?
 How did you do it?

Activity 2: Mirror revision on the wall

Note to the teacher: Demonstrate the hand and feet movements and the pupils will follow. You may also ask the pupils to get partners. Together, they will do the actions as if one is the reflection of the other.

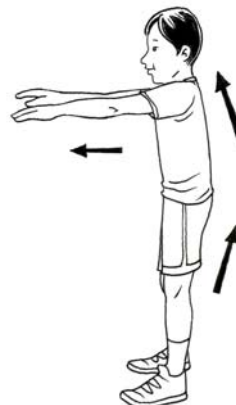
Feet together
 /arms raised
 upward



Stride stand, twist
 trunk to the right
 /raise arms
 sideward



Lunge right foot
 backward keeping
 your back straight and
 raise arms forward



Ask the following questions

What can you say about the movements?
What different shapes were formed with bodies?
Can you describe the different positions?
What body parts were used to form the shapes?
Can you do it?

D.Generalization

Our bodies can perform different shapes and lines such as straight, curled and twisted. It can also show different shapes and actions.

If you can move your body and form shapes in many ways, you will enjoy exercising.

Values Infusion

Cooperation, self discipline, and initiative are important in doing varied activities.

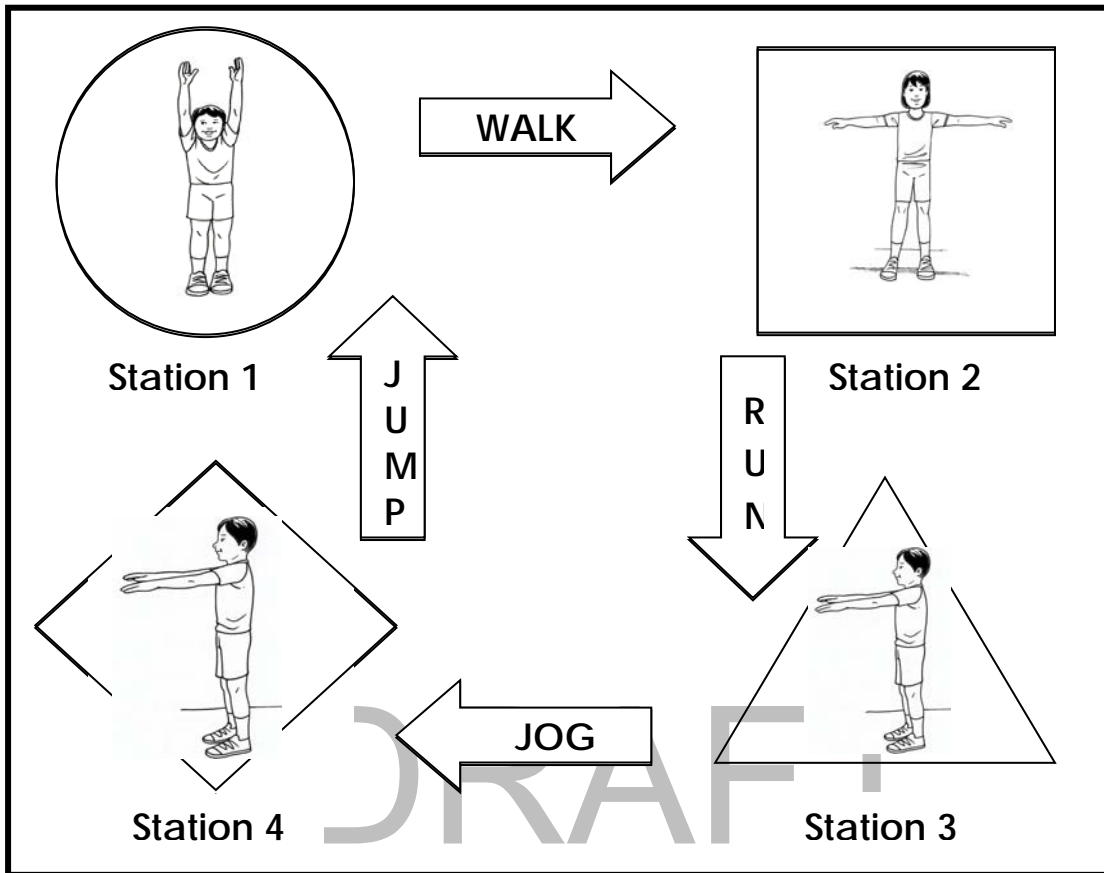
E.. Application:

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Merry-Go-Round

Direction: Using the base method. Devide the pupils into four groups. Ask them to form the shape assigned in each base. They should have formed the shapes at the end of the song (Twinkle Twinkle Little Star) and move to the next base using the prescribed locomotor movement.

- Station 1 – Form a circle shape with arms upward
- Station 2 – Form a square shape with arms sideward
- Station 3 – Form a triangle with arms in front
- Station 4 – Form a diamond shape with arms in front



Ask the following:

What shapes did you form?

What locomotor movements did you use in traveling from one station to another?

E. Closing Activities:

Follow the Leader

Direction: The teacher may use a whistle, clap or alter the signal so that pupils can develop alertness.

The teacher blows a whistle .

Once Pupils stand with feet together (parallel)

Twice Pupils do stride stand (stand with feet apart)

Thrice Pupils do side lunge position

Ask: Were you able to follow the signals ? How?

(Note to the teacher: This activity allows you to correct pupil's posture problems.)

IV. Assessment:

Put a check (✓) in the box that matches your performance..

	Yes	No
1. Did you perform correctly? a. feet together (parallel) b. stride 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?		

V. 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.

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QUARTER 1

Lesson 2: LET'S MOVE AND BE FLEXIBLE!

Time Allotment: 40 minutes per week

I. 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

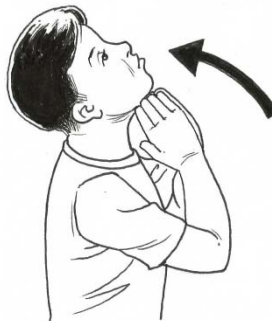
II. Subject Matter:

- A. Topics: Body Conditioning and Flexibility
- B. Skill/s: 1) Locomotor
 2) Non-Locomotor: Bending, Stretching
- C. Values: Cooperation, Self-Discipline
- D. Reference: TGs and LMs Gr. 2, Enhancing Skills through MAPE
- E. Materials: Activity card, pictures, flashcards

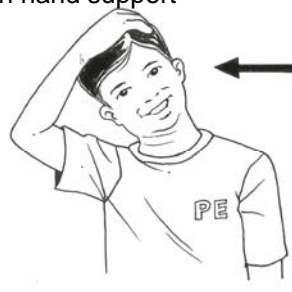
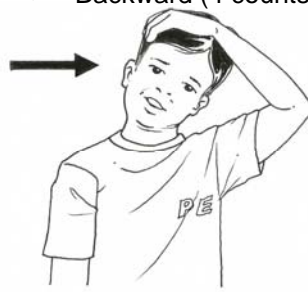
III. Learning Activities:

A. Routinary Activities:

1. Checking of attendance and PE uniform (appropriate attire for physical activities)
2. Warm-up activities
 - a. Jog in place (8 counts) walk in place (8 counts)
 - b. Breathing exercise (10 counts)
 - c. Head bend



- Forward (4 counts) with hand support
- Backward (4 counts) with hand support



- Sideward right with hand support (4 counts)
- Back to position (4 counts)

d. Head Twist

- head twist sideward right (4 counts)
- back to position (4 counts)
- head twist sideward left (4 counts)
- back to position (4 counts)



e. Shoulder circle

Start with hands down at the side

- forward (4 counts) with hands down on the side
- backward (4 counts) with hands down on the side



f. Trunk Twist

- Arms raised up to the chest with palms facing down
- to the right (count 4)
- back to position
- Repeat to the left (count 4)
- Back to position



g. Knee stretching/Pushing

- Stand straight with feet apart, hands in front touching the lap (count 4)
- Slowly move the body downward (count 4)
- Back to position



(Note: Point out that the knees should not go beyond the toes.)

h. Ankle (foot) Circle

- Lift right foot and rotate clockwise 4 counts and counter-clockwise 4 counts.
- Repeat with the Left foot



i. Starting position: half knee bend.

- Inhale as you slowly stand up and straighten the knees.
- Raise arms slowly sideward, upward. (8 cts.)
- Exhale as you slowly bring arms downward to its original position.
- Repeat 3 times

j. Long Sitting position. Close legs together, bend forward, stretch both hands and reach for your feet . (Count 6 times hold)



k. Stride position. Spread legs apart. Bend forward, stretch both hands forward as far as you can. (Count 6 times hold)



3. Review:

Ask your pupils to recall the different body shapes and actions and perform these.

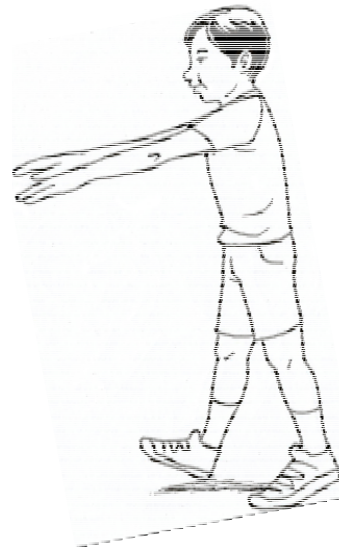
Feet together, arms raised upward.



Stride stand.
Twist trunk to the right
Raise arms sideward.



Lean trunk forward, keeping your back straight, and raise arms forward.



B. Preparatory Activities:

Tell the pupils to look at the illustration and ask the following:

What is the farmer doing?

What kind of body movement is needed when you plant rice as shown in the illustration?

Ask the pupils to sing the song Magtanim ay Di Biro with actions.

Action Song: **Magtanim ay Di Biro**

I
Magtanim ay di biro
Maghapon nakayuko
Di naman makatayo
Di naman makaupo

II
Sa umaga paggising
Ang lahat iisipin
Kung saan may patanim
May masarap na pagkain

III
Halina halina mga kaliyag
Tayo ay magsipag-unat-unat
Magpanibago tayo ng lakas
Para sa araw ng bukas

(Repeat III)



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Ask:

- What kind of body movements do you do when planting rice?
- Can you show how proper bending is done?

(Note to the Teacher: Prescribe correct bending posture when planting/picking up objects from the floor: bent knees, trunk slightly bent forward with back straight)

What body postures have you done?

- How do you recover from bent position? (Expected answer: back to original position)

C. Developmental Activities:

(Note to teacher: Do the warm-up activities here)

(The procedure should be delivered in MTB)

Activity 1: **Ready Get Set Go**

Directions: Group the class into four columns. Ask the pupils to do the following positions. The pupils must wait for the teacher's Go signal and freeze for five seconds. Groups who did the positions correctly will move 1 step forward until a group reaches the finish line. (Note to the teacher: Use the following commands).

1. Pick up things from the floor.
2. Reach upward to pick mangoes from the tree.
3. Sway from side to side like a bamboo tree.
4. Pass the ball backward to a friend.
5. Guard your line in patintero.

Ask:

- What movements did you do in the Ready Get Set Go?
- How many reached the finish line?
- How did you do it?
- What body parts are used in bending and stretching?

Activity 2: **Pair Challenge**

Chinese Gets-up

Directions: Find a partner and together sit on the floor, back to back with arms elbows locked

With your partner, sit back to back on the floor, with arms locked together. Stand without releasing you hold on your partner and bring feet closer.



1



2



3



4

4

Ask: How many were able to do it and how did you do it?

The teacher will guide the pupils to form a generalization.

D. Generalization

Bending and **stretching** are movements that improve flexibility. The proper way of doing these movements can prevent injury.

A flexible person can do many movements safely and assume good posture at all times.

E. Application

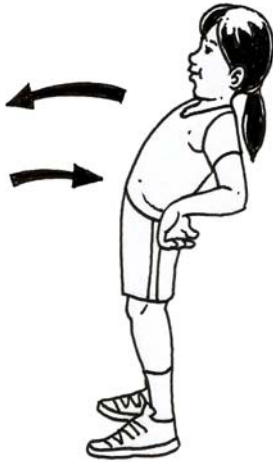
Travelogue

Directions: Group pupils into three big groups or small groups with 3 members each. Ask them to perform the activity written on the activity cards. As the teacher claps each group will transfer to the next base in a counter-clockwise manner.

1

2

3



Ask: How did you do the different movements?
Which movements are easy to do? Why?
Which movements are hard to do? Why?

F. Closing Activity: **Sing and Dance**

Title of the activity: **Shake-Shake-Shake**

Shake hip right and left alternately	8 cts
Shake hip double right and double left	8 cts
Shake shoulders left and right alternately	8 cts
Shake shoulders double left and double right	8 cts
All body shapes	16 cts

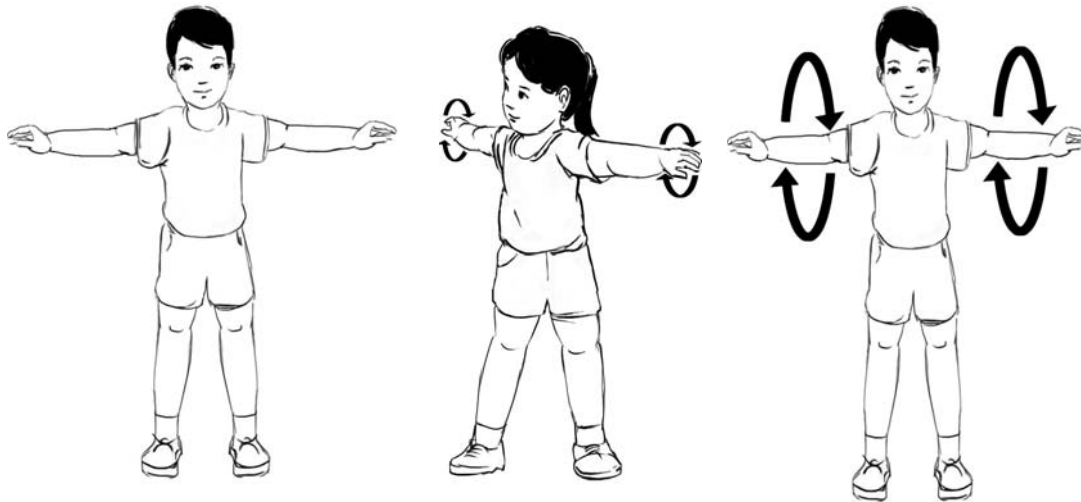
Note: The teacher can modify these movements and use songs in the region.

IV. Assessment:

Ask the pupils perform the following flexibility exercises.

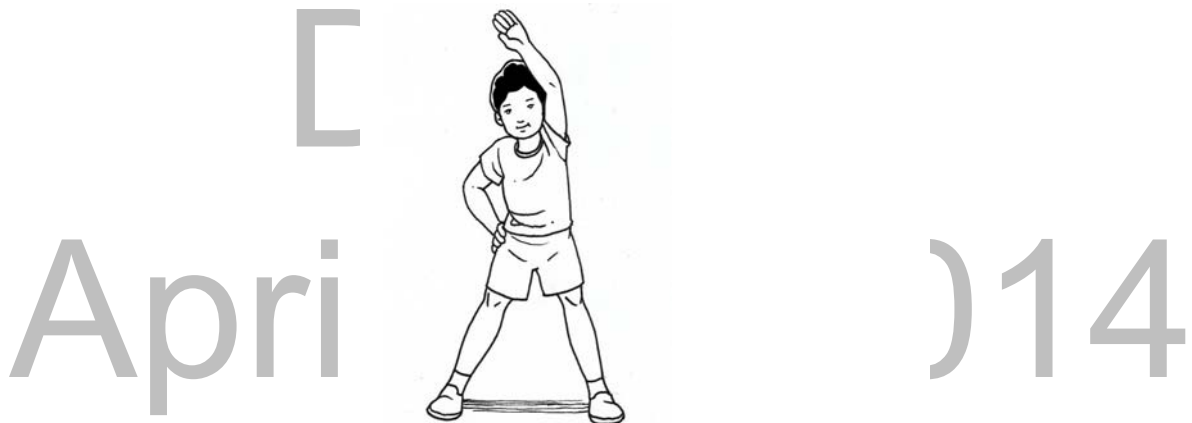
1. Backward arm circle

- Stand straight with feet shoulder-width apart and arms extended to the sides, parallel to the floor.
- Slowly circle the arms backward.
- Start with small circles, then move to large ones.

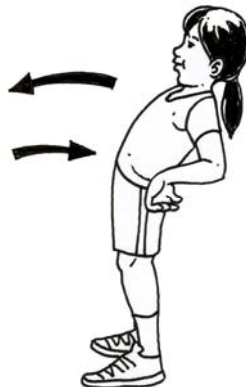


2. Lateral trunk flexion

- Stand straight with hands on waist, feet shoulder-width apart.
- Bend at the waist and lean to the side. Return to straight position, then lean to the other side.
- Repeat movement with the side



3. Bend the trunk forward and back.



Iv. Assessment:

A. Check the box on the self assessment portion that matches to your performance.

Legend:

- 3 - Very good
- 2 - Good
- 1 - Needs improvement

ACTIVITIES	Self Assessment			Teacher's Assessment		
1. Bend forward						
2. Bend backward						
3. Bend sideward						

B. How did you perform the Chinese Gets up?

Check one:



Very good

Good

Needs improvement

Did you like your performance? Why? Why not?

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V. Assignment:

- A. Practice the different exercises that you learned.
- B. List down five walking movements done with body shapes.

QUARTER 1

Lesson 3: LET'S WALK AND SING!

Time Allotment: 40 minutes (one meeting per week)

I. 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

II. Subject Matter:

- A. Topic: **Walking and Flexibility Exercises**
- B. Skill: Movement skill Walking in different directions
- C. Values: Discipline, Patience
- D. References: Fitness for Health & Sports by Patricia G. Avila, M.D.
 - Fitness for Children by Curt Hilton, Copyright 1995
 - Materials: CD ,cassette, laptop, pictures

III. Learning Activities:

A. Routinary Activities:

1. Checking of attendance and PE uniform (appropriate attire for physical activities)
2. Warm-up activities

(Note to the teacher: warm –up activities must be done before the activity)

- a. Refer to Lesson 1 on warm up exercises. (You can use music to accompany the movement)
- b. Pupils must do the stretching exercises.

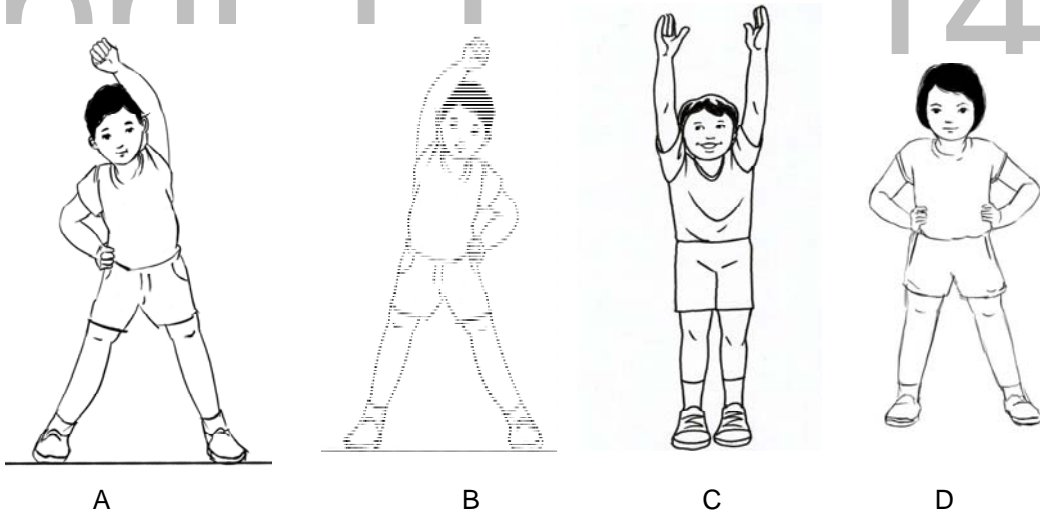


Figure A-B

1. (Starting Position) Stride stand
2. Bend trunk sideward Right, with the left arm overhead (Hold for 6 counts)

3. Back to starting position (Hold for counts 7-8)
4. Bend trunk sideward left, with the right arm overhead (Hold for 6 counts)
5. Back to starting position (Hold for counts 7-8)

Figure C

1. (Starting Position) Stride stand
2. Raise heels, raise arms upward, hold hands together, (Hold for 6 counts)
3. Back to Starting Position (for counts 7-8)

Figure D

1. (Starting Position) Stride stand
2. Hands on waist (Hold for 6 counts)
3. Back to Starting Position (for counts 7-8)
4. Repeat from A-D
5. Inhale and exhale (8 counts)

B. Preparatory Activities:

Ask the pupils to perform any movement based on the following song:

Song: Tong tong tong tong Pakitong kitong

*Tong tong tong tong Pakitong kitong
Alimango sa dagat, malaki at masarap
Mahirap mahuli, sapagkat nangangagat. (Repeat)
(Sing this using different vowels.)*

- Ask: What animal was mentioned in the song?
What actions can you create for the song?
 What parts of your body did you use in doing the movements?
 Are these movements locomotor or non- locomotor? Why?

C. Developmental Activities:

Activity 1 SPOT THE DIFFERENCE

Show pictures of

**Boy walking w/
Correct posture**



A

Kyphosis Boy



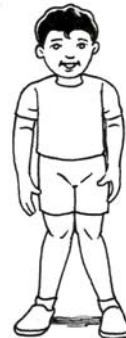
B

**Boy walking w/
Correct posture**



C

**Boy w/ knocked
knees**



D

- What can you see in the pictures?
 A and B? **Boy walking w/ Incorrect posture/Hunchback Boy**
 C and D? **Boy walking w/ Correct posture/Boy w/ knocked knees**
- Compare the pictures A and B. These both Boy show incorrect posture.

- Who walks properly, the boy in picture C? or the one in picture D?
- Who can demonstrate proper walking?
Pupil will demonstrate proper body mechanics.

Activity 2 **WALKING ALL THE WAY**

Direction: Group the pupils into four columns, with five for each line.
 Upon signal of the teacher (whistle), the pupils will execute walking with proper body mechanics (with music).

(Note for the teacher: The activity should allow you to identify pupils with postural problems.)

What can you say about walking activity?

D. Generalization:

Walking properly in different directions is an enjoyable activity that will help the proper functioning of our body system.

Values infusion: Patience and Discipline are important when playing with classmates.

E. Application

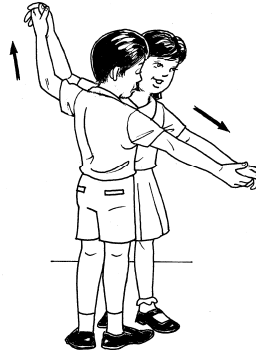
LET'S DO IT

- **Wring the Dishrag**

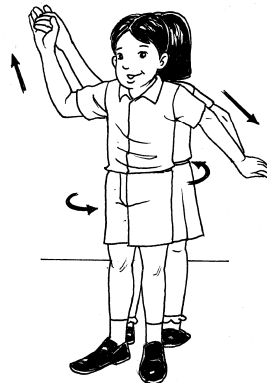
Choose a partner.

Face your partner and join hands.

Raise one pair of your joined hands while lower the other.



Turn your bodies under the raised hands until you both end in a back-to-back position.



D. Closing Activity:

Now, let's sing **a song with actions**.

Song: **Maliit na Gagamba**

*Maliit na gagamba umakyat sa sanga
 Dumating ang ulan itinaboy sila
 Sumikat ang araw natuyo ang sanga
 Maliit na gagamba palaging Masaya*

IV. Assessment:

A. Direction: **Check the box that describes the posture in the picture.**

	Good posture	Fair posture	Poor posture
1. Standing 			
2. Sitting 			
3. Walking - 			

B. Direction: Answer the following question with YES or NO

1. Do you walk with arms **raised** upward? _____
2. Do you walk crisscrossed? _____
3. Do you walk with knees bent? _____
4. Do you walk with arms swinging on the sides? _____
5. Do you walk **in** a straight line? _____

V. Assignment:

- A. **Use** proper body mechanics while walking.
- B. Practice at home the flexibility exercises that you **have learned**.

References: Fitness for Health & Sports by: Patricia G. Avila, M.D
Fitness for Children by Curt Hilton, Copyright 1995

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QUARTER 1

Lesson 4: LET'S MOVE AND BEND OUR KNEES!

Time Allotment: 40 minutes

I. 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

II. Subject Matter:

- A. Topic: **Flexibility and Conditioning Exercises**
- B. Skill/s: Movement Skills, Bending and Stretching
- C. Values: Cooperation, Patience
- D. Reference: Fitness for Health & Sports by Patricia G. Avila, M.D
Fitness for Children by Curt Hilton, Copyright 1995
- E. Materials: cassette, **CDs**, Laptop, Stick, Pictures

III. Learning Activities:

A. Routinary Activities:

1. Checking of attendance and PE uniform (appropriate attire for physical activities)
2. Warm up activities
Refer to Lesson 3 on warm up exercises. (You **may** use music to accompany the movements.)

B. Preparatory Activities:

Look at the illustrations below

Can you follow **these**?



