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., LRMDS 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

<table>
<thead>
<tr>
<th>Slow</th>
<th>Moderate</th>
<th>Fast</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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.
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., LRMDS 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? How many are you there? How many are you there?”
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?”
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 is the throwing group? 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? 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
B
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: Virgina 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.

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>VERY GOOD</th>
<th>GOOD</th>
<th>FAIR</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Throwing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rolling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Slow</th>
<th>Fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jog in place</td>
<td>8 counts</td>
<td>8 counts</td>
</tr>
<tr>
<td>Shoulder rotation</td>
<td>8 counts</td>
<td>8 counts</td>
</tr>
<tr>
<td>Arm circling</td>
<td>8 counts</td>
<td>8 counts</td>
</tr>
<tr>
<td>Hip bending (right and left)</td>
<td>8 counts</td>
<td>8 counts