A



B



C



D

Figure A-B

1. (Starting Position) Stride stand
2. Bend trunk sideward right, with the left arm overhead (Hold for 6 counts)
3. Back to starting position (Hold for counts 7-8)
4. Bend trunk sideward left, with the right arm overhead (Hold for 6 counts)
5. Back to starting position (Hold for counts 7-8)

Figure C

1. (Starting Position) Stride stand
2. Raise heels, raise arms upward, (Hold for 6 counts)
3. Back to Starting Position (for counts 7-8)

Figure D

1. (Starting Position) Stride stand
2. Hands on waist, (Hold for 6 counts)
3. Back to starting position (for counts 7-8)
4. Repeat from A-D
5. Inhale and exhale (8 counts)

C. Developmental Activities:

(Note: The procedures should be delivered in MTB)

ACTIVITY 1: I CAN DO THIS!

Ask the pupils to imitate the following pictures:






- Ask the pupils if it was easy to imitate or not
- Introduce the different kneeling positions.

Note:

In P.E, kneeling positions can be done in different ways in preparation for physical activities. Examples of kneeling positions are: *kneeling knees together, stride kneeling, kneeling with one leg extended sideward right/left etc.* If the surface of the floor is rough, pads for the knees **may** be used.



- Ask the pupil to practice doing the positions.
- Challenge them to create arm movements.
- Ask how many did the positions and movements correctly.

4-5 	2-3 	Only 1 
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D. Generalization

Just like feet knees can also be used as base of support. You can create flexibility exercises while kneeling. Kneeling exercises focus on flexibility, balance and strength

Values formation – *Cooperation together with patience leads to success.*

E. Application

ACTIVITY 2: Kneeling Challenge

In a group of 5, let pupils to create an exercise with different kneeling positions.

In 2 minutes **they must** practice this exercise with arm movement.

Next, they have to do half kneeling challenge, they should also do the kneeling position with arm movements while singing “*BAHAY KUBO*”.

F. Closing Activity

The pupils will sing together the following songs.

Song:

UMUPO, TUMAYO
(To the tune of Rocking the Boat)

Umupo, tumayo gumagalaw ang Bangka (3x)

KUMUSTA KA

Kumusta ka, ako ay masaya
Umikot ng umikot at humanap na iba
(Find a partner and repeat)

IV. Assessment:

Self Rating

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.

1. _____



A

2. _____



B

2. _____



C



D

5. _____



E

V. Assignment:

- A. Ask the pupils identify situations when kneeling is used.
- B. Ask them to practice **at home** the flexibility exercises that **they** learned.

Reference: Fitness for Health & Sports by Patricia G. Avila, M.D
Fitness for Children **by** Curt Hilton, Copyright 1995

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QUARTER 1

Lesson 5: LET'S SIT AND CREATE SHAPES!

Time Allotment: 40 minutes

I. Objectives:

1. Perform different sitting positions with correct body
2. **Form** different shapes out **with one's body** while sitting
3. Enjoy and have fun participating in simple relay/race

II. Subject Matter:

- A. Topics: Sitting Positions and Body Shapes
- B. Skills: Individual Stunts; Hip walk (Forward and Backward), Cricket walk
- C. Value Focus: Patience and Cooperation
- D. References: Worktext in Music, Arts and Physical Education 4A Journey Through the World of Music, Arts and P.E.3
- E. Materials: Pictures of different sitting positions

III. Learning Activities

A. Routinary Activities:

1. Checking of attendance and P.E. Uniform (appropriate attire for physical activities)

2. Warm – Up Activities

The pupils do the following bending, stretching, twisting, and balancing exercise:

- Jog in place – 16 counts
- Bend at the waist forward and backward, side to side – 32 counts
- Stretch up high, forward and backward, side to side – 32 counts
- Twist the upper body to the right or left while keeping their feet stationary – 32 counts
- Balance on one foot, raise right foot or left – 32 counts
- Breathing exercise – 32 counts

B. Preparatory Activities:

Ask the pupils to perform the different kneeling positions.

- Kneel on both legs
- Stride kneeling
- Half kneeling
- Half kneeling with one leg extended sideways

C. Developmental Activities

(Note: The procedure should be delivered in MTB)

Activity 1: **Sing and Move with Me**

Action song: "Sit Down, You're Rocking the Boat"

What body movements **did you do** while singing the song?

Did you enjoy the actions?

Activity 2: **Look at Me**

Show the following illustrations of different sitting positions:

Sitting Positions:

Long sitting



Long sitting rest



Stride sitting



Hook sitting



Tuck Sitting



Side sitting



Hurdle sitting



Cross sitting



Frog sitting



Heel sitting



Ask the pupils to look at the pictures.

Ask: What do you see in the picture?

What is the child doing in the picture?

Can you do it?

Demonstrate the different sitting positions. Ask the pupils to observe and imitate. Ask them to do it by groups.

1. What different sitting positions did you do?
2. Did you perform the different positions with correct body movements? Yes/No?
3. Which sitting positions did you find difficult to do? Why?

Activity 3. Creating Body Shapes (Group work)

Directions: Select three sitting positions and form shapes with your body.

Rubrics:

Activities	Scores
Create at least three body shapes	
Create at least two body shapes	
Create at least one body shapes	

Now that you have done the different sitting positions, let us now answer this question.

Why is it important to know the basic positions properly?

D. Generalization

Knowing the basic sitting positions will help you explore movement different and shapes.

The proper execution of each position will improve posture or correct defects.

E. Application

Sitting Relay (Group work)

Directions:

Prepare the venue for the activity. Ask the pupils to assume sitting position. (Note: Make sure the floor surface is appropriate for the activity.)

Demonstrates Hip walk, forward/backward and cricket walk to the pupils

Ask them to do the activities by lines and wait for the signal.

- Hip walk forward

- Hip walk backward



Hip walk – the act of shaking the hips left and right in order to move forward/backward

Ask the following questions:

What position did you use in Hip Walk?

What body shapes **did you form** in this activity?

What different movements **did you make**?

Did you do the activity correctly?

Did you enjoy the activity?

F. Closing Activities

Ask the pupils to sing the song “Look at Me”

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Look at me (2x)
I am a butterfly
I can fly (4x)
Like a butterfly

IV. Assessment

With the same groups, ask the pupils to demonstrate the body positions that they have learned.

Check the appropriate box that matches your answer.

Activities	Yes	No
1. Performed the different sitting positions correctly		
2. Create at least 3 body shapes		
3. Executed the body positions clearly and correctly		

4. Participated in relay and races actively		
5. Worked cooperatively with the group		

V. Assignment

Ask the pupils practice **at home** the different sitting positions.

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QUARTER 1

Lesson 6: STRETCHING CHALLENGE

Time Allotment: 40 minutes

I. 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

II. Subject Matter:

- A. Topic: Flexibility Exercises
- B. Skill/s: Non-locomotor: Stretching, Bending, Balancing
- C. Values: Cooperation, Patience
- D. References: Fitness for Health & Sports by Patricia G. Avila, M.D Fitness for Children by Curt Hilton, Copyright 1995
- E. Materials: floor mat, garter

III. Learning Activity:

A. Routinary Activities

1. Checking of Attendance and PE Uniform (appropriate attire for physical activities)
2. Warm up Activities: Refer to Lesson 1 on warm up exercises. You may use music to accompany movement).

Note:

You must do the warm-up before performing the activity. Warm up can be done within 5 minutes.

3. Review

Present pictures of different body shapes and actions in sitting **ask the pupils to do** simultaneously the body shapes and actions while singing the **song Lubi-lubi.**

Stride sitting



Hook sitting



Tuck Sitting



Side Sitting



Hurdle Sitting



Cross sitting



Frog sitting



Heel sitting



14

Note to the teacher:

In case the shapes and actions are not done properly, demonstrate the correct way of doing the different shapes and actions in sitting.)

B. Preparatory Activity:

1. Activity 1:

Ask the pupils to sit on the floor and sing the action song.
(Row, Row, Row your Boat)

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream

Row, row, row your boat
Gently down the stream
If you see a crocodile
Don't forget to scream



- Ask:
1. What is **described** in the song? (Rowing)
 2. How do you row a boat? (Execute the action in rowing)
 3. What body parts are used in rowing boat? (Arms)
 4. What arm movements **are** used in rowing? (Stretching)
 5. What body movements **are** used in rowing? (Bending)

C. Developmental Activities

Note: The procedure should be delivered in MTB

1. Presentation

Note: **At least one day before**, assign the pupils **a day before** to bring a half meter of rubber or garter.

Present a piece of garter to your pupils. **Ask** them **to** stretch the garter/rubber to its maximum length and release it. Repeat the activity twice until the pupils have fully **understood** the concept of flexibility.

Ask:

1. What is the character of a garter? (Flexible)
2. What will you do to increase its length? (Stretch)
3. What will you do to decrease its length? (Release)
4. Are we flexible? (Yes)
5. **how can people be** flexible? (We can bend, stretch)

Say: Do you know that we are also flexible?

Divide the class into two groups.

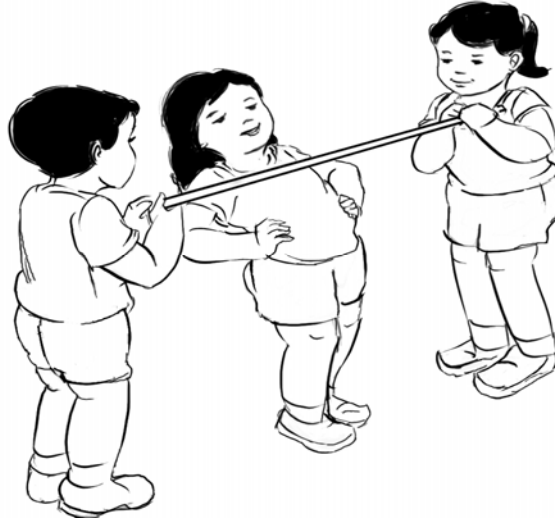
A **garter supported by a stand** (or held by two pupils) is placed horizontal on the ground. Form a column. **Each person will try** to pass under the garter. After everyone has tried, the garter is lowered an inch or two preferably until waist level of the teacher. This is to ensure that you will not include strength while performing the activity. And then the process repeats. The group who could not touch the garter with any part of their bodies other than feet touched the ground wins.

Note: When passing under the garter, you must bend backward or forward.

Challenge the pupils to do this flexibility well.

Let's do "Limbo Rock"

How to do it:
Time Allotment: 5 minutes



Note:

When passing under the garter. The pupils must bend backward or forward. **The teacher may play music during the game.** Make sure the pupils do not injure themselves.

Ask the following questions:

- What body movements are used in playing the game? (Bending, stretching)
- Why do you think you can cross **even the pupils do not injure themselves as the** garter is lowered inch by inch? (**I can** bend and maintain balance while crossing the garter)
- What parts of the body are stretched? (If the child bends backward- abdomen is stretched. If forward- the back part is stretched)
- What parts of the body are bent? (neck, back part, abdomen)
- What did you do while waiting for your turn in playing the game? (I stood and waited for my turn.)

What is flexibility?

What are the two kinds of flexibility?

How do you **show** each kind of flexibility?

C. Generalization

Flexibility is the ability to bend or stretch without hurting.

Two Kinds of Flexibility

1. Static Flexibility- doing flexibility exercises on a stationary position.
2. Dynamic Flexibility- doing flexibility exercises while moving

D. Application

Activity 1

Flexibility Exercise on Seated Position (Static Flexibility)

Long sitting position

- SP: Long sitting



a

- a. Bend right knee close to the chest. Slightly lean trunk backward and hold position for 6 counts. Return to starting position count 7 and 8.



Repeat with the left leg 8 counts.
Repeat all in 16 counts.

Activity 2

Flexibility Exercise on Seated | (Dynamic Flexibility)

a

Long sitting rest position

- a. Bend right knee close to the chest, count 1,2



b

- b. Stretch right leg upward, toes pointed up, count 3, 4



c

- c. Bend right knee close to the chest, count 5,6



- d. Long sitting rest

- d. Back to long sitting rest position count 7,8



Repeat with the left leg for 8 counts.

Repeat all for 16 counts.

Ask:

1. How will you describe static flexibility based on the first activity? (The flexibility exercise is on a stationary position.)
2. How will you describe dynamic flexibility based on the second activity? (The flexibility exercise is done while moving.)

Ask the pupils if they can still improve their ability in doing dynamic and static flexibility.

Ask them to follow the directions below.

Thigh Stretch Dynamic Flexibility

SP: Stride sitting

SP: Stride sitting



- a. Place both hands in front close to your thighs. Move your right and left hands alternately as if you are walking forward with your hands. Bring your trunk closer to the floor with every step of your hands.



(Note:

Reach only for the most comfortable position.

Hold position count 7, 8

Move hands walking backward until you reach the original sitting position 8 counts

Repeat the activity 16 counts)

Thigh Stretch Static Flexibility

SP: Stride sitting position

SP: Stride sitting



- a. Slowly bend your body forward, extending **your** arms and hands to reach for the right toe. Do not bend your knees. Hold position for 8 counts. Repeat position with the left toe. Hold position for 8 counts
Repeat the activity for 16 counts



D. Closing Activity

The pupils form a column in a heel sit position. Ask them sing *Leron, Leron Sinta* using these steps.

- a. Arms overhead swaying R and L, bending trunk sideward R and L - 8 counts
b. Arms overhead swing right hand downward-backward, left hand remains overhead, twist the body sideward (2 **counts**) Swing right arm upward to its original position. (2 cts.) Repeat all movement on the left hand repeat all R and L (12 **counts.**)

IV. Assessment:

Assess yourself:

Rubrics:

Check the scoring rubrics based on the pupils performance.

Legend:

5 – Excellent

4 – Very Satisfactory

3 – Satisfactory

2 - Fair

1 – Need Improvement

Flexibility Exercise on seated position	1	2	3	4	5
A. Static Flexibility Long sitting position					
Thigh Stretch					
B. Dynamic Flexibility Long sitting rest position					
Thigh Stretch					

V. Assignment:

- A. **Ask** the pupils to practice the different movements .
B. **Ask** them to draw symmetrical and asymmetrical shapes **in their notebooks.**

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QUARTER 1

Lesson 7: SHAPES ON HOLD

Time Allotment: 40 min.

I. 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

II. Subject Matter:

- A. Topics: **Momentary Stillness in Symmetrical and Asymmetrical Shapes Using Body Parts other than Both Feet as a Base of Support.**
- B. Skills: Body Balance and Flexibility
- C. Value Focus: Cooperation and Self Discipline
- D. Reference: K to 12 Curriculum Guide
- E. Materials: Mat, CD/DVD player

III. Learning Activities

A. Routinary Activities

1. Checking of attendance
2. Warm Up Activities

Do the following exercises:

- A. Refer to Lesson 1 for warm up exercises. You may use music to accompany movement. (Note: Warm up **must** be done before the actual activity .)

B. Preparatory Activities

1. Presentation:

Show the following pictures to pupils:



Ask:

1. What can you say about the pictures?
2. Can you describe the movements in the pictures?
3. What other body parts can you use as base of support?
4. Can you perform these **movements**?

Unlocking of Difficulties:

Note: Show pictures of symmetrical and asymmetrical shapes Explain to the pupils the meaning of the following words:

Symmetrical shape

A shape that shows formal balance. Both sides form a line of symmetry and if divided into two will form an identical shape.

Asymmetrical shape

Shape that shows informal balance. Both sides do not form a line of symmetry and if divided into two will form different shapes.

C. Developmental Activities:

1. Presentation:

Activity 1: TRAVELOGUE (10 minutes for the whole activity)

- Divide the class into five groups. Each group will select a leader.
- Each group will perform the activity given by the teacher.
- Recall some safety precautions while performing the activity.
- The groups will perform.

Station I

a. Stride Standing



b. Side Lunge Standing



Ap

AF
1, 2

Station II

a. Stride Kneeling



b. Half Kneeling



Station III

a. Side Sitting

b. Frog Sitting



Station IV -

a. Side Lying

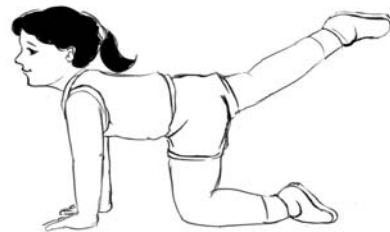
b. Prone Lying



Station V

a. Dog stand

b. Knee Scale



Discussions

- What body positions did you do in stations 1-5?
- **Beside your feet**, what body parts did you use as **base** support ?
- Which body actions shows symmetry or asymmetry?

D. Generalization

Symmetrical shape

A shape that shows formal balance. Both sides form a line of symmetry and if **divided** into two both sides will form an identical shape.

Stride standing, stride kneeling, frog sitting, prone lying and dog stand are body shapes/actions that show symmetrical shapes.

Asymmetrical shape

A shape that shows informal balance. Both sides do not form a line of symmetry and if **divided** into two, both sides will form **different** shapes.

Side lunge, half kneeling, side sitting and knee scale are body shapes/actions that show asymmetrical shapes.

E. Application

Activity: Creating Shapes

Directions:

Ask the pupils to choose partners. One will be the sculptor while the other will play the statue. When the music plays, the sculptor will create the statue/shape shown on the teacher's flashcard. When the music stops the statue must stop moving and freeze. The sculptor must say his/her creation is asymmetrical or an asymmetrical shape.



1. Did you enjoy the activity?
2. Were you able to **quickly form** the shape before the music stopped?

F. Closing Activity:

Let the pupils form two separate circles. Let them sit like Indian. Let them sing Leron-Leron Sinta while clapping.

IV. Assessment:

Demonstrate the body shapes or actions **Check** (✓) Yes if you performed well and check (✓) No if not.

BODY SHAPES/ACTIONS	YES	NO
1. Stride Kneeling		
2. Side Sitting position		
3. Frog Sitting		
4. Dog Stand		
5. Prone Lying		

V. 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.

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QUARTER 1

Lesson 8: FLEXIBILITY ON TRIAL

Time Allotment: 40 minutes

I. 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

II. Subject Matter:

- A. Topic: Conditioning and Flexibility Exercises for correct posture
- B. Skills : Flexibility
- C. Value Focus: Cooperation , Alertness ,Self Discipline
- D. References: K to 12 Curriculum Guide
- E. Materials: mat, CD, cassette ,pictures

III. Learning Activities:

A. Routinary Activities:

Checking of attendance and proper attire for physical activity for safety and ease of movement

1. Warm Up Activities
Do the warm up exercises in Lesson 1
 - a. Refer to Quarter 1 lesson 1 on warm-up exercises

B. Preparatory Activities

1. Echo Song

Directions:

Sing the command song to the tune of "Dance Boggie Woggie" and ask the pupils to repeat the command while doing the movements.

Toe Touch

By Urcesio A. Sepe / Rhodora B. Pena / Sonny F. Meneses Jr.

Sit on the floor while legs stretched apart
Slowly bend your body forward

And do the double toe touch
And do the double toe touch
Let's do another one

Chorus:

Toe touch on the right
Toe touch on the left
Double toe touch open sitting position
(repeat chorus 2x)

C. Developmental Activities:
 (Note: The procedure should be delivered in MTB)

Activity 1: Let's Think!

Show picture:



Ask the pupils to guess the words **related to** the pictures shown.

1.

m			c		e
---	--	--	---	--	---

2.

	o		y
--	---	--	---

3.

	t		e		c	h			g
--	---	--	---	--	---	---	--	--	---

4.

	l	e		i	b		
--	---	---	--	---	---	--	--

5.

e			r		i	s	
---	--	--	---	--	---	---	--

(Key: 1. muscle, 2. body 3. stretching 4. flexible
 5. exercise)

Note To the Teacher

Discuss the answers **with** the class and **guide** them to the definition of conditioning and flexibility exercises.

Show another set of illustrations of exercises.

- a. Seated L (Sit on the floor with one leg straight and the other bent, with foot against the inside of the straight leg. Reach both hands toward the floor or ankle of the straight leg. Hold. Switch legs and repeat on the side)
- b. Seated Straddle (Sit on the floor with legs spread. Reach with both hands toward one foot or ankle. Hold and then reach with both hands toward the other foot or ankles. Hold).
- c. Seated toe touch (sit on the floor with legs straight ahead (it is best not to lock the knees) and feet together. With both hands, slowly reach out towards both feet or ankles. Hold)
- d. Bear Hug (stand **straight** with hands on the hips. Step forward with the right foot and wrap the arms under the right thigh. Release the arms and return to the starting position. Repeat with the left leg.)
- e. Crossed-Leg-Stretch (Sit on the floor with legs crossed (Indian-style). Slowly lean forward, extending the arms out on the floor as far as possible. Hold)
- f. Run/March in Place (Alternate lifting the knees, swinging the arms in opposition).

SEATED L



SEATED STRADDLE



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SEATED TOE TOUCH



BEAR HUG



CROSS LEG STRETCH



RUN/MARCH IN PLACE



In the illustrations presented which movements or exercises show conditioning and flexibility exercises?

Which movement exercises shows non-conditioning flexibility exercise?
Which body parts are stretched?
Can you perform this kind of movement?

Activity 2: Flexibility Check

- 1.) Ask the pupils to make four columns.
- 2.) Demonstrate the movement first and the pupils will follow.

WING STRETCHING



STRETCHING



Ask the following questions:

- a. What flexibility exercise did you perform?
- b. Which body parts **did you use** in the first and second exercises?
- c. How did you feel while doing the activity?
- d. Which part of your body **was** stretched?
- e. Do you think this activity will be useful to improve body posture? How?

D. Generalization:

There are different conditioning and flexibility exercises that will help us to improve body posture.

E. Application

Let's Move

Leap and Stretch

(Note: Consider the safety precautions)

1. Form **4 to 5 groups with the same number of members. Each group will form a straight line**
2. Collect bottle caps or *tanzans* equivalent to the number of group members.
3. Draw a starting and end line **6 to 7** meters apart.
4. At a given signal, each starter player leaps toward the end line. Upon reaching the line, the player turns around kneels, and stretches his/her body and right arm backward, searching for a *tanzan* inside the square. Once a *tanzan* is taken, the starter **returns** to the starting line leaping.
5. The next player follows as soon as the starter touches her/him.
6. The first group to finish wins the game.

1. Did you enjoy the game?
2. What did you do to win?
3. Did you follow the safety precautions?

F. Closing Activity

Ask the pupils **to** form a big circle. **Ask** them do the sitting position with open legs **but not too widely**. Tell them **to** sing the song Toe Touch with actions.



IV. Assessment:

Study the illustrations. Put a double check (✓✓) if it shows body conditioning and flexibility and a single check (✓) if not.

Body Conditioning and Flexibility Exercises		
<p>1. Run/March in place</p> 		
<p>2. Seated toe touch</p> 		

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<p>3. Seated Straddle</p> 		
<p>4. Side Sitting</p> 		

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5. Crossed-Leg-Stretch



(Key to Correction)

1. √√
2. √√
3. √√
4. √
5. √√

II. Assignment:

1. **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.

References:

Fitness for Children by Curt Hinson
Children Moving by Graham, Goerge

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QUARTER 2

Lesson 1: MOVING IN MY PERSONAL SPACE

Time Allotment: 40 minutes per week

I. Objectives:

1. Define personal space
2. Identify the different non-locomotor movements
3. Execute properly the non-locomotor movements
4. Work cooperatively with others

II. Subject Matter:

- A. Topic: Moving in Personal Space
- B. Skills: Stretching, Bending, Pushing, Pulling, Twisting, Turning, Swinging and Swaying (Non-locomotor skills)
- C. Values: Cooperation, **Concentration**
- D. References: Musika, Sining at Edukasyon sa Pagpapalakas ng Katawan Baitang 3, Musika Edukasyon sa Pagpapalakas ng katawan Gr. 3 pp.180-181, MSEP Gr. 3 pp.203-206, LRMDS Portal
- E. Materials: cassette recorder/CD player, any folk music in 2/4 time signature

III. Learning Activity:

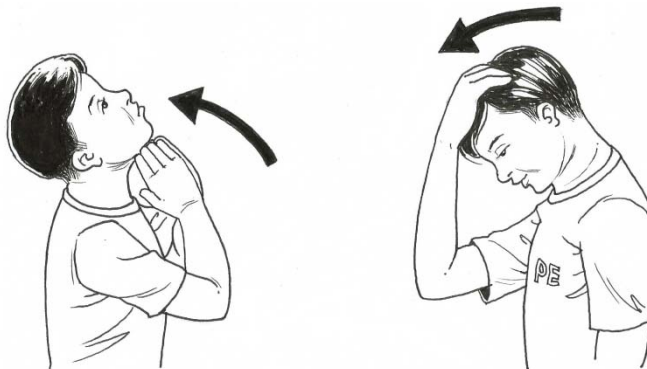
A. Routinary Activities

1. Checking of attendance and PE uniform (appropriate attire for physical activities)

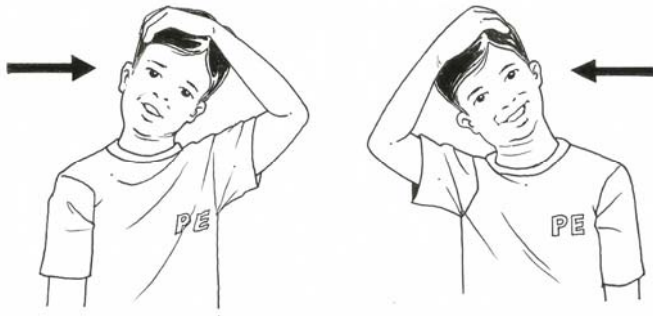
2. Warm-up Activities

Lead the class in doing the warm-up exercises. Stress the importance of having a warm-up and the **use of** safety measures in the different exercises.

- a. Jog in place (8 counts) walk in place (8 counts).
- b. Breathing exercise (10 counts).
- c. Do a head bend .



- Bend forward (4 counts) with hand support
- Bend backward (4 counts) with hand support



- Bend sideward right with hand support (4 counts)
- Return to position (4 counts)

d. Head Twist

- **Twist your head** sideward right (4 counts)
- **Return to position** (4 counts)
- **Twist your head sideward left** (4 counts)
- **Return to position** (4 counts)



e. Shoulder circle

Start with hands down at your sides

- **Move your shoulders forward** (4 counts) with hands at your sides
- **Move your shoulders backward** (4 counts) with hands down at your sides.



f. Trunk Twist

- Arms raised up to the chest with palms facing down
- to the right (count 4)
- back to position
- Repeat to the left (count 4)
- Back to position



g. Knee stretching/Pushing

- Stand straight with feet apart, **your hands** in front **on your lap** (count 4)
- Slowly move your body downward (count 4).
- **Return** to position.



(Note: Point out that the knees should not go beyond the toes.)

h. Ankle (foot) Circle

- Lift **your** right foot and rotate clockwise 4 counts and counter-clockwise 4 counts.
- Repeat with the left foot.



i. Starting position: half knee bend.

- Inhale as you slowly stand up and straighten the knees.
- Raise arms slowly sideward, upward. (8 cts.)
- Exhale as you slowly bring arms downward to its original position.
- Repeat 3 times

B. Preparatory Activity

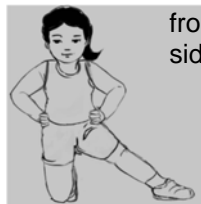
Present to the class the different positions shown below. Ask the class to demonstrate the movements.

a. Half kneeling position



kneeling on right and left, half kneeling in front, hands on hips

b. Kneeling position with one leg extended sideward



from kneeling position, extend right leg sideward, hands on hips

c. Long sitting position



sitting position with both legs extended forward, toes pointed upward, back straight, hands on hips

d. Crook or hook sitting position



Sit on the buttocks, bend knees close to the body, keep the trunk straight, hands on your knees

After the class has demonstrated the positions ask the following:

1. What can you say about the four positions? Were you able to perform the different positions properly?

2. Which parts of your body did you move?

3. In which direction did your body move?

4. Did you perform the movements in place? Or did you transfer places?

Note: If in case the shapes and actions are not properly performed, you will demonstrate correctly different movements.

Tell to the class that the focus of the lesson is moving in personal space and non-locomotor movements.

C. Developmental Activity

Note: The procedure should be delivered in MTB

1. Discussion

Discuss briefly to the class the concept of personal space and non-locomotor movements.

Movement is a change of position of body or body parts in space. Personal or self space is a given space when you move in your fixed position. Common basic movements used in moving in a personal space are non locomotor movements. These movements are done without moving away from one's place, like bending, stretching twisting, circling, swaying, and swinging.

1. **Bending** is a movement of the body or a part of the body around a joint. To bend is to flex or curve the body forward, backward, and sideward. You may try bending your head, trunk, and your knees.

Ask:

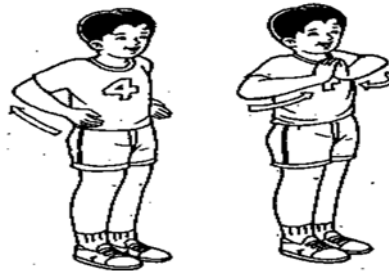
If you bend your body ,can you move it in different directions?



2. **Stretching** is to extending any joint of your body using your muscles to lengthen the body parts. You can stretch your arms sideward and upward .

Ask:

If you stretch your body what parts are extended? (joints) Can you move in different directions?? (sideward, upward, backward



4. **Twisting** is moving a body part around its long axis. You can twist your neck, hips, ankles, and the joints of your wrist from left to right.

Ask:

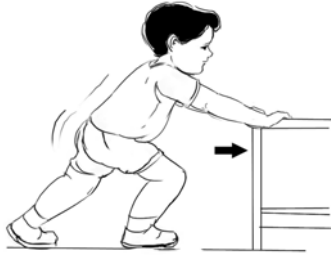
If you twist or turn like this, what parts of your body are involved? (neck, hips, ankles, joints)



5. **Pushing** is exerting force upon or against an object to move it away from the body.

Ask:

Can you identify his direction if he pushes this object? (forward)



6. **Pulling** is applying force on an object to draw or move it toward the body

Ask:

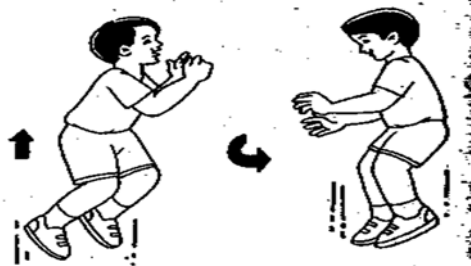
When you do pull ups, in which direction are you going? (move it toward the body).



7. **Turning** is moving the body from one direction to the opposite direction

Ask:

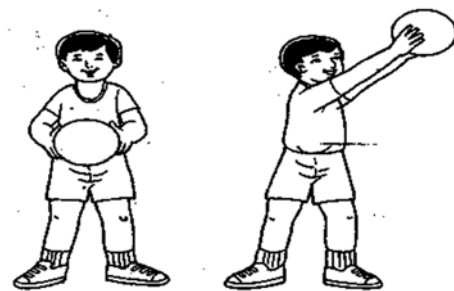
In turning your body right or left in which direction are you going? (opposite direction)



8. **Swaying** moving back and forth from side to side or to one side.

Ask:

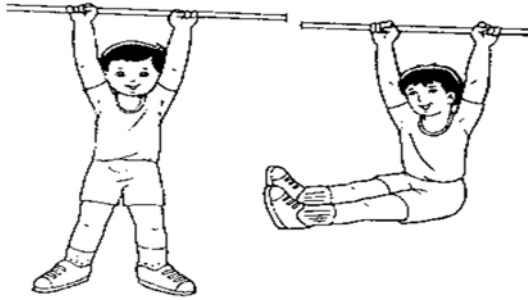
Where is our direction if we sway our hands this way? (back and forth)



9. **Swinging** is moving backward and forward rhythmically

Ask:

If you swing your body like this, which directions are emphasized? (Backward and forward)



D. Generalization

After the personal space awareness activity, gather the pupils in their class formation and ask the following:

1. What movements you can do while staying in place?
2. What is personal space?
3. What are non- locomotor movements?

Lead the class in understanding the ideas of personal space and non locomotor movements.

D. Generalization

Movement is a change in the body's position of body or the use of body parts. Personal or self space is a given space where you move from your fixed position. The common basic movements in a personal space are non-locomotor movements. These movements are done without moving away from one's place. These include bending, stretching, twisting, circling, swaying and swinging.

E. Application

Present the following activity.

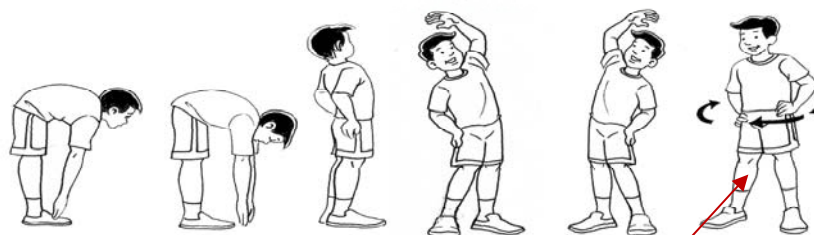
Performance Task: Move It

Direction: Ask the pupils to sing an action song to the tune of "Shake Shake"

Up and Down
by:Virgina T. Mahinay

Up and down and bend, bend, bend
 Up and down and stretch, and stretch
 Twist to the right and twist to the left
 Turn around and sway and swing

Up and down and bend, bend, bend
 Up and down and stretch and twist
 Twist to right and twist to the left
 Turn around and sway and swing



Ask the pupils to answer the following questions after the activity.

1. What movements you can do while staying in place? (bending, stretching, twisting, circumduction, swaying & swinging)
2. What parts of the body is/are used in doing each movement? (head, neck, trunk, leg)
3. Were you able to create a movement? (yes)
4. Can you identify the movement? (yes)
5. Did you transfer from one place to another place while doing those movements? (no)

F. Closing Activity

In your own space or personal space, perform the following non-locomotor movements to the tune of *Leron, Leron Sinta*. Do the movements properly as you exercise.

- | | |
|--|---------|
| 1. Twist your head (right and left) | 16 cts. |
| 2. Bend your neck downward | 16 cts. |
| 3. Bend your trunk sideways (right and left) | 16 cts. |
| 4. Raise your legs; then, flex (bend)your feet | 16 cts. |
| 5. Raise your legs; then, point your toes downward | 16 cts. |
| 6. Bend your neck sideward (right and left) | 16 cts. |
| 7. Stretch your arms sideward (right and left) | 16 cts. |
| 8. Bend your trunk forward and backward | 16 cts. |

List the different parts of the body which can perform the different non-locomotor movements.

stretching	bending	pushing	pulling	twisting	turning	swaying	swinging
------------	---------	---------	---------	----------	---------	---------	----------

1.							
2.							
3.							
4.							
5.							

IV. Assessment:

Give the assessment tasks to the class.

1. Paper and Pencil

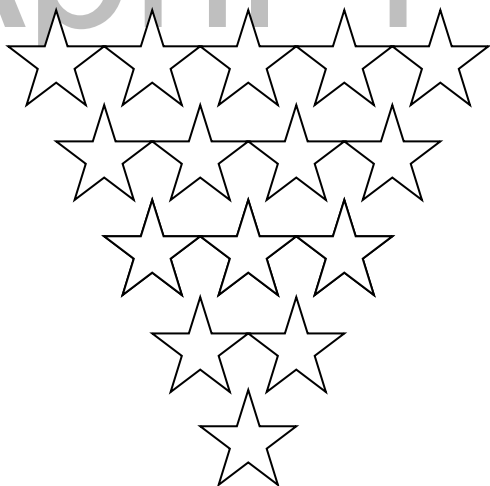
Direction: Complete the following sentences.

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.

2. Self-Assessment

Direction: Answer the following:

1. Which non-locomotor movements were you able to perform well?
2. Which non-locomotor movements were difficult to do?
3. On a scale of 1-5, with 1 as the lowest and 5 as the highest, how would you rate your performance in all the activities in the lesson?
4. Color the stars that describe your performance.



5 stars - Excellent

4 stars – Very Good

3 stars - Good

2 stars - Fair

1 star - Poor

V. Assignment:

- A. Ask the pupils to practice the different movements that they learned.

QUARTER 2

Lesson 2: MOVING IN MY GENERAL SPACE

Time Allotment: 40 minutes per week

I. 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

II. Subject Matter:

- A. Topic: Moving in General Space (Space Awareness)
- B. Skills: Locomotor Skills
- C. Values: Discipline, Teamwork, Cooperation, Enthusiasm
- D. References: Musika, Sining at Edukasyon sa Pagpapalakas ng Katawan Baitang 3, Musika Edukasyon sa Pagpapalakas ng Katawan Gr. 3 pp.180, 181, MSEP Gr. 3 pp.203-206, LRMDS Portal
- E. Materials: cassette recorder/CD player, any folk music in 2/4 time signature, whistle, chair

III. Learning Activity:

A. Routinary Activities

1. Checking of Attendance and PE uniform (appropriate attire for physical activities).

2. Warm-up Activities

- a. Jog in place (8 counts) walk in place (8 counts)
- b. Breathing exercise (10 counts)
- c. Head bend



- Forward (4 counts) with hand support
- Backward (4 counts) with hand support



- Sideward right with hand support (4 counts)
- Back to position (4 counts)

d. Head Twist

- head twist sideward right (4 counts)
- back to position (4 counts)
- head twist sideward left (4 counts)
- back to position (4 counts)



e. Shoulder circle

Start with hands down at the side

- forward (4 counts) with hands down on the side
- backward (4 counts) with hands down on the side



f. Trunk Twist

- Arms raised up to the chest with palms facing down
- to the right (count 4)
- back to position
- Repeat to the left (count 4)
- Back to position



g. Knee stretching/Pushing

- Stand straight with feet apart, hands in front touching the lap (count 4)
- Slowly move the body downward (count 4)
- Back to position



(Note: Point out that the knees should

not go beyond the toes.)

h. Ankle (foot) Circle

- Lift right foot and rotate clockwise 4 counts and counter-clockwise 4 counts.
- Repeat with the Left foot



i. Starting position: half knee bend.

- Inhale as you slowly stand up and straighten the knees.
- Raise arms slowly sideward, upward. (8 cts.)
- Exhale as you slowly bring arms downward to its original position.
- Repeat 3 times

B. Preparatory Activity

Show the following illustrations to the class. Ask the class if they can identify the movements. Call for volunteers who can perform these movement.



Ask the following:

1. What part of your body **did you use**? (Mostly feet)
2. **Did** you move **from** your own position or did you transfer places? (transfer places)
3. Where do you usually use these movements?(in playing, dancing, and other physical activities including household chores)

After the activity, introduce the lesson and tell the class that the focus of the lesson is moving in general space including the locomotor skills.

C. Developmental Activity

Note: The procedure should be delivered in MTB

A. Discussion

Discuss the idea of general space.

General space is an unlimited area where you move from one place to another. It is the entire space within a room, gymnasium, an outdoor space. Locomotor movements are generally used in defining general space. Then movements you perform in transferring from one place to another are called locomotor movements.

B. Demonstration

After a short discussion on the idea of general space, ask the pupils to perform the following locomotor movements. Give a demonstration of each movement skill and the pupils will make a counter-demonstration of each movement. Provide proper cueing for the different movements. You may use folk music to accompany the movement activity.

Emphasize that proper posture should be observed while performing the different locomotor movements.



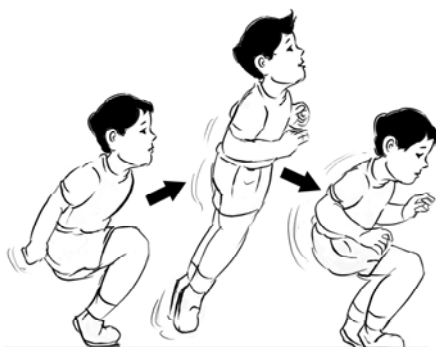
1. Walking (correct posture)

It is a series of continuous steps in any direction. When walking, we stand straight, keep our eyes looking forward, not downward, and keep our chins up with our arms relaxed at our sides. As we walk, we point our toes forward while swinging our arms naturally at the sides in the opposite direction of our feet.



2. Running

It is a series of continuous, faster and longer steps or strides with high knees in front. To execute the proper way of running, we keep our back straight as we slightly lean our bodies forward. We bend our arms and allow them to swing freely at the side of our bodies in the opposite direction of our feet movement.



3. Jumping

We jump by springing from one or both feet, and then landing on both feet. We do this comfortably by bending our knees. Then we swing our arms backward, and then forcefully forward and upward to create momentum, springing with our feet. This movement allows our body to stretch

as if reaching upward. Then we land on both feet with bent knees for safe landing.



4. Hopping

Hopping is springing with one foot, then landing on the same foot. We can swing our arms and bend our hips, knees, and ankles to hop higher or further. We should always remember that to land safely, we land with our toes, followed by the balls of our feet while slowly bending our knees.



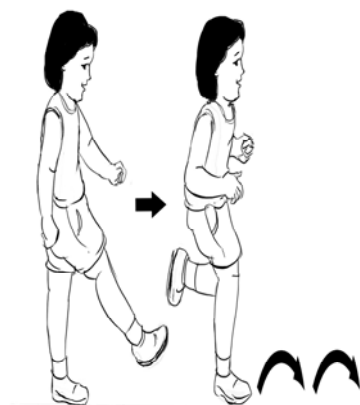
5. Galloping

It is a combination of a step (full transfer of weight on the other foot) and a cut by the transfer of weight on the other foot. A cut is a displacement of one foot with the other foot.



6. Sliding

It is when the lead step is quickly followed by the free foot closing to replace the supporting foot. It involves gliding the sole of one foot along the floor.



7. Skipping

A skip is just a combination of a step and a hop. We do this by first stepping one foot forward and then hopping on the same foot. This can also be done with the opposite foot. We should observe balance while skipping.



8. Leaping

It is to spring or bound upward from one foot from the ground and landing on the opposite foot

C. Practice

Performance Task: Exploring General Space

Divide the class into four groups. Assign **a space for** each group. Ask the class to explore the general space by using the different locomotor movements. **Play music during** the activity.

Teaching variations:

1. In a mass formation, pupils can execute locomotor movements in any given space.
2. Assign each group with a given space design or pathway (ex. moving in circular pattern, moving in square pattern, moving zigzag pattern etc.)
3. Assign each group to move in various levels(ex. moving in low,middle level, or high level, or combination of the three.)

D. Generalization

After the practice activity, gather the pupils and ask the following:

1. Were you able to demonstrate properly the different locomotor movements?
2. Were you able to move in a general space?
3. What different locomotor movements did you perform?

Sum up the responses of the pupils and tell to the class that mastery of the locomotor movements will surely guide them in moving properly in general space.

General space is an unlimited area where you move from one place to another. It is all the space within a room, gymnasium, an outdoor space, or a boundary that a body can occupy. Locomotor movements are generally used in defining the general space. Locomotor movements are movements that transfer the body from one place to another. Some examples of these are walking, running, jumping, hopping, skipping. Sliding, and leaping.

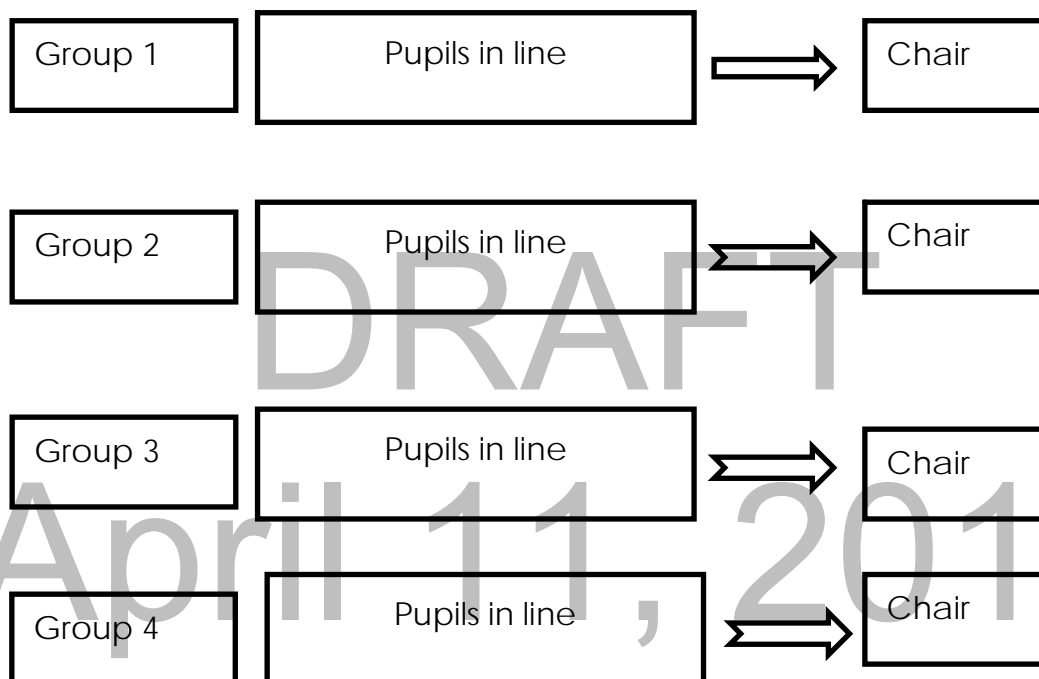
E. Application

Tell the pupils to stay with their groupmates and present this challenging activity.

Performance Task: Locomotor Race

With the same set groups, ask each group to form a straight line. A chair can be used as the turning point for each group for the locomotor race. The groups will compete each member of the group will do the locomotor movements that the teacher will identify. Each player will move from the starting line, go around the chair, return to the line and tag the next person. The first group to finish the race for each locomotor movement gets a point.

Emphasize the proper execution of the locomotor movement and ensure safety during the performance.



F. Closing Activity

After the activity ask the class to form a circle. Lead the class in the loosen up activity (cool down/stretching exercise) activity. Play relaxing music.

IV. Assessment:

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.

- | A | B |
|----------------|--|
| ____ 1. Gallop | a. a combination of step and hop |
| ____ 2. Walk | b. to spring on one or both feet and land on both feet |

- | | |
|---------------|---|
| _____3. Run | c. continuous step in any direction |
| _____4. Jump | d. movements that transfer the body from one another place |
| _____5. Hop | e. to spring on one foot and land on the same foot |
| _____6. Skip | f. continuous, transfer, and longer |
| _____7. Slide | g. involves gliding the sole of one foot along the |
| _____8. Leap | h. It is to spring or bound upward from one foot from the ground and landing on the opposite foot |

Answer the following questions:

1. Which locomotor movements were you able to perform well?
2. Which locomotor movements did you find difficult to do?
3. On a scale of 1 5, with 1 as the lowest and 5 as the highest, how could you rate your performance in all the activities?
4. Color the stars that will describe your overall performance.



V. Assignment:

A .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.

QUARTER 2

Lesson 3: TIKLOS BASICS

Time Allotment: 40 minutes

I. 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*

II. Subject Matter:

- A. Lesson Title: Learn *Tiklos* Dance Steps
- B. Skill/s: Dancing
- C. Values: Patriotism, Patience, Cooperation
- D. Reference: Philippine Folk Dances Vol.2, pp.128-129
- E. Materials: cassette tape, CD

III. Learning Activities:

A. Routinary Activities

1. Checking of attendance and PE uniform (appropriate attire for physical activities)
2. Warm-up activities
(Warm up activities can be done prior to the activity proper please refer to pages 88-87 Lesson 1.

B. Preparatory Activities:

Ask the class to listen to the music of *Tiklos*.

Ask the following:

- Can you identify the tempo of the music?
Is it fast or slow?
- Can you clap underplaying beat?
- Can you identify the time signature?
- Can you count the rhythmic pattern?

C. Developmental Activities

Note: The procedure should be delivered in MTB

Activity 1. **Listen to the rhythm of the music .**

The teacher introduces the lesson with music and ask the pupils to:

- Listen to the rhythm of the music
- Clap following the rhythm of the music
- Count the rhythm of the music

Activity 2. **Let's enjoy performing the steps!**

Ask the pupils to familiarize the rhythm of the music. And:

- Get a partner
- Stand side by side with the partner
- Upon the signal of the teacher, each column performs the steps.

The teacher demonstrates each steps in *Tiklos*

Steps

- Heel and Toe
- Change steps
- Cut steps
- Gallop step
- Jump for stride
- Touch step

Step pattern

- heel place, point toe
- step, close, step
- step cut, step cut
- step gallop, step gallop
- point close

Ask: How did you **feel while doing the** activities?

Did you enjoy dancing?

Did you perform the steps properly?

How did you appreciate our Philippine culture through Folk Dance?

D. Generalization

The dance *Tiklos* is in $2/4$ time music with countings of 1 2, 1 and 2, in a measure. The common dance steps of *Tiklos* are change step, heel and toe change step, cut step and point step.

E. Application

Ask the pupils to perform the different steps of the dance.

F. Closing Activities

Ask the pupils sing any song they learned from **Lesson 2**.

IV. Assessment:

Check (✓) the **box that matches your performance**.

LEGEND:

Needs Improvement
 Poor
 Good
 Very Good
 Excellent

1. Heel and Toe					
2. Change steps					
3. Cut steps					
4. Touch step					
5. Gallop steps					

V. Assignment:

Practice at home to become familiar with the different *Tiklos* steps.

Reference: Philippine Folk Dances Vol.2 , pp.128-129

QUARTER 2

Lesson 4: LET'S DANCE TIKLOS

Time Allotment: 40 minutes

I. Objectives:

1. Learn simple folk dance steps
2. Perform the different steps in the dance *Tiklos*.
3. Enjoy and have fun in dancing *Tiklos*.

II. Subject Matter:

- A. Lesson Title: **Perform the Dance *Tiklos***
- B. Skill/s: Dancing
- C. Values: Cooperation, Patriotism and Discipline
- D. References: Fundamental Dance steps and Music by; Francisca Reyes Aquino
Philippine Folk Dances Vol.2 , pp.128-129
- E. Materials: cassette tape, CD

(Background Information for Teacher

Tiklos originated from peasants who agree to work **together** to clear the forest and prepare for planting. At noontime ,the people gather to eat lunch and rest. During their rest *Tiklos* music is played with a flute, a guitar and the *gumbal* or the *Tambora* (kinds of drum). The peasants dance the *Tiklos*.)

III. Learning Activities:

A. Routinary Activities:

1. Checking of attendance and PE uniform (appropriate attire for physical activities)

2. Warm-up activities

There teacher will review dance steps to the tune of "It's A Small World"

Steps

Step pattern

- Heel and Toe - heel place, point toe
- Change steps - step, close, step
- Cut steps - step cut, step cut
- Gallop step - step gallop, step gallop

B. Preparatory Activities:

- The pupils must choose their partners and form _____ columns.
- Each pupil must stand beside a partner.

- Upon the signal of the teacher, each column must perform the steps.
- D. Developmental Activities:

Note: The procedures should be delivered in MTB
Teacher will lead the pupils in dancing Tiklos.

FORMATION: Partners **must** stand opposite each other **at a distance of** six feet . When facing audience, **the girl stand at the boy's** right side. Any number of pairs may **join** this dance.

Tiklos

by: Francisca Reyes Aquino

Vol. 2

-- I --

Music A. Partners face front. Throughout this figure Girls holds her skirt, Boy places hands on waist.

- | | | |
|-----|--|-----|
| (a) | Starting with R foot, take two heel and toe changes steps forward. | 4 M |
| (b) | Execute change step sideward, R and L. | 2 M |
| (c) | Starting with R foot, take four steps backward to proper places. | 2 M |
| (d) | Repeat all (a-c). | 8 M |

Music B. Partners face front. The same hand position as in figure I.

- | | | |
|-----|---|-----|
| (a) | Cut L backward (ct. 1), cut R forward (ct. 2). Repeat all (cts. 1, 2). | 2 M |
| (b) | Take 3 galop steps sideward right (cts. 1, <i>ah</i> , 2, <i>ah</i> , 1 <i>ah</i>) step R foot sideward (ct. 2). | 2 M |
| (c) | Repeat (a), starting with R cut backward. | 2 M |
| (d) | Repeat (b), going sideward left. | 2 M |
| (e) | Repeat all (a-d). | 8 M |

-- III --

Music A. Partners face each other. Throughout this figure clap hands in front of chest in this manner: Clap three times (cts. 1, and, 2), clap twice (cts.1, 2). Do this for sixteen measures.

- | | | |
|-----|---|-----|
| (a) | Execute change step sideward, starting with R foot (cts. 1, and, 2). hop on R and raise L knee in front swinging L foot obliquely right backward across R knee in front
(ct. 1), hop on R and swing L foot obliquely left forward (ct. 2). | 2 M |
| (b) | Repeat (a) starting with the L foot. | 2 M |
| (c) | Execute a three-step turn right in place (cts. 1, and 2). Point L in front (ct. 1), point the same foot close to R (ct. 2). | 2 M |
| (d) | Repeat (c), starting with L foot and turning left. | 2 M |
| (e) | Repeat all (a-d). | 8 M |

-- IV --

Music B.

Partners face each other. The same position of hands as in figure I.

- (a) Take two touch steps in front (R, L). 2 M
- (b) Jump to cross R in front of L (ct. 1), jump to cross L in front of R (ct. 2), jump to cross R in front of L (ct. 1), jump to close R to L (ct. 2). 2 M
- (c) Repeat (a) and (b), starting with L foot. 4 M
- (d) Repeat all (a-c). 8 M

Ask:

Did you enjoy dancing the *Tiklos*?

How does it feel to dance one of our Philippine folk dances?

E. Generalization

Tiklos is a dance which originated from peasants who agree to work together weekly to clear the forest and prepare the soil for planting. The dance has four figures done in ²/₄ time music. The basic steps are change step, heel and toe change step, changing step, point step and cut step.

E. Application

After the pupils have learned the dance *Tiklos* group them into four. Each group will be assigned to a station. At each station they will dance to a figure of the dance *tiklos*.

Station 1 – Figure 1

Station 2 – Figure 2

Station 3 – Figure 3

Station 4 – Figure 4

After a certain period, ask the groups to proceed to the next station until all groups have been to all the stations.

F. Closing Activities:

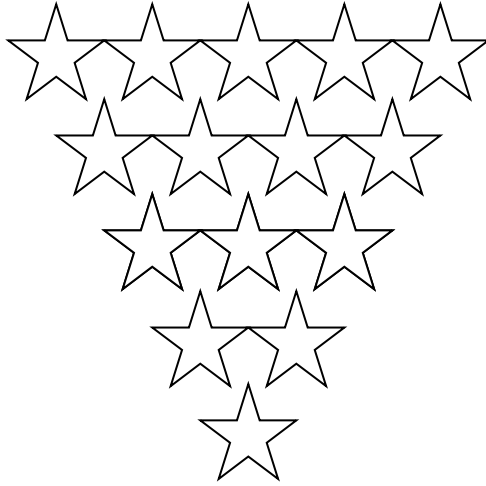
Play the music of *Tiklos* again. Each group must perform some stretching exercises as cool down..

IV. Assessment:

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.



5 stars - Excellent

4 stars – Very Good

3 stars - Good

2 stars - Fair

1 star - Poor

V. Assignment:

Ask the pupils **to** practice and be familiar with the different *Tiklos* dance steps.

April 11, 2014

QUARTER 2

Lesson 5: BAO RHYTHMICS

Time Allotment: 40 minutes

I. Objectives:

1. Familiarize basic rhythmic positions
2. Perform rhythmic routines using bao
3. Demonstrate different steps confidently

II. Subject Matter:

- A. Topics: Performing Rhythmic Routines with Implements(Bao)
(Suggested: Ribbons, Hoops, Balls and any available indigenous material)
- B. Skills: Manipulative and Rhythmic Skills
- C. Value Focus: Discipline and Cooperation
- D. Reference: K-12 Physical Education Curriculum
- E. Materials: bao

III. Learning Activities

A. Routinary Activities

1. Checking of attendance
2. Warm Up Activities

Ask the pupils do the warm up exercises on LM pp.85-87.

- Jog in place 16 cts.
- Breathing exercise 16 cts.
- Stand in stride positions, place hands on waist, head bending forward, upward 8 cts.
- Head bending sideward alternately 8 cts.
- Twist head to the right and left alternately hands on waist 16 cts.
- Head rotation(R-L) 16 cts.

Note: Make sure the neck is not bent too much.

- Stand straight, feet together. Bend trunk forward , arms touch toes 8cts.
- Feet apart, bend trunk forward, arms touch the floor 8 cts.
- Arch trunk backward, hands on the back 8 cts.
- In stride position, bend trunk sideward (R) sideward (L) 8 cts.
- Trunk rotation (8 cts. R 8 cts. L) 16 cts.

B. Preparatory Activities

Group Activity:

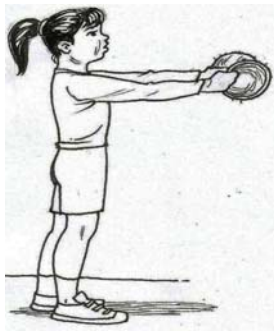
After the warm-up, the teacher will demonstrate the bao movements by figure.

1. Group the class into 3 (Groups 1 to 3).
2. The group leaders will **guide** their members in demonstrating different movements.
3. **The teacher will** demonstrate the bao movements.
Ask! the pupils to perform the movements with coconut shell (bao) by group **firsts**, and then **as a class**.

Group 1 will perform Column A,
Group 3 will perform Column C.

Group 2 will perform Column B

Column A



Clicking forward

Column B



Clicking behind

Column C

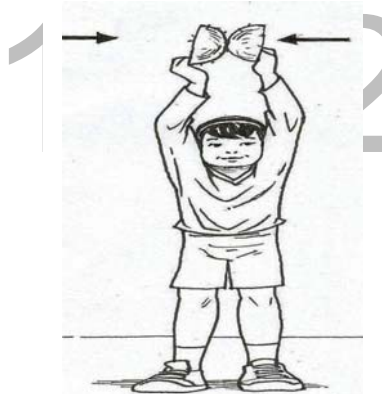


Clicking obliquely

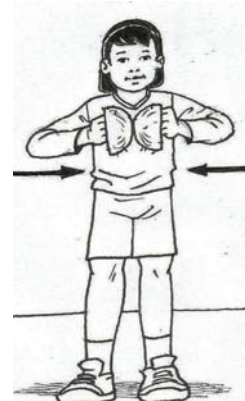
A



Clicking sideward right



Clicking upward



Clicking on chest

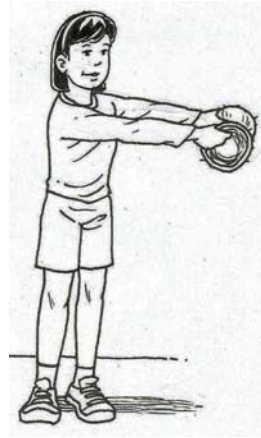
4



Clicking overhead



Clicking under
your knee



Clicking sideward left

Ask:

How did you feel while performing the activity?

C. Developmental Activities

(Note: The procedure should be delivered in MTB)

Let Us Learn The Steps

Rhythmic Exercises with Bao

Show the bao to the pupils.

Demonstrate how to use bao and the movements.

Ask the pupils to perform movements with bao

Guide them in the proper way.

Figure 1

Starting position: Stand straight and face the audience.

- a. Step right foot forward ct. 1, click hands forward feet together..ct. 2
- b. Repeat with the left foot forward..cts 3 – 4
- c. Step right foot backward..ct.5, clap hands forward feet together..6
- d. Repeat to the left foot..cts 7 – 8
- e. Step right foot sideward..ct. 1, click hands overhead feet together..ct. 2
- f. Do it two times alternately with the left.

Figure 2

Starting position: Stand straight and face the audience.

- a. Take two stride steps to the right,
arms sideward. ct. 1
- b. Click bao on the chest, feet together. cts. 2 ct. 3-4

- c. Repeat with the left foot
- d. Repeat (a-b) 16 cts.
- e. Do it forward and backward
Stride step to the right, arms in diagonal position, (R) arm up, weight on right leg ct.1
- f. Raise and bend left knee in front, click hands on chest ct. 2
- g. Repeat with the left foot cts. 3- 4
- h. Do it alternately sideward to form a square and back to starting position. 16 cts.
- g. Do it two times. 16 cts.

Figure 3

- a. Start with your right foot, step sideward ct. 1 and hop on the same foot twice, clap hands obliquely upward (cts.2,3)
 - b. Repeat with your left foot
 - c. Do it alternately forward and backward
 - d. Starting with your right foot, take three steps, raise left knee and in front, click hands once under your knee. (cts.1,2,3) (ct. 4)
 - e. Repeat with your left foot.
 - f. Do a 3-step turn to the right in place and face front (cts,1,2,3), ct.4
- (Repeat Figures 1 to 3)

Ask these questions after the activity.

1. What implements were used in the activity? (bao)
2. What locations are involved in performing?(in front, overhead, under)
3. What directions did you use in performing? forward, backward, sideward, upward)
4. What levels were applied in performing the activity?(high, middle, low)
5. What pathways were followed in performing the activity? (Straight, curve, zigzag)
6. Where you able to perform the figures properly?

D. Remember:

We used coconut shells (bao) in our activity. Performing the activity properly confidently and working cooperatively develops poise and leads to better performance.

E.. Application

Group the class into four. Ask each group create and perform their own bao rhythmic.

F. Closing Activities

Ask the pupils to spell the word coconut by singing a song.

Coconut

by: Marybeth Jito

C - o - c - o - n - u - t
N - u - t, n - u - t
C - o - c - o - n - u - t
N - u - t

IV. Assessment

Ask the pupils perform the figure while singing "Jack and Jill"

Jake and Jean

by: Voltair C. Asildo ; To the tune of Jack and Jill

Jake and Jean naglalaro sa bukid na malayo
Ngunit nawala si Jean matapos na magtago
Tralala la la la la (3x)
Matapos na magtago
Ng si Jake ay umuwi si Jean ay hinahanap
At si Jake ay umiyak si Jean di mahagilap.
(Ulitin)

After the pupils perform the bao rhythmic, grade them according to the criteria below.

Activities	Score
Mastered the skills and performed gracefully	3 (Outstanding)
Performed the skills with minimal errors	2 (Good)
Performed the skills with major errors	1 (Fair)

V. 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.

QUARTER 2

Lesson 6: BALL RHYTHMICS

Time Allotment: 40 minutes

I. 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.

II. Subject Matter

- A. Topic: Rhythmic Routines using a ball in different Locations, Directions, Levels Pathways and Planes
- B. Skill/s: Locomotor: Walking, Stances, Non-locomotor, Stretching, Balancing
- C. Values: Cooperation, discipline.
- D. References: Enhancing Skills Through MAPE
by Perla Tubayan, Ofelia I. Miaga & Gerry T. Atabay
- E. Materials: ball, mat

III. Learning Activity:

A. Routinary Activities

1. Checking of Attendance and PE Uniform (appropriate attire for physical activities) checking of ball to be used in activity
2. Warm-up Activities
Refer to the warm up **exercises on pages 85 to 87 of the Lesson 1**. You may **play background** music.

Note:

You **must** do the warm up before performing the activity.

3. Review

What is the title of the rhythmic activity in Lesson 5?
What implements were used in the activity?
Did you enjoy the activity?
Would you like another activity?

B. Preparatory Activity

Direction: **The teacher will do a** lecture -demonstration on hand and feet movements with **the use of a ball**.

The pupils will counter-demonstrate **these** movements.

Ask the pupils to perform hands and feet movements with ball

Figure I

S.P. Stand with feet together, hands on chest level, palms facing down, elbows out

- a. Half-knee bend, raise your hand
Forward at chest level palms facing down counts 1, 2
- b. Position counts 3, 4
- c. Heels raise hands overhead counts 5, 6
- d. Position counts 7, 8

Figure II

- S.P.** Stand with feet together hands on chest level elbows out
- Stride stand position, arms sideward counts 1, 2
 - Bend trunk to right, bring left arm close to the right on an overhead position counts 3, 4
 - Return to original position counts 5, 6
 - Close right foot to left foot, hands on chest level elbows out counts 7, 8
 - Repeat all a to d to the left

Figure III

- S.P.** Stand with feet together ,hands on chest level elbows out
- Step right foot forward, hands overhead count 1
 - Kick left foot forward, hands forward at shoulder level count 2
 - Repeat a and b starting with the left foot counts 3, 4
 - Repeat a to b counts 5, 6
 - Cross left foot over right, toe touching the floor, hands on chest count 7
 - Tip toe turning right , finish facing opposite direction count 8
 - Repeat all to f end facing original position 8 counts

C. Developmental Activities

1. Presentation

Present a ball to the pupils. Ask them to hold their individual balls.

Say: The ball is an implement that can serve as an extension of our bodies. Remember to use the ball **carefully and purposely**. Our targets for this activity,aside from the rhythmic routines are locations, directions, levels and planes.

Emphasize the following words:

Locations - refer to behind, in front, under, over, personal space, and general space

Directions - refer to linear-forward and backward, lateral sideward and multi-directional

Levels - refer to high, middle, low

Planes - refer to diagonal, horizontal, vertical, rotational

Direction: The teacher will do lecture-demonstration of the figures. The pupils will counter-demonstrate the hand and feet movements.

Performing the activities:
Rhythmic Exercises with Ball

Figure I

- S.P.** Stand with feet together ,with ball on chest level elbows out
- a. Move ball forward count 1
 - b. Position count 2
 - c. Move ball upward count 3
 - d. Position count 4
 - e. Repeat all a to d 4 counts

Figure II

- S.P.** Stand with feet together ,ball on chest level elbows out
- a. half-knee bend, move ball forward with elbows straight at counts 1, 2
 - b. Position counts 3, 4
 - c. Raise heels, ball upward (overhead) counts 5, 6
 - d. Position counts 7, 8
 - e. Repeat a to d 8 counts

Figure III

- S.P.** Stand with feet together ,ball on chest level elbows out
- a. Step right foot sideward, raise arms sideward with ball on the right hand counts 1, 2
 - b. Bend trunk to right, bring left arm close to the right on an overhead position counts 3, 4
 - c. return to a, counts 5, 6
 - d. Close right foot to left foot, ball on chest counts 7, 8
 - e. Repeat all a to d to the left

Figure IV

- S.P.** Stand with feet together , ball on chest level elbows out
- a. Step right foot forward ball upward (overhead) count 1
 - b. Kick left foot forward, ball forward at shoulder level count 2
 - c. Repeat a and b starting with the left foot counts 3, 4
 - d. Repeat a to b counts 5, 6
 - e. Cross left foot over the right toe touch the floor, ball on chest count 7
 - f. Tip toe turning right, finish facing opposite direction count 8
 - g. Repeat all a to f end facing original position 8 counts

How do you do the hand movements?

What are the directions of the movements in the activity? (over, in front, personal space). Demonstrate these.

What levels were observed?

(linear-forward, lateral sideward and multidirectional)

What pathways are implemented?
 Straight? (High, middle, low)
 What planes were applied?
 (Horizontal, Vertical, Rotational)
 What did you do while your teacher was giving instructions?
 (Listened and cooperated actively)
 Did you enjoy performing rhythmic routines?

D. Remember

Ribbons, hoops, balls, wands, and any indigenous or improvised material are simple implements which enhance body movements and develop body coordination, balance and flexibility during rhythmic exercises. These materials can serve as extensions of our body.

Locations	- refer to areas behind, in front, under, over personal space, and general space
Directions	- refer to the desired route of movement, whether it is up or down, forward or backward, right or left
Levels	- defines the relationship of the body to the floor or apparatus or height in space, whether it is low, medium or high.
Planes	- refer to somewhat specific pathways defined as circular, vertical and horizontal

E.. Application

Group the class into four. Let each group create and perform their own ball rhythmic.

F. Closing Activity

The pupils **must** form a column in a stride sitting position. Ask to them sing *Leron, Leron Sinta* using these steps:

- a. Ball upward swaying Right and Left, bending trunk sideward R and L 8 counts
- b. Ball upward swing right hand downward-backward, ball on left hand remains upward, twist the body sideward 2 counts
- c. Swing right arm upward to its original position. 2 counts
- d. Repeat all movements on the left hand
- e. Repeat all R and L 12 counts
- f. Bring the ball downward-backward-front, repeat on left hand (to form a figure of eight) 8 counts

IV. Assessment

Assess yourself:

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 _____

3. Why do you need proper warm up before doing the different figure?

4. Did you find the activities easy or difficult to do? Check (✓) the box that matches your performance.

Activities	Easy	Difficult
• Half-knee bend		
• Heels raise hands over head		
• Stride stand position		
• Cross left foot over right		
• Tip toe turning right		

V. 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.

QUARTER 2

Lesson 7: THROWING AND CATCHING BALL

Time Allotment: 40 minutes

I. 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

II. Subject Matter:

- A. Topic: Lead-Up Game
- B. Skills: Catching/Passing (throwing)
- C. Value Focus: Sportsmanship, Cooperation, Discipline
- D. References: DepEd LRMDs
- E. Materials: whistle, rattan ball/plastic ball

Background Information For Teachers

- Lead-up Game – means a highly organized game that focuses on sports skills without actually playing the sports in its entirety
- Catching – means receiving and controlling of an object by the body or its parts.
- Passing/Throwing – means transferring an object to another player in the same team.

III. Learning Activities

A. Routinary Activities

1. Checking of attendance
2. Checking of assignment
3. Warm Up Activities:

Do the following exercises:

A. Standing position:

- a. Standing with arms shaking upward position..... 8 cts
- b. Standing with arms shaking in a downward position..... 8 cts
- c. Standing lunge (front) position entering finger together forward..... 8 cts
- d. Standing lunge (back) position entering finger together backward..... 8 cts
- e. Right single arm stretch front position..... 8 cts
- f. Left single arm stretch front position..... 8 cts
- g. Low/small jump in place..... 8 cts
- h. Jumping jacks..... 8 cts
- i. Inhale and exhale 16 cts

B. Preparatory Activity

Are you ready?
Study the illustrations



Ask:

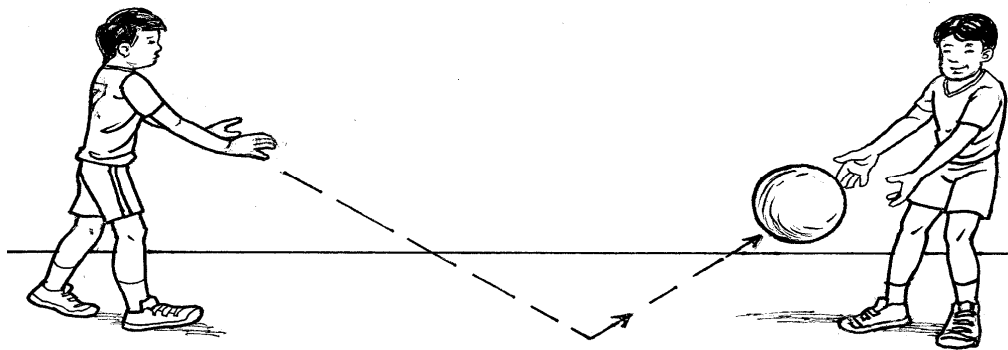
- What actions are shown in the pictures?
- Can you identify the movements
- What object is in the pictures?
- **Do you think you can** perform shown the correct ways of catching and throwing?

Bounce Catch

Ask the pupils to form a circle and select a leader. The leader throws a rubber ball into the air and calls a number. **The pupils try to catch the ball after the leader says the number of times it should bounce. For example, if the leader yells the number 5, then the players will try to catch the ball after it hits the ground 5 times or before it hits the ground on the 6th time. The pupils will compete one another. The player who correctly catches the ball becomes the next leader.**

Presentation:

Motivate the pupils by showing the picture



2. Ask:

- What actions are shown in the picture?
- Can you identify the movement?
- What object **is shown** in the pictures?
- **Do you think you can** perform the correct **ways of** catching and throwing?

C. Developmental Activity

Note: The procedure should be delivered in MTB

A. Activity 1: Let's Play!

Lead-up games

Title: Catch and Pass Relay

Materials: whistle, rattan ball/plastic ball

Playing area: playground covered court

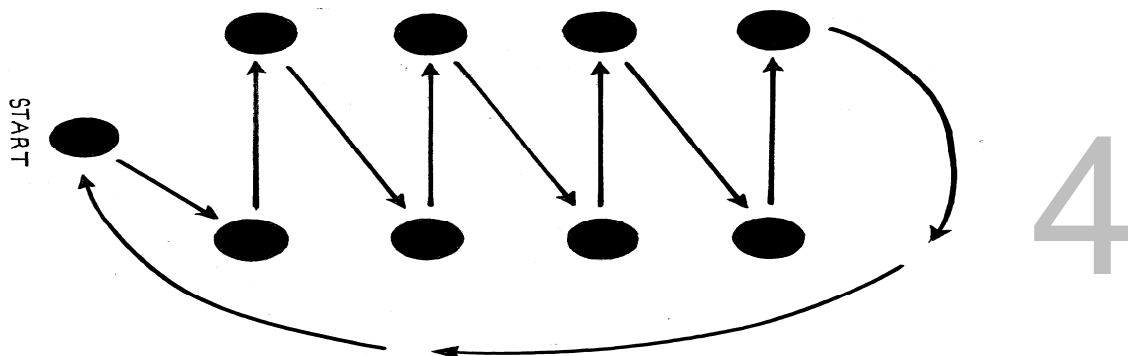
No. of participants: Two teams (Class)

Fitness Component: Strength, Agility, Flexibility

Rules: Arrange two teams in files. The teams **must** stand behind the starting line. **The opposing teams must face each other or a distance of 5 meters.**

Mechanics of the game:

1. The starter play of both teams holds the rattan/plastic ball and throws to his team mates.
2. The second player will catch the flying ball down the line, and throw to the next player who are now on the opposite ends.
3. The third player of both teams will repeat the movement then, and so on.
4. The last player who will catch and hold the ball will run at the back of the starting line and give the ball to the starter player of each team.
5. The team that finishes first wins.



Ask:

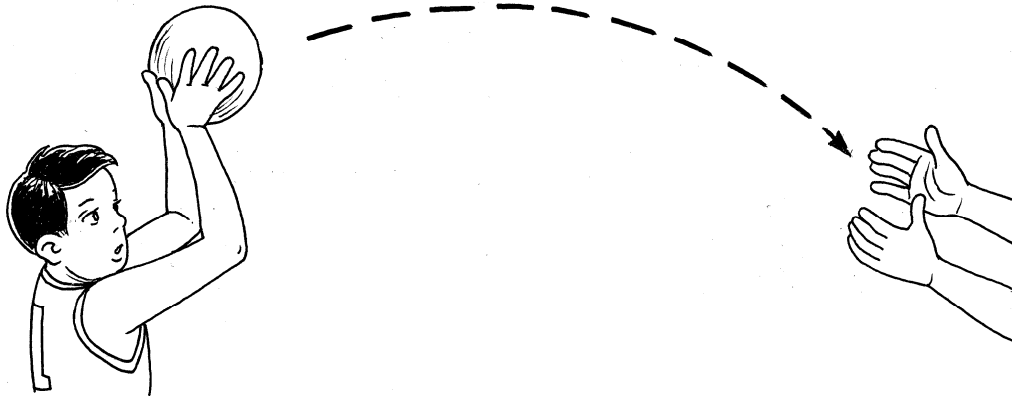
- Did you enjoy the game?
- Did you do the movements properly?
- What did you do when the ball come on your way?
- What is the correct position of both hand and feet in catching and throwing a ball?
- Can you demonstrate the proper ways of passing throwing and catching?

The teacher will explain and demonstrate the proper ways of catching and throwing/passing of a ball. Ask the pupils to do the correct movements correctly.

CATCHING:

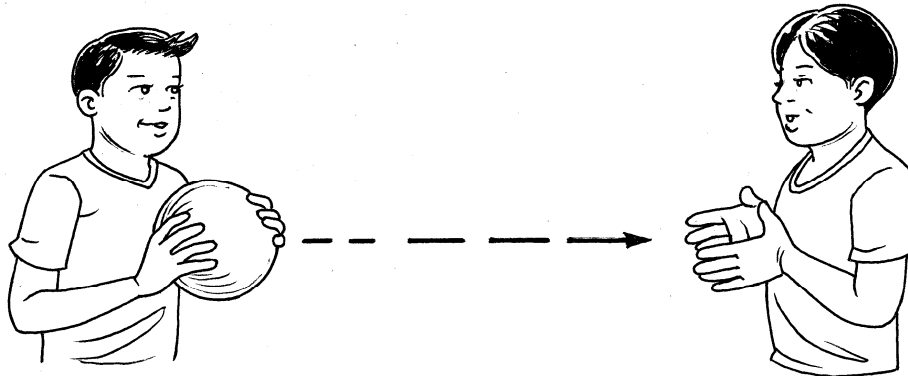
- Get a partner. Your partner will throw or pass the ball to you.
Note: The manner of catching the basketball depends on the height of the ball and the route where it is intercepted
- Look at the ball.
- Try to open your arms and hands and get ready to catch the ball.
- There should be a coordination of the eyes and the movement of arms and hands.
- **The legs must be** in a stride position with knees slightly bent.

THROWING/PASSING:



Note: The two-hand over arm pass is used for shorter passes. The ball is held overhead with arms slightly bent.

- The ball is held overhead with arms slightly bent.
- Grip the sides of the ball .
- **Spread your fingers**
- Step into a stride position.



Note: The chest pass is the most effective pass; It is commonly used and **done** in short distances.

- Use **your** fingertips in holding the ball
- Elbows **must be** pointed out and **kept** close to the sides of the body
- With thumbs downward, push the ball forward. Take a fast release with a quick snap of the wrists.
- The ball rebounds at **the waist level of the** catcher.

Do you really know the proper ways of catching and passing/throwing? If you do, you can apply these well in the different lead –up games that you **will** play.

D. Generalization

Proper **ways** of throwing and catching a ball at different levels and directions will help develop strength, agility and flexibility. **It will also improve your skills** in playing ballgames like softball, baseball and basketball.

E. Application

Enjoyable Game

Passing and Catching by Rows

Materials: whistle, rubber ball, plastic ball

Note: **Play lively** background music to make the game lively

Directions:

- Divide the class into four equal groups.
- Make four columns with 3 to 4 meters apart.
- Columns 1 and 2 must face each other and **compose** Team A.
- Columns 3 and 4 must face each other and **compose** Team B.
- **Ask** the first player of the group to hold the rubber ball.
- At a given signal, the first player of the group tosses the ball to his/her partner. The partner catches the ball and tosses it to the next member of the team. When the ball reaches the last player, he/she tosses it back until it reaches the first player.
- If the ball falls, the member who loses it, picks it up, **returns** to his/her place, and starts tossing again.
- The group that finishes first wins the game.

Ask:

Did you like the game?

Did you enjoy playing the game?

How did you play **during the** game with your groupmates?

What values did you show while playing the game.

F. Closing Activity:

Ask the pupils to form a square and sing the **following** song **with actions** to the tune of *Kumusta Ka*.

IHAGIS MO

by: Rhodora B. Pena

Magmartsa ka (2X)
Humarap sa katapat
At tingnan mo siya.

Ihagis ang bola (2X)
Saluhin, saluhin
Saluhin mo 'to.

(Repeat)

IV - Assessment:

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

No	SKILLS	Self Assessment					Trackers Assessment				
		5	4	3	2	1	5	4	3	2	1
1	Chest Pass										
2	Bounce Pass										
3	Two-Hand Over arm Pass										
4	Roll Pass										
5	Ball Catching										

V. Assignment

Ask the pupils to practice throwing and catching a ball at home.

DRAFT
April 11, 2014

QUARTER 2

Lesson 8: KARERA NG BAO

I. Objectives

1. Describe how the game *Karera ng Bao* is played
2. Play the “*Karera ng Bao*” or coconut stilts using levels and directions.
3. Engage in fun and enjoyable physical activities.

II. Subject Matter

- A. Topic: Indigenous game (coconut stilts race)
- B. Skills: Motor skills (balance, walking)
- C. Value Focus: Self Discipline
- D. References: MSEP 4
by: Violeta E. Hornilla
Isabelo R. Magbitang
Servillano A. Padiz Jr.
Pages 70 to 76
- E. Materials: coconut stilts, nylon string

Background Information for the Teacher:

Note: *Tiyakad* is a native game that uses bamboo or coconut stilts.
Kahandakan-in Mindoro
Tiyakad-in Tagalog

- Walking - stepping forward, backward, or sideward keeping one foot on the ground at all times
- Running - actually walking where both feet are off the ground at one point.
- Indigenous games- games that were originally **played by locals in an area.**
- Balance- an even distribution of weight enabling someone or something to remain upright and steady

III. Learning Activities

A. Routinary Activities

1. Checking of attendance
2. Checking of assignment
3. Warm Up Activities:

Do the following exercises:

A. Standing:

- a. Hands on waist, inhale and exhale 8 cts
- b. Hands on waist, half knee bend 8 cts
- c. Jumping Jack16 cts

B. Knee bend

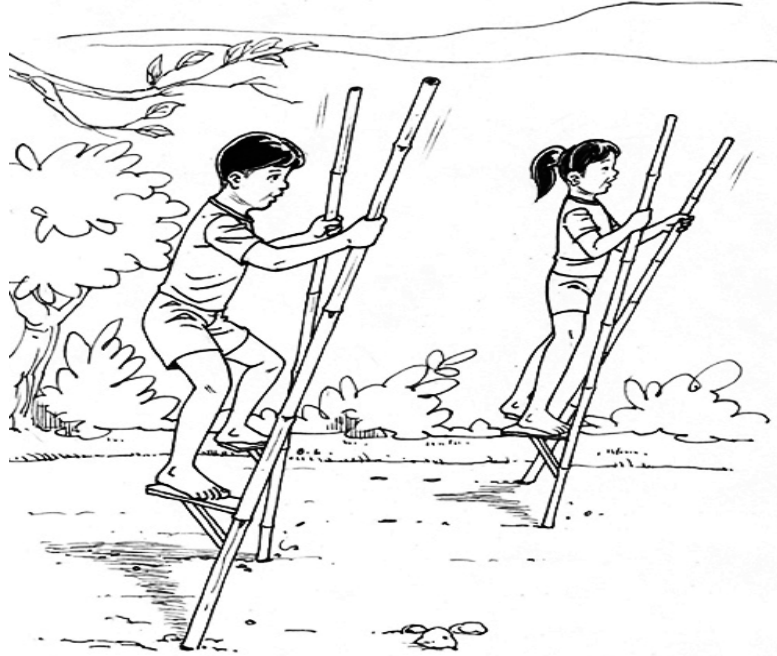
- a. Half knee bend walking forward 8 cts
- b. Half knee bend walking backward8 cts
- c. Full Knee bend walking forward 8 cts
- d. Full Knee bend walking backward8 cts

B. Preparatory Activities

1. Presentation

Show a picture of *Tiyakad Race*.

Ask the pupils to **study the pictures and answer the questions below.**



Ask:

- Are you familiar with this picture?
- Can you describe the children are playing?
- What object is used in this game?
- Do you know how to play the game?
- Would you like to play the game?

(Note: Point out the difference of *Tiyakad* with bamboo stilts and *Tiyakad* with coconut stilts)

C. Developmental Activities

Activity 1: Walking Relay

Walking on Straight Line
(Preparatory for activity 2)

Formation:

Arrange two teams in files. The teams must stand behind the starting line. The opposing teams must be 5 meters away from each other.

(Note: The number members of the team will depend on number of the class)

Rules: The feet must be on the line while walking.

Procedure:

1. The first player holds his/her knees while walking down the line on the way to the goal mark
2. Upon reaching the goal, the player touches the line with both hands, turns around and returns to the starting line with heels up and then walks on toes.
3. The first player tags the second player and goes to the end of the line.
4. The second player repeats the first player's actions then tags the third player, and so on.
5. The team that finishes first will be the winner.

Ask:

- Did you like the game?
- What are the directions of movement in the game?
- Which part of the game has a forward direction?
- Did you still remember the levels of movement?
- Did you perform the levels of movement in the game?
- What level? Was it high? low? medium?
- How did you go on the line?
- Which part of your body felt the balance?

Activity 2:

COCONUT STILTS RACE WITH LEVEL
(KARERA NG BAO)



No. of Players: 10 to 15 members by team
Setting: outdoors

Props:

Each player **must** have a pair of coconut stilts. This is made by boring a hole into one of the “eyes” of half of a coconut shell. A string, about one or two meters long, depending on the height of the player is pulled through the hole and a big sturdy knot is tied **inside the shell** at the bottom end.

Pre-game:

Ground preparation: Two parallel lines are drawn 10 meters apart. One is the starting line and the other is the finish line.

Procedure:

1. The two players stand side by side on the starting line.
2. Each player puts coconut shells under the feet, pulling the string between the big toe and holding the loose ends.
3. At a given signal, the two players will walk with their coconut stilts toward the goal line at high level position.(hold the string in a chest level position)
4. Upon reaching the goal line, player will turn around with stilts and return to the starting line at a low level position.(hold the string at chest level)
5. The first player to reach the starting line will be the winner.

Ask:

1. How is the “*Karera ng Bao*” played?
2. What materials were used in this game?
3. Was the game enjoyable?
4. For the winning group, what did you do to win?
5. What values did you show during the game?
6. Did you show alertness and self-discipline during the game?
7. If you are in the losing group, what will you do better next time?

D. Generalization:

Indigenous games refers to traditional games that reflect some cultural traits of a group and show a flavor of local culture in the form of exercises. *Karera ng Bao* is one of these games. It uses two pairs of *Bao* with strings.

Level defines the relationship of the body to the floor , apparatus or height in space whether it is low, medium or high.

Direction refers to the desired route of movement, whether it is up or down, forward or backward, right or left.

E. Application

Divide the class into four. Make four columns. Ask each group to perform the *Karera ng Bao* or a low level position.

F. Closing Activity

Ask the pupils form an oval shape and sing the song with actions to the tune of “Dito ay Masaya”.

Maglaro Tayo

by: Sonny F. Meneses Jr.and Rhodora B. Pena

*Tayo ay masaya ,tayo ay masaya
Lahat dito ay Masaya.
Halinang maglaro,halinang maglaro
Upang tayo’y sumigla.*

*Lahat tayo’y
Tumatalon –talon
At lumakad- lakad
Tumalon -talon at lumakad -lakad*

*Lakad paharap at lakad pabalik
At tayo’y pumalakpak.*

IV. Assessment:

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 Bao* needs leg strength.

B. Put a check mark in the box that matches your answer.

	YES	NO
1. Did you play the “ <i>Karera ng Bao</i> ” well at high level?		
2. Did you play the “ <i>Karera ng Bao</i> ” well at low level?		
3. Did you have the proper balance while using the coconut shell “bao”?		
1. Did you enjoy the game?		
5. Did you do it correctly?		

V. Assignment:

Ask the pupils to do research for some indigenous games that are unique to your region.

QUARTER 3

Lesson 1: MOVING IN VARYING SPEEDS AND DIRECTIONS

Time Allotment: 40 minutes

I. 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

II. Subject Matter:

- A. Topic: Speed and Direction of Body Movement
- B. Skills: Rate of speed, sensitivity of tempo, following direction formation
- C. Value Focus: Teamwork and cooperation
- D. References: Musika, Sining at Edukasyon sa Pagpapalakas ng Katawan Baitang 3, Musika Edukasyon sa Pagpapalakas ng katawan Gr.3 ,MSEP Gr. 3 pp. , LRMS Portal
- E. Materials: pictures, real objects

III. Learning Activities:

A. Routinary Activities

1. Checking of attendance

Divide the class into small groups. Ask the groups to imitate a slow or fast animal movement when the teacher calls the group.
(The children will do the action as the teacher calls the group.)

Example: Group A- imitating a turtle (slow)
Group B – imitating a rabbit (fast)
Group C – imitating a horse (fast)

2. Warm-Up Activities

Tell the class to do the activities in Lesson 1 of the Quarter 3 LM.

B. Preparatory Activities

Use the same groups,

First Round:

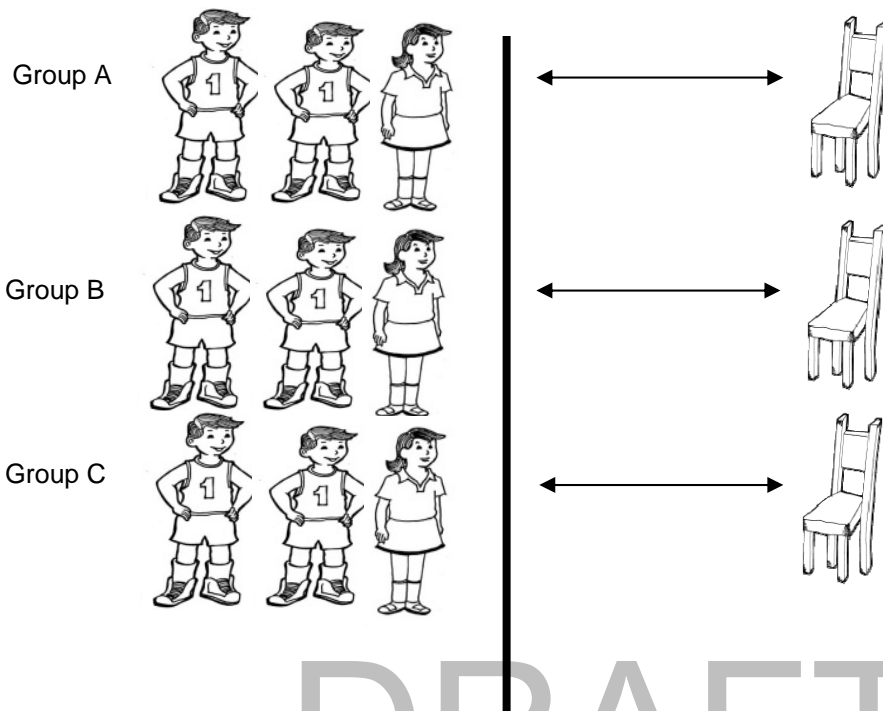
All groups will imitate the movement of an elephant (walking).

Second Round:

All groups will imitate the movement of a rabbit (hop or leap).

Third Round:

All groups will imitate the movement of a horse (gallop).



C. Developmental Activities

Which group arrived first? Why?

Which group arrived last? Why?

Note: You may use songs that originated from or unique to your region

(The procedures should be delivered in Mother tongue).

Ask the 3 groups to perform the gallop movement to the music "Sitsiritsit" (If there is no music, let the children sing.)

Round I
In Fast Movement

Group A
(Gallop in a straight line)



Group B
(Gallop in a figure of 8)



Group C
(Gallop in zigzag)



This time the children will move like turtle to "Bahay Kubo" music.

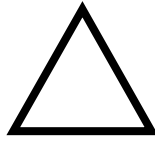
Round II

In Slow Movement

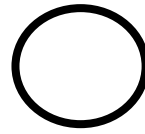
Group A
(Turtle walk in a square)



Group B
(Turtle walk in a triangle)



Group C
(Turtle walk in a circle)



How did you perform the movement while moving with fast and slow music?

D. Generalization:

Our movement is sometimes determined by the sound that we hear or the emotion we feel.

We perform the movement with the tempo of the music. **The music** can be associated with the movement of the slow and fast animals that may move in different or various direction.

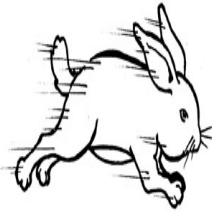
E. Application

Using flash cards, ask the groups to identify and execute the movement of the animals in the pictures.

Animals:



Inch worm

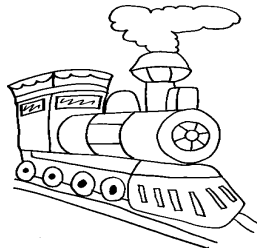


Rabbit

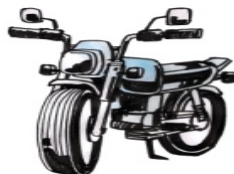


Crab

Vehicles:



Train



Motorcycle



Airplane

Identify animals and mechanical objects that move in various tempos. Write inside the correct boxes

Slow	Moderate	Fast

D. Closing Activity:

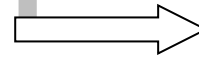
Ask a pupil to lead in singing an action song.

(Please refer to LM/Qtr.3/Lesson 1)

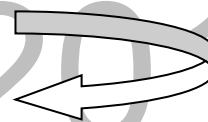
IV. Assessment:

Study the signs and complete the sentences.
Tell the meaning of the following signages.

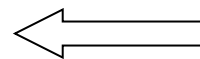
1. Walk to the _____



2. Walk in _____ direction



3. Turn _____



V. Assignment:

Tell pupils to cut two pictures: a slow moving **vehicles** and a fast moving **vehicle**.
Paste it on a short bond paper.

QUARTER 3

Lesson 2: THROWING AND CATCHING CHALLENGE

Time Allotment: 40 minutes

I. Objectives:

1. Describe the proper way of throwing and catching.
2. Perform throw and catch at varying distances and levels.

II. Subject Matter:

- A. Topic: Speed and Direction of Body Movement
- B. Skills: Speed and Direction of Throwing, Catching, Rolling
- C. Value Focus: Time consciousness, teamwork and cooperation
- D. References: Musika, Sining at Edukasyon sa Pagpapalakas ng Katawan Baitang 3, Musika Edukasyon sa Pagpapalakas ng Katawan Gr. 3, MSEP Gr. 3 pp., LRMSD Portal
- D. Materials: 3 balls

III. Learning Activities:

A. Routinary Activities

1. **Form three groups with the following** names: Catching, Throwing, and Rolling. Let them sing **“Where is the Catching Group”** to the tune of **“Are You Sleeping”**.

Directions:

1. The class will sing **“Where is the Catching Groups?”**
2. The catching group will stand and answer **“Here we are, here we are”**
3. The collecting and throwing group will ask again **“How many are you there? How many are you there?”**
4. The leader will count how many members in **the** group are present. For example ,they are twelve in the group and only ten are present .**Their** group answer is **“We are ten, we are ten, lacking two)**
5. The whole class will sing together. **Where are the throwing group? Where is the throwing group?** The throwing group will answer. **Here we are, here we are.** The catching and collecting groups will ask again. **How many are you there? How many are you there?** For example the throwing group is complete.Their answer is **“We are complete, we are complete.”**
6. The class will sing together. **Where is the rolling group? Where is the rolling group? Where is the rolling group?** The collecting group will stand and answer. **Here we are, here we are.** The throwing, and catching group will ask again. **How many are you there? How many are you there?** The group answer is. **“We are eleven, we are eleven, lacking one.”**

Ask:

- How many members are there in the catching group? (We are ten lacking two because each group is composed of twelve members)

- How about the throwing group? How many are you there? (We are twelve)
 - Rolling group, how many are you there? (We are eleven)
 - How many are present? How many are absent?
- (Integration: Following directions, counting numbers and telling time.)

2. Warm-up activities:

Test for Accuracy: Wall Pass Test

Position: **Hold a basketball.** Stand facing the wall behind the line..

Movement: Throw the ball against the wall, and catch. Repeat as quickly as possible. You must stay behind the line all the time. You can throw the ball any way you want. Score: Your score is the number of hits on the wall in fifteen seconds.

Rhythm: Rhythm refers to a relationship of time and force. Have you heard a bird sing, heard or someone typing? These events took a certain length of time, had a beginning and an end, had a variation in force, intensity, and accent. The relationship of time and force is called rhythmic organization. Your movement has a rhythmic organization, a beginning and an end, and varying degrees of intensity of force.

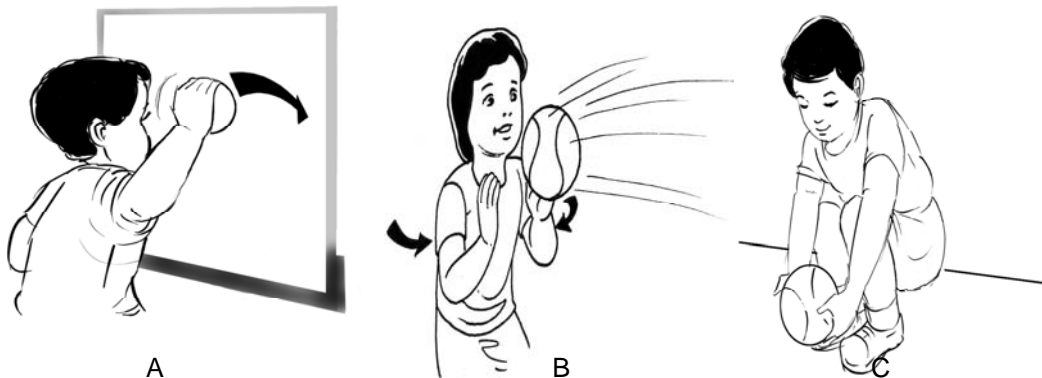
3. Review

Ask:

- If the song is *Bahay Kubo*, what speed/ tempo would you be using? (slow movement)
- If the song is *Sitsiritsit*, what speed/ tempo **should** you **use**? (fast movement)

B. Preparatory Activity:

Look at the pictures below. What do you see in the pictures? What are the children doing? Can you also do it?



A
C. Developmental Activity

Presentation

Let the pupils sing “Catching, Throwing and Rolling” to the tune of “Are you Sleeping?” with the time signature of $\frac{4}{4}$.

Catching, Throwing and Rolling

By: Virginia T. Mahinay

Catching, throwing, catching, throwing, rolling, rolling
Boys and girls are playing; boys and girls are playing, very fast, very slow
Catching, throwing, catching, throwing, rolling, rolling
Boys and girls are playing, boys and girls are playing very fast, very slow

Forward, backward, upward, sideward, right, left, right, left
Everybody enjoy it, everybody enjoy it very much, very much

Ask:

- What movement skills did you hear in the song? (catching, throwing, rolling)
- How did you perform the movements? (some are fast and some are slow)
- What directions were given? (forward, backward, sideward, upward, right, left)
- Did you enjoy it? (yes) ? (very much)

D. Generalization:

Throwing and catching are basic to many ball games. Constant practice of throwing and catching will enable you to enjoy playing games without any difficulty or accident.

E. Application.

Tell your pupils to form two lines facing each other at a distance of 3 to 5 meters.

First Round : Throw and catch the ball (junior size) with your partner in a slow manner. Direct your throw to your partner so **he/she** can catch it.

Second Round : Throw the ball upward. Your partner should catch it on its way down so it will not fall.

Third Round : Move backward slowly at a distance of 5 to 10 meters and repeat the activity in the first and second round.

F. Closing Activity:

Let the pupils sing again for mastery “Catching, Throwing and Rolling”

IV. **Assessment:**

Evaluate your skills based on your performance for manipulative movements. Put a smile figure on the space that **matches** to your answer.

SKILLS	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
Catching				
Throwing				
Rolling				



Four smiles for the group who performed catching, 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

V. Assignment:

- A. Let the pupils practice the different movements They learned.
- B. Ask them cut pictures of children throwing, catching or rolling any object.

DRAFT

April 11, 2014

QUARTER 3

Lesson 3: KUNDAY KUNDAY BASICS

Time allotment: 40 minutes

I. 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

II. Subject Matter:

- A. Topic : Different Dance Steps used in Kunday-kunday
Dance
- Skills : 1. Arm movements: Kunday-kunday, arms in lateral, Arms in reverse T position
2. Dance Step : Change step, point step
- Value : Cooperation, Nationalism
- Reference : I EMI – MAPE IV
- Materials: Cassette Tapes, CD

Background Information for Teacher

Kunday means to move the hands gracefully similar to *kumintang* is used in dances in the Tagalog regions.

III. Learning Activities:

A. Routinary Activities

1. Checking of attendance and P.E. uniform
2. Warm-up Activities

Tell the class to do the following activities:

<u>Activity</u>	<u>Slow</u>	<u>Fast</u>
Jog in place	8 counts	8 counts ---16
Shoulder rotation	8 counts	8 counts ---16
Arm circling	8 counts	8 counts ---16
Hip bending (right and left)	8 counts	8 counts ---16
Knee rotation	8 counts	8 counts ---16
Ankle rotation	8 counts	8 counts ---16

B. Preparatory Activities

Ask how the pupils feel after doing the activity. Give brief comments on their performance as a class. If the first performance was not good then you could give another chance.

C. Developmental Activities

1. Introduce the new dance by playing the music of *Kunday-kunday*.
 - a. Ask whether the music is slow or fast.
 - b. Ask them to move their body parts in time to the music.
 - c. Ask them to feel the rhythm by clapping their hands softly to the beat.
2. Introduce the meaning of *Kunday*, its nature and description.

(Note to the Teacher)

Kunday literally means to move the hands gracefully **similar to** *kumintang*. When adults want small children to show them some artistic hand movements they are asked to kunday. **Kunday** is used in Tagalog regions in connection with hand movements. The kunday movement is **noticeable** in this dance. (Francisca Reyes Aquino)

3. Introduce the arm position/movements and the dance steps

(Note: The procedures should be delivered in MTB)

Activity 1:

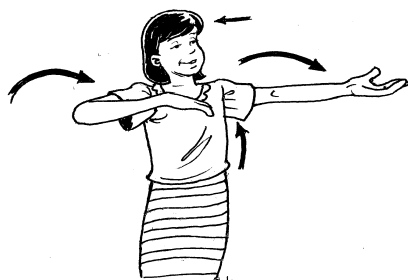
Move to the Rhythms

Teacher demonstrate; pupil follows.

- Kumintang – Rotate the wrist clockwise or counter clockwise (R/L)



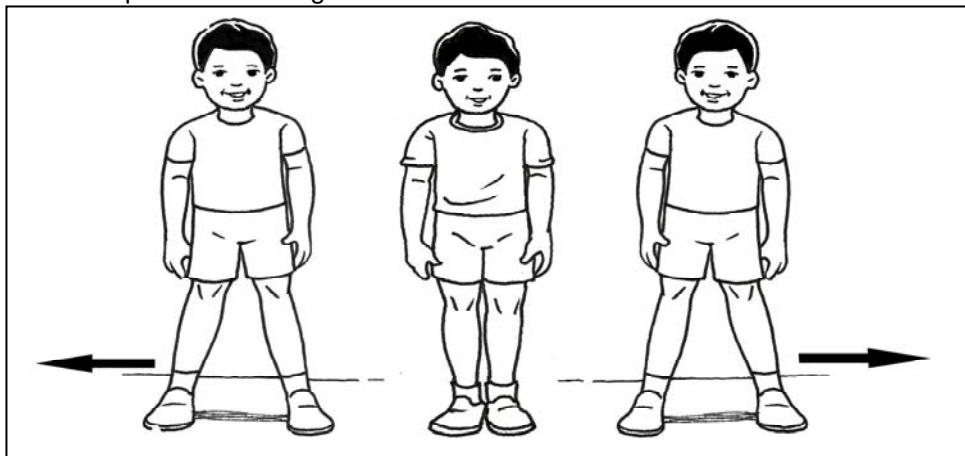
- Arms in Lateral Position – place both arms at one side, either sideward right or sideward left



- Arm in Reverse T-Position – Place the arms at the side horizontally, the elbows bent at a right angle, the forearms parallel to the head, and the palms forward or facing inward.



- Change Step – Step right foot sideward, close left to the right and step in place with the right foot

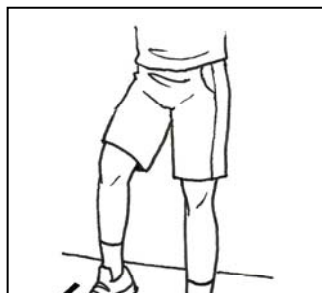


Step right foot
(1)

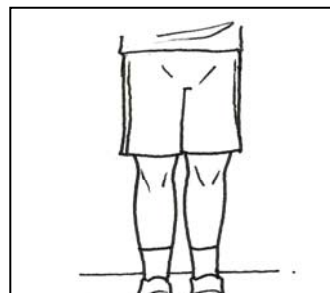
Close left foot to
right foot **(and)**

Step right foot in
place
(2)

- Touch Step. Point right foot forward, close right to the left. Repeat with your left foot.



Point right foot
forward
(1)



Close right to left
(2)

D. Remember

Kunday-kunday is a lively dance that originate from the Tagalog region. Kunday means moving the hands gracefully similr to the *Kumintang* .The basic steps used in the dance are change step or point step. Arm movements include kunday, arms in lateral and reverse T ...

E. Application

Group the pupils into four. Let them perform arm position/movements and the dance steps of *Kunday-Kunday*

F. Closing Activity

Let them share their experiences in performing position/ movements and the dance steps of *Kunday-Kunday*.

IV. Assessment:

TASK

Ask the pupils to:

- Combine the movements learned with 16 counts each
- Move in time with the music after practice time

Do each task properly and ask your partner to rate your performance by using the following ratings:

Legend:

- | | |
|-----------------------|------------------------------|
| 5 – Excellent | 2 – Somewhat Dissatisfactory |
| 4 – Very Satisfactory | 1- Dissatisfactory |
| 3 – Satisfactory | |

	5	4	3	2	1
1. Change Step					
2. Touch Step or Point step					
3. Kumintang					
4. Arms in Lateral Position					
5. Arms in Reverse T Position					

V. Assignment:

Let the pupils practice the different arm positions/ movements and the dance steps of *Kunday-Kunday* at home.

QUARTER 3

Lesson 4: ENJOYING KUNDAY KUNDAY

Time allotment: 40 minutes

I. Objectives:

1. Learn to appreciate the values of folk dancing.
2. Dance *Kunday Kunday* properly.
3. Develop good coordination of body movements while dancing *Kunday Kunday*

II. Learning Content:

- | | | |
|-----------------|---|---|
| A. Lesson Title | : | <i>Kunday Kunday</i> |
| B. Skills/s | : | Hand movements: <i>kunday kunday</i> arms in lateral, arms in reverse T position.
Dance steps: Change step or Point step |
| C. Value | : | Nationalism and Enthusiasm |
| D. Reference | : | Philippine Folk Dance
– Francisca Aquino |
| E. Materials | : | Cassette, Laptop, CDs |

Background Information for Teacher

Kunday Kunday – means to move the hands gracefully **similar** to a *Kumintang*. When adults want small children to show them some artistic hand movements they are asked to *kunday*. It is used in Tagalog regions in connection with hand movements. The *Kunday* movements is noticeable in this dance.

III. Learning Activities:

- A. Routinary Activities:
 1. Checking of attendance and PE uniform
 2. Warm-up activities (Refer to Lesson 3 of Quarter 3)
- B. Preparatory Activities.
 - a. Use the arm movements and the dance steps learned. Use the music of *Kunday kunday* so the students will be familiar with the music and the rhythm.
- C. Developmental Activities

Use whole-part-whole method.

 1. Dance the complete dance in front of the students. (If you have students who can dance with you, you may train them the day **before** your class). Do this with the music
 2. Teach each figure one by one. All facing front first. After each figure let the pupils dance it with the music.
 - a. Teach Figure I. Let the students dance figure I by counting and then with the music.
 - b. Teach Figure II. Let the student dance figure II by counting and then with the music.
 - c. Let the pupils dance Figure I and II with the music.
 - d. Teach Figure III. Let the students dance figure III by counting and then with music
 - e. Let the pupils dance Figure I to III with music.

- f. Teach Figure IV. Let the students dance figure IV by counting and then with music.
 - g. Let the pupils dance Figures I to IV with music.
 - h. Let the students dance *Kunday kunday*, this time considering the directions where they are facing.
3. Repeat the dance two or three times so that the pupils will learn the dance well and find it interesting.

Kunday-Kunday
(Francisco Reyes Aquino)

Vol. ____

FORMATION. Partners stand about six feet apart, facing audience, Girl at the right of the partner.

Introduction

Music introduction.

Point R foot in front (ct. 1), point sideward (ct. 2), point in front (ct. 1), close R to L (ct. 2) Girl holds skirt, Boy places hands on waist..... 2 M

- I -

Music A.

Partners face front.

(a) Starting with R foot, take four change steps forward. *Kumintang* R and L hand alternately at every measure, free hand on waist, *Kumintang* hand two times for every measure (1ct. for each *kumintang*)..... 4 M

(b) Step R foot backward (ct. 1), point L in front (ct. 2), *Kumintang* R hand, L hand on waist..... 1 M

(c) Repeat (b), three more times L, R, L. Reverse position of hands every measure..... 3 M

(d) Repeat all (a-c)..... 8 M

- II -

Music B.

Partners face each other.

(a) Starting with R foot, take two change steps forward to meet at center. Hands as in figure I (a) 2 M

(b) Change step sideward, R and L. Arms in lateral position, moving sideward right and left with two *kumintang* of hands at every measure..... 2 M

Turn right about.

(c) Repeat (a) and (b), going to proper places in (a)..... 4 M

(d) Repeat all (a-c)..... 8 M

- III -

Music A.

Partners face each other.

(a) Change step forward R (cts. 1, and , 2). Hands as in figure I (a)..... 1 M

(b) Point L in front (cts. 1, 2). R arm in reverse "T" position (no *kumintang*), L hand on waist..... 1 M

Turn right about.

- (c) Repeat (a) and (b), starting with L foot to meet at center. Reverse position of hands..... 2 M
- (d) Repeat (a-c), moving backward to proper places 4 M
- (e) Repeat all (a-d)..... 8 M

- IV -

Music B.

Partners face front.

- (a) Starting with R foot, take three steps forward (cts. 1, 2, 1), close L to R (ct. 2). L hand on waist, R arm in reverse "T" position and *kumintang* on ct. 2 of second measure..... 2 M
- (b) Repeat (a), starting with L foot. Reverse position of arms..... 2 M
- (c) Change steps sideward R and L. Hands as in figure I (a)..... 2 M
- (d) Four-step turn right about in place. Girl holds skirt, Boy places hands on waist..... 2 M
- (e) Repeat all (a-d). Finish with a bow to partner on last count of last measure..... 8 M

D. Generalization:

Kunday-Kunday means to move the hands gracefully similar to a *Kumintang* when adults want small children to show them some artistic hand movement, they are asked to *kunday*. It is used in Tagalog regions in connection with hand movements. The *Kunday* movement is noticeable in this dance.

E. Application

Repeat the dance two or three times so that you will learn the interesting dance well.

F. Closing Activity

How did you find the dance?

Did you enjoy it?

Let **the pupils** share their experiences.

IV. Assessment:

Check your performance by using the following ratings:

Legend:

5 – Excellent

2 – Somewhat Dissatisfactory

4 – Very Satisfactory

1- Dissatisfactory

3 - Satisfactory

Activities	5	4	3	2	1
1. I executed the following steps correctly a. Change step b. Point step					
2. I executed the following arm position movements correctly.					

a. Kumintang					
b. Arms in lateral position					
c. Arms in reverse T position					
3. I mastered the sequence of the dance.					
4. I enjoyed the dance with my partner.					
5. I find the dance interesting and enjoyable.					

V. Assignment

Let the pupils practice *Kunday kunday* at home.

DRAFT
April 11, 2014

QUARTER 3

Lesson 5: RING RHYTHMICS

Time Allotment: 40 minutes

I. Objectives:

1. Identify basic movement skills using rings
2. Perform rhythmic routines with rings
3. Enjoy creative works with the use of rings

II. Subject Matter:

- | | |
|-----------------|---|
| A. Topics: | Rhythmic Routines with Implements(Rings) |
| B. Skills: | Manipulative Skills and Rhythmic Skills. |
| C. Value Focus: | Confidence and Coordination |
| D. Reference: | K-12 Physical Education Curriculum |
| E. Materials: | Rings : |
| Suggested: | Ribbons, Hoops, Balls and any available indigenous material |

Note to the teacher:

Performing rhythmic routines with implements is a manipulative skill that develops body coordination, gracefulness, and confidence. It also measures how well the body moves to the rhythm of the music.

It is important that one should understand and master the proper use of the ring. The elements of time, force, and flow can be used in simple rhythmic routines.

III. Learning Activities

1. Routines Activities:

1. Checking of attendance(The teacher **will** check the attendance by counting off)
2. Warm – Up Activities
(Ask the pupils to do the warm up exercises)

Refer to Warm up Activity of Lesson 1 of Quarter 3.

A. Preparatory Activities:

Group activity

(Note: Procedure should be delivered in MTB.)

Present the rings to the pupils..

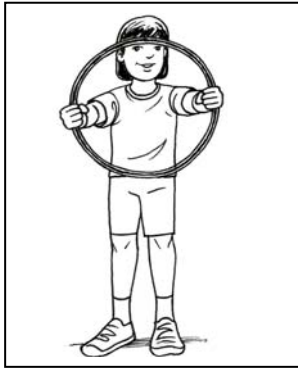
Demonstrate to the pupils the movements in using rings properly.

The teacher will **divide** the pupils into three groups.

Ask the pupils to perform movements with rings by groups first and then as a class.

Group 1 will perform column A, Group 2 will perform column B, Group 3 will perform column C. Then they will go around to perform all the activities.

Column A



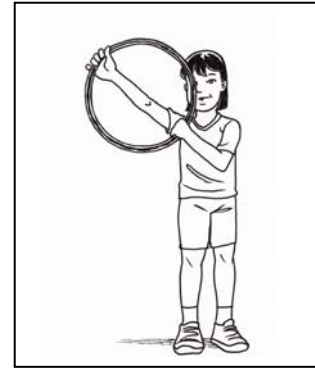
Hold ring forward

Column B

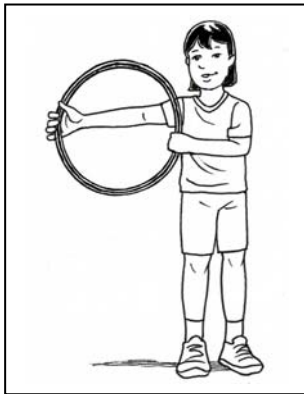


Hold ring upward

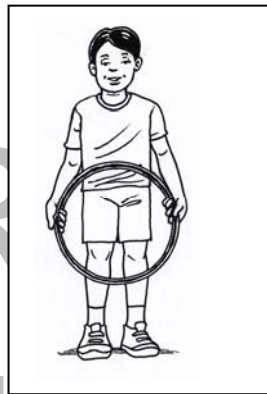
Column C



Hold ring obliquely right



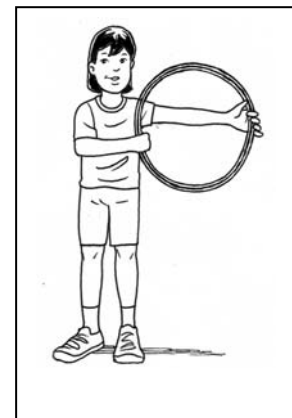
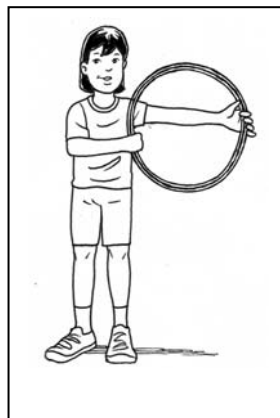
Hold ring sideward right



Hold ring downward



Hold ring on chest



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Hold ring upward

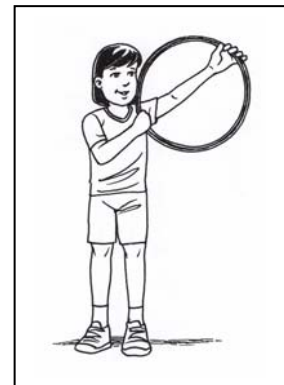
Hold ring sideward

Hold ring sideward

left

left

Hold ring sideward
left



How did you feel while **doing** the proper way of handling the ring?

B. Developmental Activities:

Let us learn the Steps

Rhythmic exercises with ring.

The teacher will show **the ring** to the pupils .

Demonstrate to the pupils the skills and figures.

Ask the pupils to perform the movements with ring. (Pupils counter demonstrate)

The teacher will guide properly **the same groups in executing the figures.**

Figure 1

Starting position: Stand straight and face the audience.

- a. Ring forward ct. 1
- b. Ring sideward right and left alternately at shoulder level ct. 2
- c. Ring forward ct. 3
- d. Starting position ct.4
- e. Repeat (a-d) to the left 16 cts.
- f. Repeat two times

Figure 2

Starting position: Same as figure 1.

- a. Stride sideward R, ring on chest ct.1
- b. Close R to L foot; ring upward ct. 2
- c. Return to (a) ct.3
- d. Starting position ct. 4
- e. Repeat (a-d) to the left 16 cts.
- f. Repeat 2 times

Figure 3

Starting position: Same as Figure1

- | | |
|---------------------------------|-------|
| a. Half knee bend: ring forward | ct. 1 |
| b. Position | ct. 2 |
| c. Heels raised: ring upward | ct. 3 |
| d. Position | ct. 4 |
| e. Repeat (a-d) | 6 cts |
| f. Repeat two times | |

Figure 4

Starting Position: Face partner ring down in front

- | | |
|------------------------------|-----------|
| a. Raise ring sideward right | ct. 1 |
| b. Ring upward | ct. 2 |
| c. Ring sideward | ct. 3 |
| d. Starting Position | ct. 4 |
| e. Repeat (a-d) to the left | cts. 5-8 |
| f. Repeat 2 times more | cts. 9-16 |

Ask **the following** questions after the activity.

1. Which part of the steps is fast?
2. Which part of the steps is slow?
3. What force is observed?(light/strong)
4. What flow is applied?(smoothness of movement)
5. Where you able to perform the figures properly?

C. Generalization

The ring is one of the many implements that can be used in rhythmic routines. Proper handling of the ring may allow you to explore various movements and create shapes and actions.

D. Application

With the same groups, repeat the movements with the ring and execute the figures well.

E. Closing Activity

“Jake and Jean “

(To the tune of Jack and Jill, By: Voltair C. Asildo)

*Jake and Jean naglalaro sa bukid na malayo
Ngunit nawala si Jean matapos na magtago
Tralala la la la la (3x)
Matapos na magtago.*

*Ng si Jake ay umuwi si Jean ay hinahanap
At si Jake ay umiyak si Jean di mahagilap.*

(Ulitin hanggang matapos ang figure 4)

IV. Assessment:

The teacher will rate the pupils according to their performance **by using the** following criteria.

Legend:

5 – Excellent

4 – Very Good

3 – Good

2 – Fair

1- Needs Improvement

Activities	5	4	3	2	1
Executed the proper way of manipulating the ring					
Followed the steps accurately with confidence					
Performed and moved the body to the rhythm of the music					
Showed cooperation in working with the group					

V. Assignment:

Let the pupils memorize the figures at home.

Tell them to study the different ball rhythmic.

April 11, 2014

QUARTER 3

Lesson 6: BALL RHYTHMICS

Time Allotment: 40 minutes

I. 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

II. Subject Matter:

- A. Topic: Rhythmic Activities: Ball Routine
- B. Skill/s: Throw and catch, bounce and catch, swing and circle
- C. Values: Cooperation
- D. References:
- E. Materials: Rubber ball or plastic rhythmic ball, mat

(Background Information for Teachers)

The ball is an implements used in many rhythmic routines. It develops coordination, balance and flexibility. The movements involved are both locomotor and non-locomotor. Our targets are the following:

Time- refers to slow, slower, slowest/ fast, faster, fastest

Force- refers to light, lighter, lightest/ strong, stronger, strongest

Flow- refers to smoothness of movement

III. Learning Activity:

A. Routinary Activities

1. Checking of attendance and PE uniform (appropriate attire for physical activities)
2. Warm-up activities
Refer to Q2 TG Lesson 7 warm up exercises. You may use music to accompany the movement)
Note:Do the warm-up before performing the activity. Warm-up can be done within 1 to 2 minutes.
3. Review

What implements in the rhythmic activities did you use in Lesson 5?
(Ring)

Which part of the figure is fast?

Which part of the figure is slow?

Which part of the figure is light?

Which part of the figure is strong?

Do you think you can dance gracefully?

What did you do while your teacher **shared the steps** in rhythmic activities?

B. Preparatory Activity:

The teacher will first do the lecture-demo on hands and feet movements with proper posture.

Let the pupils perform hand and feet movements

Figure I

Standing Position: Stand feet together hands on chest level palms facing down elbows out

- a. Bounce ball count 1
- b. Catch ball count 2
- c. Repeat a and b counts 3, 4

Figure II

Standing Position: Stand feet together hands on chest level elbows out

- a. Swing ball circle to the right, ball backward-forward counts 1,2
- b. Repeat to the left counts 3, 4
- c. Repeat all 4 counts

Figure III

Standing Position: Stand feet together hands on chest level elbows out

- a. Throw ball upward, raising arms obliquely
Upward count 1
- b. Catch count 2
- c. Single bounce on the floor, swing arm
Sideward-downward count 7
- d. Catch count 4

C. Developmental Activity
1. Presentation

Note: At least one day before the activity assign pupils to bring a ball (junior size)

Present a ball and show it to the pupils. Let them hold their individual balls.

Say: We will use this ball in rhythmic routines in response to time, force and flow. Emphasize the following qualities of effort:

Time- refers to slow, slower, slowest/ fast, faster, fastest

Force- refers to light, lighter, lightest/ strong, stronger, strongest

Flow- refers to smoothness of movement

Lecture – Demo the movements by figure and afterwards let the students have enough practice time.

Rhythmic Exercises with Ball in response to Time, Force and Flow

Figure I

Standing Position: Stand feet together with ball on chest level elbows out

- a. Bounce ball, swing arms downward-sideward count 1
- b. Catch ball count 2
- c. Repeat a and b counts 3, 4
- d. Half-knee bend trunk slightly leaning forward, bounce ball 3 times with both hands counts 5, 6

e. Position 7, 8

Figure II

Standing Position: Stand feet together ball on chest level elbows out

- a. Half-knee bend, twist trunk to the right, swing the ball circle, backward-forward counts 1, 2
- b. Repeat to the left counts 3, 4
- c. Throw ball upward (overhead), raising arms obliquely upward count 5
- d. Catch count 6
- e. Single bounce on the floor, swing arm sideward-downward count 7
- f. Catch to position count 8

Figure III

Standing Position: Stand feet together ball on chest level elbows out

- a. Starting with the R foot take 3 steps forward (R,L,R) walk forward with bent knee and stretching slowly in every step counts 1,2,3
- b. Hop on right, bend left knee forward, ball in upward position count 4
- c. Full turn right, walk backward starting with the left foot (L,R,L) pulling ball slowly downward towards the chest in every step counts 5,6,7
- d. Close right foot to left foot, ball on chest count 8

Figure IV

Standing Position: Stand feet together ball on chest level elbows out

- a. From starting position, step right foot sideward, swing ball to the right count 1
- b. Close left foot to right foot, swing ball to the left count 2
- c. Step right foot sideward, swing ball to the right count 3
- d. Point left foot sideward, raise ball diagonally upward right count 4

Ask:

What implements did you use?
(Ball)

Which part of the figure is fast?

- ✓ Half-knee bend trunk while bouncing the ball
- ✓ Walk forward with bent knee
- ✓ Step right foot sideward, swing ball to the right

Which part of the figure is slow?

- ✓ Throw ball upward (overhead)

Which part of the figure is light?

- ✓ Walk forward with bent knee

Which part of the figure is strong?

- ✓ Hop on right, bend left knee forward

Do you think you can dance gracefully? (Pupils will talk about the process)

What did you do while your teacher **shared the** steps in rhythmic activities? (Listen to your teacher and participate actively)

D. Generalization

Ribbons, hoops, balls, wand and **other** indigenous/improvised materials are simple implements be used in doing exercises. These help develop body coordination, balance and flexibility. These are also materials **that serve** as extensions of our body. Our targets are:

Time – refers to slow, slower, slowest/fast, faster, fastest

Force – refers to light, lighter, lightest/strong, stronger, strongest

Flow – refers to smoothness of movement

E. Application

Use a ball and let the pupils perform again the rhythmic routines in response to time, force and flow.

F. Closing Activity

Let the pupils sit down in a circle formation while singing Jake & Jean (**Refer to in Quarter 3 of TG**)

IV. Assessment:

Ask the pupils form a column in a stride sitting position. Demonstrate to the pupils the stride sitting position. Let them sing *Leron, Leron Sinta* using these steps:

Standing Position:

Stride sitting position, ball on chest level elbows out	
a. Sway body right and left	4 counts
b. Twist trunk to the right, swing the ball circle, backward-forward	counts 1, 2
c. Repeat position to the left	counts 3, 4
d. Repeat a and c	4 counts
e. Throw ball upward (overhead), raising arms obliquely upward	count 5
f. Catch	count 6
g. Single bounce on the floor, swing arm sideward-downward	count 7
h. Repeat a to c	4 counts

Perform the rhythmic exercises with a ball preferably with music suited to the activity.

Activities	Score
Feet movements are done accurately	
Hand movements are done correctly	
Implements are well applied in every hand movements	
Performed the whole rhythmic activity with gracefulness	

Legend:

3- Very Good

2- Good

1- Fair

V. Assignment:

Let the pupils practice the different movements **which they** learned.

DRAFT
April 11, 2014

QUARTER 3

Lesson 7 : LET'S DRIBBLE AND SHOOT

Time Allotment: 40 Minutes

I. 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.

II. Subject Matter:

- A. Topic: Lead-Up Games
- B. Skills : Dribbling, shooting
- C. Value Focus: Sportsmanship, self confidence
- D. References: MSEP 3 page 226 - 233
- E. Materials: whistle, rubber ball, pail, CD, CD player

Background Information for the Teacher

Explain to the pupils the meaning of the following:

- **Dribbling** means to advance the ball, to break for a basket or to maneuver out of a difficult situation.
Process of dribbling:
 1. Slightly bend trunk and knees, both the free hand and dribbling hand in front and head up with eyes looking forward.
 2. With very little arm motion, the ball is pushed with the fingertips with a cupped and relaxed hand.
 3. Practice dribbling alternately with both hands.
- **Shooting** is an intricate skill in which players need to develop consistent and proper techniques.

III. Learning Activities

A. Routinary Activities

1. Checking of attendance
2. Checking of assignment
3. Warm- Up Activities:

Standing Position:

- | | |
|--|------|
| a. Standing in arm shaking upward position | 8cts |
| b. Standing in arm shaking downward position | 8cts |
| c. Standing lunge (front) position with arms shaking forward | 8cts |
| d. Standing lunge (back) position with arms shaking forward | 8cts |
| e. Right single arm stretch front position | 8cts |
| f. Low/small jumps in place | 8cts |
| g. Jumping jacks | 8cts |
| h. Inhale/exhale | 8cts |

B. Preparatory Activity

1. Presentation:
Who among you love basketball?
Do you play basketball?
Do you watch basketball together with your family?

Let them share their experiences in watching basketball.

C. Developmental Activity

Activity 1

Performing the correct dribbling

Show pictures(high dribbling)

Explain to the pupils:

- Head level – **refers to** dribbling the ball **at** the head level/head and waist in between.
- Waist level – **refers to** dribbling the ball **at** the waist level/waist and knee in between.
- Knee level – **refers to** dribbling the ball **at** the knee level/below.

Explain and execute the movements to pupils and let them follow.

1. Grip the sides of the ball
2. Let the ball bounce
3. Fingers are spread
4. Step into stride position
5. Follow through

Note: The procedures should be delivered in MTB

Height level of dribbling is performed either slow or fast and depends on the rhythm, speed and force.

The height of the ring depends on the height of the pupils.

Activity 2:

Performing Correct Shooting of the Ball

Teacher demonstrates the skills.

Process of shooting:

1. Face the basket with feet slightly apart, weight of the body evenly distributed on both feet, toes pointing forward. The ball is held between the shoulders at eye level.
2. Hold the ball with a comfortable grip, where the fingers are spread and the elbows raised a little above the shoulders. For a one handed shot, the shooting elbow is directly below the ball.
3. When the decision to shoot is final, the eye is fixed on the ring, breathe and attempt to shoot.
4. At the start of the shot, the wrists are aligned.
5. The follow-through imparts a slight backspin to the ball. The arms are fully extended while the wrists are completely flexed and the hand drops down towards the floor.

Activity 2:1

Materials: whistle, junior size basketball ball, pail

Playing area: Playground, covered court

No. of participants: 5 players

Fitness Component: accuracy

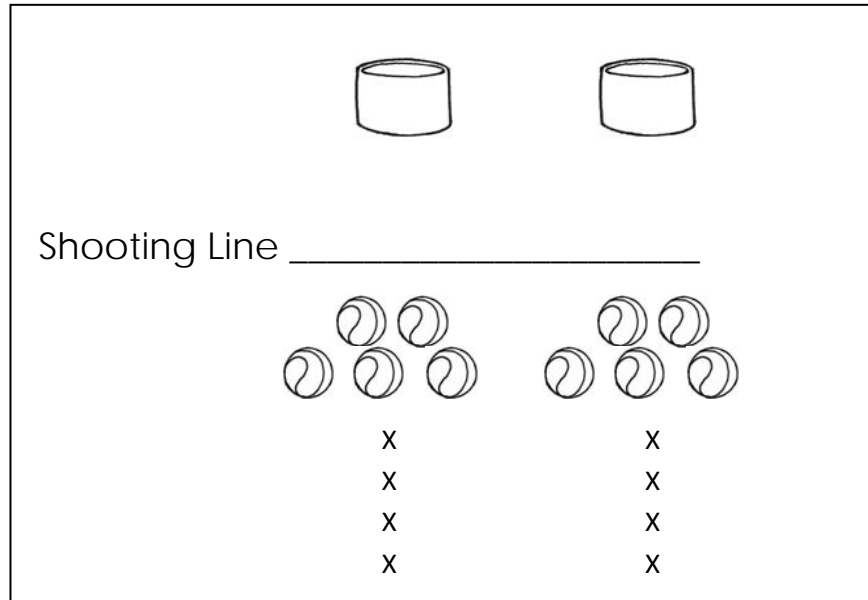
Direction: Arrange two teams in files. Teams stand behind the starting line.

Opposite is 10 meters away. (Note: 5 members in every team)

Mechanics of the game:

1. The first player of both teams holds the plastic ball and runs while dribbling the ball (5 meters) towards the given line; The player stops

- and immediately shoots the ball into the pail (another 5 meter distance)
- The second players of the teams will repeat the movement.
 - The team that finishes first wins.
- Note: (1) ball for every player



Ask:

- Did you enjoy the game?
- Were you able to bring the ball forward?
- What do you need to do to score a point?

D. Generalization

Shooting and dribbling are basic skills in basketball. Learning through fun but challenging games will help you develop coordination and accuracy.

E. Application:

(Note: The teacher will describe the levels of dribbling during the game)

One, Two and Three... Dribble Away

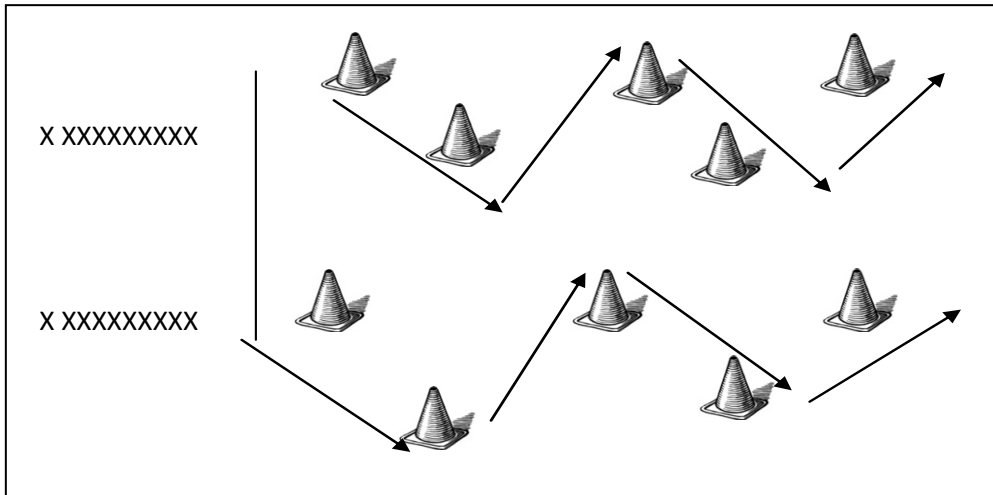
Materials: whistle, rubber ball or junior basketball ball, cone

Note: **Play** background music to make the game lively
(Let the pupils used the original basketball).

Directions:

- Divide the class in two equal groups, each team will make a straight line 5 meters apart.
- Each group must have a basketball ball .
- The first player of each team will hold the ball.

- At a given signal the first player will dribble the ball according to the level of dribbling assigned by the teacher in a zigzag direction towards the goal mark, then turn around back to the starting line with the same movement.
- The rest of the members will do the same .
- The group that finishes first wins the game.



Ask:

1. Did you enjoy the game?
2. Did you execute the proper way of dribbling?
3. Did you show sportsmanship in the game? How?

F. Closing Activity:

Let the pupils take a rest. Let them form a big circle sit "Indian style".
Let them sing the song " Maglaro Tayo".

IV – Assessment:

Choose a partner. You and your partner will do the task and answer the questions.

Ask your partner to rate your performance.

Legend:

- 3 – Excellent
- 2 – Good
- 1 – Satisfactory

No	Skills	3	2	1
1	Do the low level dribbling.			
2	Do the waist level dribbling.			
3	Do the head level dribbling			
4	Do the shooting of the ball at a far distance.			
5	Do the shooting of the ball at a close distance.			

V – Assignment:

Let the pupils read stories about indigenous games.

(Note: preparatory for the next lessons)

DRAFT
April 11, 2014

QUARTER 3

Lesson 8 : TUMBANG PRESO CHALLENGE

I. 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

II. Subject Matter:

- A. Topic: Indigenous Game : *Tumbang Preso*
- B. Skills: Motor skills: walking, running, dodging, striking
- C. Value Focus: Self Discipline and Honesty
- D. Reference: K to 12 Curriculum Guide
- E. Materials: empty cans (if cones are not available), whistle CD, CD player

Background Information for the Teachers

- Native games are organized games that originated from of various region or countries.
- "Crazy Can" is an activity of relatively short duration. Although there are two teams, the objective is not to determine a winner or loser, but to keep the activity moving just to engage in fun.
- Give the children alternatives as a variation of ways to knock down or make up the cones stand (either with their feet, heads, elbows, knees etc.)
- Explain to the pupils the meaning of the following:
 - Time demonstrates slow, slower, slowest/fast, faster, fastest movement.
 - Force demonstrates light, lighter and strong movement.
 - Flow shows smoothness of movement.

III. Learning Activities

A. Routinary Activities

1. Checking of attendance
2. Checking of assignment
3. Warm- Up Activities:

Do the following exercises:

Jog in place	8 counts	8 counts---16
Shoulder rotation	8 counts	8 counts---16
Arm circling	8 counts	8 counts---16
Hip bending (alternately R & L)	8 counts	8 counts---16
Knee rotation	8 counts	8 counts---16

Ankle rotation	8 counts	8 counts---16
Breathing (inhale, exhale)	8 counts	8 counts---16

B. Preparatory Activities:

1. Presentation:

Present a picture of creative game called Crazy Can.

Let the pupils describe and analyze the picture below



Ask:

- Can you guess why the game is called Crazy Can?
- Have you experienced playing this game?
- How would you like to play this game?

C. Developmental Activities

NOTE: This activity should be performed twice
Procedures should be delivered in MTB

- Walking for slow moving
- Running for fast moving

Activity 1: Buddy Buddy

Crazy Can

Formation:

Arrange two teams in files. (Be sure the teams **are equal**).

Teams stand behind the starting line.

Arrange 10 cans in two straight lines 5ft. apart and with 5 cones in every line (Note: **The number of members** in a team will depend on the class **size**.)

Rule: Do it with honesty.

Procedure:

1. When the music starts, the first player WALKS towards the file of cans and knocks them down one by one. He then RUNS back to the starting line to tag the next players who will now return the cans to its upright position..
2. Knockdown all cans that are standing, while **the** buddy (partner) will walk right after he/she is tagged by the starting player and tries to return to upright position all the cans that are lying down. The game continues up to the last player.
3. The team that finishes first wins.

Note: The variations could be applied to both walking and running

Ask:

- a. What movements did you use in playing Crazy Can?
- b. Did you enjoy playing the game?
- c. What values did you **practice** while playing the game?



Let's the pupils play **Tumbang Preso**. Let them use the skills they learned in Crazy Can.

Activity 2. Tumbang Preso

Materials : empty can of milk and a slipper

Playing Area: Playground or any available space where students can move

No. of players: 3 or more

Rules:

1. Put an empty can inside the circle which has a diameter of one (1) foot.
2. The starting line will be 5 to 7 meters away from the empty can.
3. To determine the "IT", each player will throw his slipper from the starting line and the farthest slipper shall be the "IT" of the game.
4. Each player will start striking the can with a slipper and every time the can is pulled-out from the circle, the "IT" will pick it up and place it again inside the circle in an

upright position. Then the player will get the slipper and **return** to the starting line, provided that he can escape being tagged by the "IT".

Note: The "IT" cannot tag the player if the empty can is thrown outside the circle.

Ask

Did you play *Tumbang Preso*?

What skills did you apply while playing the game?

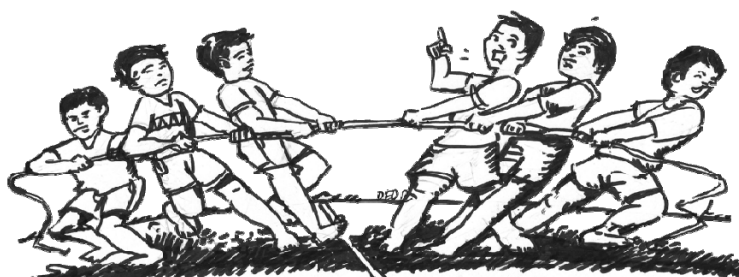
What are the important things to remember in playing *Tumbang Preso* **in order** to play it better?

D. Generalization

Tumbang Preso is a game that calls for agility, accuracy and speed. To do this, you need to walk, run and dodge in in varying directions and speeds to avoid being tagged by the "IT". Your honesty, sportsmanship and self discipline are tested.

E. Application

Let the pupils play another game. Invite your classmates to play *Hilahang Lubid* (Tug of War) **and use the skills you learned from the previous games.**



Note to the teacher: The procedure should be delivered in MTB.

Procedure:

Two teams composed of 4 or more players **form a row facing each other and** grasp each end of the rope. They stand at equal distance from the marked line at the center.

At the signal GO, both teams tug the rope to pull the other players over to their side. They continue pulling against each other until one team crosses the marked line. The team that **entire** pulls the other team over the line scores a point. The team players repeat the whole procedure. The team that scores three points first wins the game

E. Closing Activity:

Let the pupils sing any song that they learned from past lesson.

IV. Assessment

Answer the following questions:

Note: (The assessment should be delivered in MTB)

	QUESTIONS	YES	NO
1.	I executed the skills correctly in <i>Tumbang Preso</i> 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.		

V. **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.

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April 11, 2014

QUARTER 4

Lesson 1: ENJOYING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENTS

Time allotment: 40 minutes

I. Objectives:

1. Describe locomotor and non locomotor movements in performing activities.
2. Perform combined movements with partner and in group
3. Participate in fun and enjoyable physical activities

II. Subject Matter :

Topic : Combined Movements

Skills : Bending, twisting, walking, running, hopping and jumping

Values : Teamwork, cooperation, discipline

Reference: Enhancing Skills Through MAPE

By: Perla Tubayan, Ofelia I. Miaga & Gerry T. Atabay

Materials: flashcards, cones and chairs

III. Learning Activities

A. Routinary Activities

1. Checking of attendance
Ask the class to count off.
2. Warm Up Exercise
Refer to Quarter 1 TG Lesson I.
3. Review
Let the pupils recall the games they played last meeting.

B. Preparatory Activities

Ask the pupils to sing an Action Song entitled **“If You Want Exercise Jump in Place”** to the tune of **“When You’re Happy and You Know it”** and tell them to execute the movements.

“If You Want Exercise Jump in Place”

by: Virginia T. Mahinay

If you want exercise, jump in place
If you want exercise, hop in place
If you want exercise, bend and twist your body in place
If you want exercise, walk in place

Note to the teacher

(Replace the underlined phrase with bend your knees, jog in place, slide and slide, hop and jump)

After doing the action song, did you stay at the same place? (No, we moved to other places)

How did you move? (jumped, jogged, slid, hopped)

Can you name the different movements you performed in general and personal spaces? (clap, bend, slide, hop, jump)

How do you call these two groups of movements put together?
(combination of Locomotor and Non-locomotor)

C. Developmental Activities

Note: The procedure should be delivered in MTB

Activity 1:

Ask the class to find a partner and form three groups. Let the pupils do the activity while singing *Sit-si-rit-sit*.

Directions:

- Hold hands with your partner.
- Walk towards the first cone and do your trunk bending.
- Proceed to second cone and twist body from left to right.
- Continue walking with partner .
- Turn around the chair, run, hop, jump back to the line and tap the next players.
- The team whose players completes movements first wins.

Ask:

- In doing the activity were all the movements the same? Why? (No, because we bend, hop, we walk)
- What movements did you do in personal space?(bending, twisting)
- How about in general space?(walking, running, jumping and hopping)
- What types of movements did you combine?(locomotor and non locomotor)

D. Generalization

The combination of basic movements help improve physical skills by training the body in personal and general spaces.

Teamwork **means dividing** the task and contributing to the success of the team.

E. Application

Action Song

Ask the pupils to form four circles. Let them do the movements while singing the song "A Jumping We Will Do" to the tune of "A Hunting We Will Go".

Note: The teacher will have to explain the context of this jumping activity.

"A Jumping We Will Do"

by: Virginia T. Mahinay

A jumping we will do, a bending we will do
We hop and run everybody let us do
Tra la la la la la
Tra la la la la la
A twisting we will do, a walking we will do
Let's do the action everybody will do

(Note to teacher: You can change the song)

- What movements did you perform while singing “ A Jumping We Will Do”? (bend, walk, twist)
- What did you do with the movements when you put **these** together?
- Did you enjoy singing while moving?(yes)

F. Closing Activity

Let the pupils sing an action song with partner.

“GOD Said, “I Love You”

by: Elena Bonocan

God said, “ I love you”
And he made the rising sun
He made the rising sun
He made the rising sun
God said, “ I love you”
And he made the rising sun
He made the rising sun for us.

(Replace the underlined phrase with the Flying Birds, the Swaying Trees and the Swimming Fish.)

What combination of movements did you perform while singing the song?(walk and bend)

Did you enjoy singing the song?(Yes,because we did it together)

IV. Assessment:

Check the column that best describes your performance in today’s activity.

	Difficult	Average	Easy
Executed the non locomotor movement correctly.			
Performed the locomotor movement properly.			
Performed the combined movements correctly			
Played well with partners and groups			
Enjoyed the different activities while singing			

V. Assignment:

- A. Let the pupils practice the combined movements they learned.
- B. Tell the pupils to be ready with their materials next meeting.

QUARTER 4

Lesson 2: FUN WITH MANIPULATIVES

Time allotment: 40 minutes

I. Objectives:

- a. Familiarize manipulative skills with relationship to objects.
- b. Perform the common manipulative skills correctly.
- c. Enjoy the activities for fitness and fun.
- d. Show self-determination in doing the activities.

II. Subject Matter:

Topic : Manipulative Skills with Person
Skills : dribbling, rolling, passing and catching
Values : Self-determination, cooperation, discipline
Reference: Enhancing Skills Through MAPE
By: Perla Tubayan, Ofelia I. Miaga & Gerry T. Atabay
Materials: balls, chairs and flashcards

III. Learning Activities:

A. Routinary Activity:

1. The teacher checks the attendance by counting off.
2. Warm up Exercise

Refer to Quarter 1 TG Lesson 1

3. Review

Show flash cards with different combined movements and ask the pupils to perform the following:

WALKING WITH
ARMS SIDEWARD

RUN WITH ARMS
UPWARD

SLIDE LEFT/RIGHT
WITH A TWIST

B. Preparatory Activities:

The teacher holds a ball and shows it to the class

Ask : **What do you call this object that i hold?** (ball)
What do you expect i can do with the ball? (dribble, kick, pass and catch)
Can you do it? (Yes)

C. Developmental Activities

Note: The procedure should be delivered in MTB

Activity 1: Double Dribble

(Note: The teacher demonstrate the proper way of double dribble)

(Note: The procedures should be delivered in MTB.)

Directions:

- Mark a distance of at least ten meters between the starting line and turning point.
- **The players must** stand in the column behind the starting line.
- Each player kicks the ball until the turning point and dribbles up to the starting line.
- The starting player will pass the ball to the **does** next player.
- The second player catches the ball and the same activity as fast as possible.
- The first team to finish wins.

What movements did you perform? (standing, running)

What did you use in performing the activity? (ball)

How did you use the ball? (kick, dribble, throw & catch)

Did you enjoy playing **with** each other? Yes

Activity 2: Game "Hit It"

Directions:

- Form three big circles.
- Choose a leader to stay at the center.
- The leader dribbles the ball three times.
- Pass the ball to the chosen player.
- The chosen player catches and dribbles the ball three times.
- The first player throws the ball back to the leader.
- The Leader chooses again another player to do the same until all members **have played**.
- The member who does not catch and dribble the ball properly will be asked to step out.

Ask : What movements did you perform in doing the game? (dribble, catch, throw)

Did you enjoy playing with your classmates? Why? (Yes, because we learned to perform the skills with our classmates.)

D. Generalization

Manipulative skills are done with the use of light implements. These skills can also be a combination of locomotor and non-locomotor movements.

For fun and excitement it is also important to interact with people while playing .

E. Application

“Pass it Please”

Directions:

- Form three big circles with the pupils with standing side by side.
- When the music starts, pass the ball clockwise.
- When the music stops, the pupil who holds the ball **stops** out of the game.
- Play the music again and start passing the ball until all the players are done .

What did you do with the ball? (passed it clockwise)

What direction did you go?

Did you enjoy playing the game with your group? (yes)

F. Closing Activity:

IV. Check Yourself

Put a (✓) to describe your performance of the **following** manipulative skills .

Skills	Excellent	Good	Fair	Needs Improvement
1. Dribbling				
2. Passing				
3. Catching				
4. Kicking				

V. **Assignment:**

Tell the pupils to be ready with your dance activity next meeting.

April 11, 2014

Quarter 4

Lesson 3: Dance Mixers

Time allotment: 40 minutes

I. Objectives:

1. Introduce the dance mixer to meet new partners.
2. Learn to appreciate the values of meeting new friends through a dance mixer
3. Have fun and enjoy performing a dance mixer

II. Subject Matter:

- | | | |
|-----------------|---|---|
| A. Lesson Title | : | Dance Mixer |
| B. Skills/s | : | Creativity and Following Direction |
| C. Value | : | Cooperation |
| D. References | : | Wikipedia
– Charles V. Coll, Gabrielle Rosierre: Dancing Made Easy
Dances for All Occasions
– Francisca Reyes Aquino |
| E. Materials | : | Cassette tape; CDs', Laptop |

Background Information for Teacher

Dance Mixers are a kind of participation dance in a social setting that involves changing partners. It encourages skilled dancers to meet new partners, and beginners to dance with more advanced partners.

III. Learning Activities:

A. Routinary Activities:

1. Checking of attendance uniform
2. Warm-up Activity
 - Play upbeat music and do stretching and walking exercises in any direction. (forward, backward, sideward)

B. Preparatory Activities

1. Let the pupils form two (2) big circles with boys in the inner circle facing counterclockwise, while girls are in the outer circle facing clockwise.

Photos of: Pupils form two (2) big circles with boys in the inside circle and facing counterclockwise, while girls are in the outside circle and facing clockwise.

2. Instruct the pupils to move to the teacher's counting.
3. **The pupils should move** clockwise and counter clockwise.

C. Developmental Activities

Note: The procedure should be delivered in MTB.

Activity 1:

- The teacher asks the pupils to sing *Leron Leron Sinta* several times.

"Leron Leron Sinta"

*Leron, Leron Sinta
Buko ng papaya
Dala, Dala'y buslo
Sisidlan ng bunga
Pagdating sa dulo
Nabali ang sanga
Kapus kapalaran,
Humanap ng iba.*

*Akoy ibigin mo lalaking matapang
Ang baril ko'y pito ang itak koy' siyam
Ang lalakaran ko'y parte ng dinulang
Isang pinggang pansit ang aking kalaban*

- Let the pupils clap their hands as they sing the song.
- Ask the pupils to march in place as they sing the song.

Activity 2: Look for new partners

- Perform the Dance Mixers entitled;

KAMAYAN
(Shaking Hands)

Music : *Leron Leron Sinta*

Count: One, two or one and two to a measure

Formation: Double circle, boys in the **inner** circle facing counter clockwise, girl in the **outer** circle facing clockwise.

Direction:

- a. Starting with the right foot, take four steps forward, counter clockwise for girls, arms down at sides (4 counts.)...2M
- b. Stop in front of somebody, in front of the second dancer, join right hands and shake hands four (4) times while introducing oneself at the same time (4 counts.)
2M
- c. Repeat (a) and (b) 4M
- d. With right hands still joined with the new partners, take four change steps moving once around clockwise, starting with the right foot.

The whole dance may be repeated many times as desired.

Ask the pupils:

- Did you enjoy the activity?
- How many new partners you have met?
- Do you still remember their names?

D. Generalization:

Dance Mixers are fun and enjoyable because these create camaraderie among the participants.

Value Infusion:

Participate and cooperate in the Dance Mixers to meet new partners and make new friends.

E. Application




Ask the pupils to perform Dance Mixer using different types of music.

F. Closing Activity

Let the pupils share their experiences in meeting new friends through Dance Mixer.

IV. Assessment

Put a check (✓) if you agree with the faces that describe your answer and put an (X) if not

			
1. I enjoyed the dance Mixers Activity			
2. I didn't like Dance Mixers Activity			
3. Dance Mixers create enemies			
4. Dance Mixers allow the participants to be down			
5. Dance Mixers Activity can be performed through clapping			

V. Assignment:

1. Tell to the pupils to introduce Dance Mixers to their friends and playmates.
2. Let them practice with their **playmates in their communities.**

Quarter 4

Lesson 4: **KAIBIGAN**

Time allotment: 40 minutes

I. Objectives:

1. Learn the basic steps of *Kaibigan*.
2. Execute the dance movements correctly and with ease.
3. Enjoy performing the dances while listening to the musical beat.

II. Subject Matter:

- | | | |
|--------------|---|--|
| A. Topics | : | Dance Mixers: Kaibigan |
| B. Skills/s | : | Following Direction |
| C. Value | : | Cooperation |
| D. Reference | : | Dances for All Occasions
– Francisca Reyes Aquino |
| E. Materials | : | Cassette tape ad CDs' |

Background Information for Teacher

Mixers, square dancing, and round dancing are dance activities that get you on your feet, add fun, **help** create comfortable atmosphere, and make a success. Frequent changing of partners is typical dance mixers.

III. Learning Activities:

- A. Rountinary Activities:
1. Checking of attendance and uniform
 2. Warm-up Activities

Execute the following steps:

- Step hop
- Step swing
- Walking clockwise
- Do-si-do

- B. Preparatory Activities

Let the pupils sing the song:

Paruparong Bukid
(by: George Hernandez)

*Paruparong bukid na lilipad-lipad
Sa gitna ng daan papaga-pagaspas
Isang bara ang tapis
Isang dangkal ang manggas
Ang sayang de kola
Isang piyesa ang sayad*

*May payneta pa siya — uy!
May suklay pa man din — uy!
Nagwas de-ohetes ang palalabasin
Haharap sa altar at mananalamín
At saka lalakad nang pakendeng-kendeng.*

Notes:

- Sing it several times to be familiarize with the song.
- The dancers should sing aloud as they perform the dance.

C. Developmental Activities

Note: The procedure should be delivered in MTB

- Boy starts with the left foot and girl, with the right.
- Music used is *Paruparong Bukid*. It is divided into two parts: A and B, played continuously:
- Count one, two, three to a measure.

Formation:

- Couples are scattered informally around the room. Any number of participants may take part in this dance.

“KAIBIGAN”

Music Introduction

Boys get partners and get ready for figure I.....4 M

Figure I

Music A

- (a) Partners hold in close ballroom dance position. Execute fourteen waltz steps around the room going to any direction.....14 M
- (b) Partners release hold. Boy places girl at his side.....2 M

Figure II

Music B

Join inside hands, free hands down at sides.

- (a) Starting with the R foot, take two steps-swings forward.....2 M
and two waltz steps forward (2M).....4 M

Note:

The dance may be repeated as many times as desired.

Ask the pupils:

- Did you enjoy the activity?
- How did it feel while meeting new partners?

D. Generalization:

Kaibigan is one of the Dance Mixers that help pupils show their skills in following directions. They meet new partners help create a comfortable atmosphere, and make any socialization activity a success.

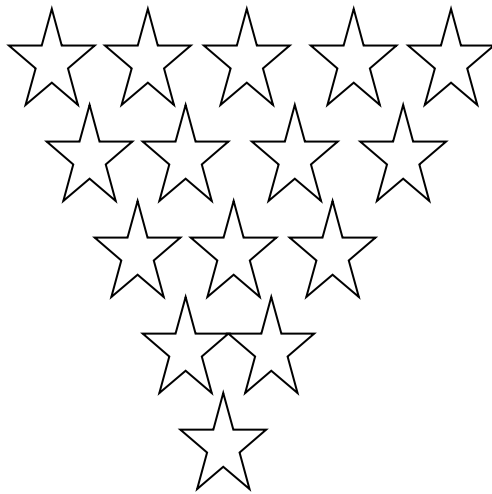
E. Application

Let the pupils look for another partner and perform the *Kaibigan* Dance Mixers.

F. Closing Activity

Let the pupils form a circle and be seated. Let them sing the song “*Paruparong Bukid*.”

IV. Assessment:
Answer the following questions: (Please see LM)



- 5 stars - Excellent
- 4 stars – Very Good
- 3 stars - Good
- 2 stars - Fair
- 1 star - Poor

V. Assignment:

1. Tell the pupils to get a partner and review the steps.
2. Let them present **the dance** gracefully to the class next meeting.

DRAFT

April 11, 2014

Quarter 4

Lesson 5: MARACAS RHYTHMICS

Time Allotment: 40 minutes

I. Objectives:

1. Be familiar with the rhythmic movements of maracas.
2. Perform rhythmic routines with music using improvised maracas.
3. Demonstrate different steps of maracas rhythmic movements confidently.

II. Subject Matter:

- A. Topics: Performing Rhythmic Routines with Implements
- B. Suggested: (Improvised maracas and any available indigenous material)
- C. Skills: Manipulative and Rhythmic Skills.
- D. Value Focus: Cooperation and Dependability
- E. Reference: K-12 Physical Education Curriculum
- F. Materials: Improvised Maracas

III. Learning Activities

A. Routinary Activities:

1. Checking of attendance(The teacher checks the attendance by counting off)
2. Warm – Up Activities (Please refer to Lesson 1 of Quarter 1)
(Ask the pupils to do the warm up exercise)

B. Preparatory Activities:

Note: All procedures will be delivered in MTB

Group Activity:

The teacher asks the pupils to group themselves into 3.

Group 1

Group 2

Group 3

Present to the pupils the improvised maracas to be used in the activity.

Demonstrate to the pupils the proper movements on using maracas. Let the pupils imitate the different movements with the use of maracas.

Ask the pupils to perform movements using maracas by groups first, then as class.

Group 1 will perform column A while Group 2 will perform column B, Group 3 will perform column C. Then rotate assignments so that all the pupils can perform the skills.

Column A

Column B

Column C

Hold maracas forward

Hold maracas forward-upward

Hold maracas obliquely sideward-upward right

Hold maracas forward

Hold maracas forward-upward

Hold maracas obliquely sideward-upward right

Hold maracas both arms to right

Hold maracas forward-downward

Hold maracas on chest

Hold maracas both arms to the right

Hold maracas forward-downward

Hold maracas on chest

Hold maracas upward

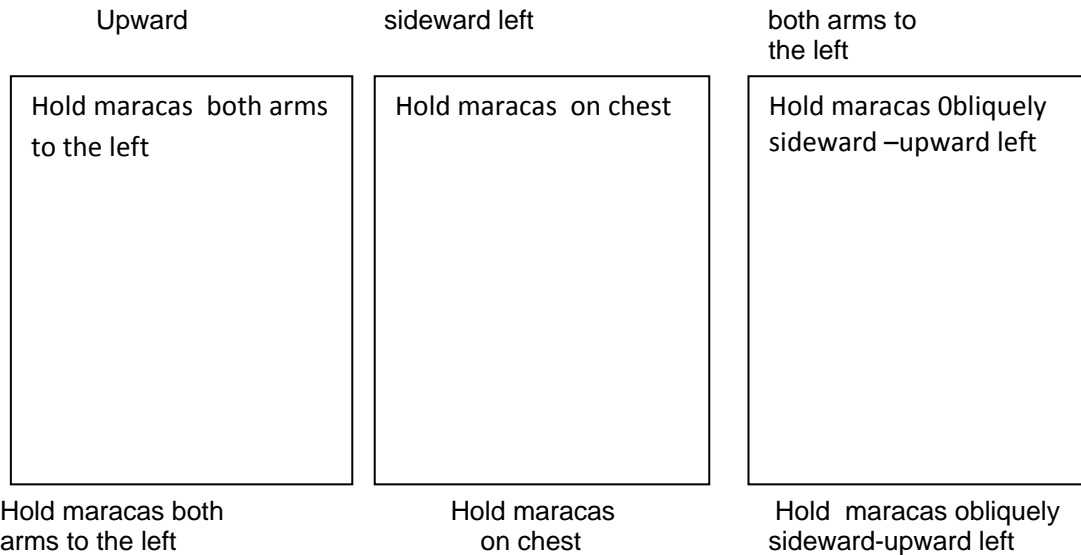
Hold maracas sideward left

Hold maracas both arms to the left

Hold maracas

Hold maracas

Hold maracas



C. Developmental Activities:

Let us Learn the Steps

Demonstrate to the pupils how to use maracas and the movements. Ask the pupils to perform movements with improvised maracas. Use the same groups. Let the pupils execute the figures. Guide them properly.

Figure 1

Starting position: Stand straight and face the audience.

- a. Shake maracas forward cts. 1-2
- b. Shake maracas sideward cts. 3-4
- c. Repeat (a) cts. 5-6
- d. Shake maracas down at the sides cts.7-8
- e. Repeat (a-d) 8 cts.

Figure 2

Starting position: Same as figure 1.

- a. Walk forward, (R,L,R, close) raise hands in front at chest level, shaking maracas alternately forward and backward cts.1-4
- b. Bend knees 2x, shake R maracas diagonally upward R cts. 5-6
- c. Repeat (b) shaking maracas diagonally upward L cts. 7-8
- d. Repeat (a) moving backward. 4 cts.
- e. Repeat (b -c) 4cts.

Figure 3

Starting position: Face your partner.

- a. Roll hands clockwise holding maracas clockwise in front at chest level Ct. 1
- b. Point right foot sideward, slightly bend left knee, stretch right arm

- across the body in front, left hand on waist. ct. 2
- c. Repeat(a) ct. 3
- d. Repeat (b) with the left foot reverse arm position. ct. 4
- e. Repeat all (a-d) three times. 4 cts.

Figure 4

Starting Position: Stand straight, face audience .

- a. Jump to right two times, shake maracas in reverse "T" position. cts. 1-2
- b. Repeat (a) to the left . cts. 3-4
- c. Turn right(R,L,R, close) arms sideward. ct. 5-6
- d. Bend knees halfway, shake maracas down in front ct. 7
- e. Extend knees or stand up, shake maracas In front. ct. 8
- f. Repeat (a-e)

Ask these questions after the activity.

1. What implement was used in the activity? (improvised maracas)
2. In which part of the steps did you have partners?
3. Where did you perform the activity?(indoor, outdoor)
4. Where you able to perform the figures correctly?

D. Generalization

Performing rhythmic routines with improvised maracas is a manipulative skill that develops body coordination, gracefulness, and confidence. It also tests how well the body moves to the rhythm of the music.

E. Application

Let the pupils perform the figure while singing "Jake and Jean". Repeat the song until figure 4.

*Jake and Jean naglalaro sa bukid na malayo
 Ngunit nawala si Jean matapos na magtago
 Tralala la la la la (3x)
 Matapos na magtago.*

*Ng si Jake ay umuwi si Jean ay hinahanap
 At si Jack ay umiyak si Jean di mahagilap.
 (Ulitin hang matapos ang figure 4)*

F. Closing Activity

Divide the class into groups. Practice the different positions to the rhythm of the music.

IV. **Assessment:**

Let the pupils 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

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	

V. **Assignment**

Ask the pupils memorize the figures at home.

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April 11, 2014

QUARTER 4

Lesson 6: STICK RHYTHMICS

Time Allotment: 40 minutes

I. Objectives:

1. Describe the correct the way of manipulating sticks in a rhythmic routine.
2. Perform the correct way of manipulating sticks in a rhythmic routine.
3. Have fun manipulating sticks while doing a rhythmic routine.

II. Subject Matter:

- A. Topic: Rhythmic Routines using Sticks in response to Person and Objects
- B. Skill/s: Body movement management skills: Running, Hopping, Galloping ,Stretching, Balancing, Kicking
- C. Values: Cooperation, Attentiveness, Discipline
- D. Reference: Enhancing Skills Through MAPE
By: Perla Tubayan, Ofelia I. Miaga & Gerry T. Atabay
- E. Materials: 2 sticks, mat

III. Learning Activity:

A. Routinary Activities

1. Checking of attendance and uniform (appropriate attire for Physical Activities)
2. Warm-up activities (Refer to lesson 1 of Quarter 1)

B. Preparatory Activity:

Direction:

The teacher will present a lecture-demonstration on hand and feet movements with sticks.

The pupils will counter-demonstrate hand and feet movements.

The pupils perform hands and feet movements with sticks.

Figure I

(SP) Starting Position

Stand feet together sticks down at the sides

- a. Stand with feet together, strike sticks together right
at the shoulder level count 1
- b. Repeat with the left count 2
- c. Jump on right count 3
- d. Repeat with the left count 4
- e. Repeat all (a to d) 4 counts

Figure II

(S.P) Starting Position

Stand feet together sticks down at the sides

- a. Hop on right, strike sticks right count 1
- b. Repeat with the left count 2
- c. Turn right, right arm raise sideward,
left overhead count 3
- d. Repeat with the left
- e. Repeat all (a to d) 4 counts

Figure III

S.P

Stand with feet together sticks down at the sides

- a. Gallop to the right, arms cross
down count 2 counts
- b. Repeat with the left 2 counts
- c. Repeat all (a to b) 4 counts

C. Developmental Activities

Note: The procedures should be delivered in MTB

1. Presentation

Note: At least one day before the activity, assign pupils to bring two flat sticks (preferably 1 ½ width and 1 foot length) .

Present sticks to the pupils. Ask them to hold their individual sticks.

Say: We will use these sticks in rhythmic routines to respond to persons and objects. Be careful when using these sticks. Emphasize the following words:

Person refers to individual partner or group.

Objects refer to ribbons, hoops, balls, and any available indigenous or improvised materials, sounds and environment (indoor or outdoor settings)

Direction:

The teacher will lecture-demonstrate the figures.

The pupils will counter-demonstrate the figures.

Performing the activities:

Rhythmic Exercises using Sticks in Response to Person and Objects

Figure I

(Change step kick) count 1 and 2 and S.P. Stand with feet together sticks down at the sides

- a. Step right foot sideward,
strike sticks together right at
shoulder level count 1
- b. Close left to right,
sticks right at shoulder level count and
- c. Leap on right, kick left sideward,
strike sticks to the right count 2
- d. Repeat (a to c) to the left counts 3, 4
- e. Repeat all (a to d) 3 times

(Suggestion: Can be done in parallel formation)

Figure II

(Running forward-backward) count 1 and 2 and .S.P. Stand with feet together sticks down at the sides

- a. Take 6 running steps forward

- starting with the right foot,
 Bend trunk forward arms
 obliquely sideward-backward counts 1 and 2 for every run
- b. Close left foot to right foot,
 Stand straight, strike sticks
 Overhead, pause counts 7 and 8
- c. Repeat (a and b) moving back 4 counts
- d. Repeat all (a to c) 8 counts

Suggestion: Running can be replaced with walking 3 counts)

Can be done in circle formation

Figure III

(Hop turning right and left) count 1, 2 S.P. Stand feet together sticks down at the sides

- Hop on right turning right, right arm raise sideward, left arm overhead 4 counts
 - Repeat turning left, reverse arm position 4 counts
- c. Repeat (a and b) 8 counts

Suggestion: Can be done in parallel formation

Figure IV

(Gallop) count 1 and 2 and /M.S.P. Stand feet together sticks down at the sides

- a. Step right foot sideward, cross arms down in front count 1
- b. Cut right foot with left foot, arms remain in cross position count and
- Repeat (a and b), raise arms Obliquely / diagonally
- d. Repeat (a and b) 2 times more moving right

Suggestion: Change places in parallel formation

Note:

It can be done in 2 repetitions in each figure (8 measures in each figure)
 The counts may vary based on the choice of music (²/₄, ⁴/₄ time signature)

Ask:

- Do you have a partner in doing the rhythmic activity?
- What implements was used? (Sticks)
- Did your teacher use music?
- Where did you perform the activity?
- What did you do while your teacher is giving steps in rhythmic activities? (Listened to the teacher and participated actively)
- Did you enjoy performing the rhythmic exercise?

D. Generalization

Rhythmic routine is an activity that helps us express our feelings and relationship to persons and the objects used. It also helps develop coordination, balance and flexibility. When music is used, it helps our body respond to the rhythm.

Person refers to individual partner or group.
Objects refer to ribbons, hoops, balls, and any available indigenous/ improvised material, sound and environment (indoor or outdoor setting)

E. Application:

Pupils form a column in a heel sitting position. Let them sing *Leron, Leron Sinta* using these steps:

S.P. Stride sitting position, sticks down at sides

- a. Twist trunk to the right strike sticks to the right at shoulder level count 1, 2
- b. Repeat with the left count 3, 4
- c. Repeat a and c 4 counts
- d. Bring sticks downward-forward 4 counts
- e. Arms sideward count 5
- f. Arms forward count 6
- g. Arms overhead count 7
- h. Position count 8

F. Closing Activity

Let the pupils form a circle and sing any song they learned. Let them clap their hands following the rhythm of the song.

IV. Assessment:

Perform the rhythmic exercises with ball preferably with suitable music suited .

Legend:

- 3- Very Good
- 2- Good
- 1- Fair

Activities	Score
Feet movements are done accurately.	
Hand movements are done correctly.	
Implements are well applied in hand movements	
Performed the whole rhythmic activity with gracefulness.	
Have fun in doing the activity.	

V. Assignment:

Require the pupils to practice the different movements they learned.

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QUARTER 4

Lesson 7: LET'S ENJOY PLAYING LEAD UP GAMES

Time Allotment: 40 minutes

I . Objectives:

1. Participate in simple lead up games.
2. Demonstrate and execute the proper way of playing lead up games.
3. Enjoy playing lead up games.

II. Subject Matter:

- A. Topic: Lead Up Game
B. Skills : Walking Bending
C. Value Focus: cooperation
D. Reference: DepEd LRMDS
E. Materials: whistle, rattan ball, paper plate ,CD, CD Player

III. Learning Activities

A. Routinary Activities

1. Checking of attendance
2. Checking of assignment
3. Warm- Up Activities:
 - a. Let the pupils do exercises in Lesson 7 of 2nd quarter and do the following exercises

A. Standing position:

- a. Standing with arms in upward *kumintang* position (moving outside) 8 cts
- b. Repeat A inside direction 8 cts
- c. Standing with arms in downward *kumintang* position (moving inside) 8 cts
- d. Repeat C in outside direction 8 cts
- e. Standing with arms at chest level and execute wrest rotation (inside) 8 cts
- f. Repeat E in outside direction 8 cts

B. Preparatory Activity

1. Presentation:

- Have you experienced dancing or playing with a partner?
Have you joined group activity ?
How did you feel while working or playing with them?
Have you experienced playing alone?
How did you feel when you played alone?

Note: Emphasize to pupils that it is very important to **interact** with people you play with. It is also necessary to relate with the objects or materials you use when moving or playing. In other words, a relationship with an object or with a person or group of persons should be learned by all.

C. Developmental Activity

(Note: All procedures will be delivered in MTB)

A. Activity 1

Lead-up games

Title : **Fan the Ball Relay**

Materials: whistle, pingpong ball, paper plate
Playing area: playground or a large space with a flat surface
No. of participants: (teachers prerogative)
Fitness Component: coordination

Rules: Arrange two teams in files. Teams stand behind starting line. Opposite in 5 meters away. (Note: Touching of the ball is prohibited, Maintain air speed and ball control. Use only the prescribed material)

Mechanics of the game:

1. The first player of both team holds the paper plate while the pingpong ball is on the ground.
2. At the given signal, start from the given mark line and by producing air from the fan, fan the ball with the paper plate and push the pingpong ball to roll from the base line towards the "landmark" chair. Take a "U" turn and go back to the base and then pass the ball to the next player.
3. Repeat this procedure until the last team member or player finishes.
4. The team who finishes first is the winner.

Ask:

- Did you like the game? Did you enjoy it?
- What part of your body was mostly used in fanning the ball?
- What objects were used in the game?
- Did you perform some levels of movement?
- Can you demonstrate proper fanning?

Activity 1.1

Let us perform the correct way to fan:

Note: The manner of fanning the ball depends on the angles and position of the ball, (It is either in planes and pathways)

- Face the right direction.
- Look at the pingpong ball.
- Bend knees, fan the ball with hand and wrist coordination, and walk forward.

D. Generalization.

We can improve locomotor skills by participating in simple games and relays.

We can develop hand and wrist coordination through manipulative skills by learning basic wrist exercises.

E. Application:

Push me Pull me

Materials: CD, CD player
Note: Play background music to make the game lively
Directions:

1. Get a partner and do cross sitting position while facing each other.
2. Place both palms together and hold on to each other
3. On the given signal, push and pull each other alternately and slowly like swaying.

F. Closing Activity:

Let the class form four small circles. Ask them to sing the song “*Sitsiritsit*” while putting hands together in front and side.

IV. Assessment:

Check the appropriate column based on your performance in playing lead up games. (Please refer to LM/Q4/Lesson 7)

V. Assignment:

Ask the pupils practice at home the different wrist movements that they learned from the discussion.

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QUARTER 4

Lesson 8: LUKSONG TINIK CHALLENGE

I . Objectives:

1. Describe **Luksong-Tinik**.
2. Demonstrate "Leaping" in *Luksong Tinik*.
3. Engage in fun and enjoyable physical activities.

II. Subject Matter:

- A. Topic: Indigenous Game (*Luksong Tinik*)
- B. Skills : Motor skills (leaping/running)
- C. Value Focus: Self-discipline
- D. References: K to 12 Curriculum Guide
- E. Materials: rubber mat, garter (2 meter long), meter stick, whistle

Background Information for the Teachers

Luksong-tinik (lit. *jump over the thorns*), two players serve as the base of the tinik (thorn) by putting their right or left feet together (soles touching gradually building the *tinik*). A starting point is set by all the players, giving enough runway for the players to achieve a higher jump, so as not to hit the *tinik*. The players of the other team start jumping over the tinik, followed by the other team members.

III. Learning Activities:

A. Routinary Activities

1. Checking of attendance
2. Checking of assignment

B. Preparatory Activities:

1. Presentation:

Warm- Up Activities:

Do the following exercises:

A. Standing:

- | | |
|--------------------------------|---------|
| a. Jumping jacks in place | 16 cts. |
| b. Breathing Exercise | 8 cts. |
| c. Head/leg stretching | 8 cts. |
| d. Side bending left and right | 8 cts. |
| e. Back and front bending | 8 cts. |
| f. Knee stretching | 8 cts. |
| g. Ankle stretching | 8 cts. |

Note: (The procedure should be delivered in MTB.)

SHUTTLE RELAY

Directions:

1. Divide the class into two groups
2. Mark a distance of 10 meters between the starting line and turning point
3. The players of each team stand in two columns behind the starting line.
4. Number the players of the team consecutively.

5. The player of each team whose number is called leaps and jumps from starting line to the turning point and back to the starting line.
6. The player who crosses back to the starting line first gets a point for his team.
7. The first team to get 10 points wins the game.

Ask:

- a. How did you feel while doing the relay?
- b. What different skills **did you apply** in playing the relay?
- c. **Did you enjoy** doing the relay?
- d. What values did you learn **from** doing the relay?

C. Developmental Activities

Activity 1: LUKSONG TINIK



Ask the following questions.

- a. What can you say about the picture?
- b. Are you familiar with the games?
- c. Can you name some of your favorite indigenous games?
- d. What motor skills are needed to play *Luksong Tinik*?
- e. Do you want to play the game with your classmates?

Formation:

Note: Minimum number of players:
 Usually 3 but 2 can also work
Having more players **is** more fun!
 Equipment required: rubber mat or grassy field
 Recall the safety precautions while playing.

Procedure:

1. First the children decide among themselves who will **jump** first and who will be the two who will act as the "thorns". Thorns have a very important task in the game. Jumpers take turns passing the levels. The jumpers form a **line** and the thorns take their position.
2. The "IT" sit, facing each other with the soles of their feet touching. This is the first level jumpers **easily** jump through without touching any of their body parts with those of the thorns' bodies.
3. **In the next** level, the two thorns must adjust their distance a bit towards each other so they can comfortably and successfully create level 2, where one of "thorn A's" foot is used as base, and another of "thorn B's" foot is the second level above the base.
4. Then it is thorn A's foot as base, thorn B's foot as second layer of base then thorn A's other foot as 3rd level.

5. Then both A and B's feet alternate to create level 4. Then it is all four feet plus thorn A's hand: Level 5. A & B's feet and one hand each: Level 6. A & B's feet and two of A's hands and B's one hand: Level 7.
 Finally, level 8 has all four hands and feet alternating.
6. Successful jumpers are cleared and pass the next level. The group decides how many will be given for each attempt. For example, you get one more try. So if you were unsuccessful the first attempt, you step aside and wait till everyone has jumped over the "thorns". After this, all the unsuccessful ones take their second attempt. If you still did not clear that level, you are out of the game and spend the remaining time watching the rest of the kids complete all the rounds. Then you might replace the thorns so that the thorns of the current game can take their turn as jumpers in the next game.

2. Discussion:

Ask

- How did you feel after the game? Did you enjoy it?
- What movements were used in the activity?
- Can you demonstrate the correct way of jumping?
- How about leaping?
- Did you perform on various levels of movement?
- How about the direction of movement? Is there different directions of movement in the game?
- How did you leap in the *Luksong Tinik*?
- How did the game become successful?

D. Generalization:

Luksong Tinik is an indigenous game played by three or more players using hands and feet as Tinik. The game develops your leg strength and skills in jumping.

Balance means to give equal weight or remain equilibrium

Leaping means springing or bounding upward from with foot from the ground and land on the opposite foot.

Jumping means springing from one or both feet, and then land on both feet.

Note: Apply this activity as your assessment of the leaping levels of individuals.

Suggested height per round or attempt

- 1/ft
- 2/ft
- 3/ft

(Consider the height of the pupils in determining the level and also the performance of the pupils in Chinese Garter.

E. Application

Chinese Garter

Procedure:

Two pupils hold both ends of a stretched garter (2 meter long) horizontally while the others attempt to cross over it. The goal is to cross without tripping over the garter. With each round, the garter's height is brought higher than the previous round. The game starts with the garter at ankle-level, followed by knee-level, until the garter is positioned above the head. The higher rounds demand dexterity, and the players generally leap with their feet first in the air, so their feet cross over the garter, and they end up landing on the other side.

F. Closing Activity

Ask the pupils form a circle and be seated. Sing the song *Sitsiritsit*.

IV – Assessment:

Check the box that describes your performance.

No.		Yes	No
1	<i>Luksong Tinik</i> consists of two players who serve as the base of the tinik using their feet and hands together.		
2	<i>Luksong Tinik</i> usually has three players		
3	I executed the leaping skills properly .		
4	I executed the jumping skills correctly.		
5	I enjoyed playing <i>luksong tinik</i>		

V – Assignment:

Tell the pupils to bring pictures that show different indigenous games.

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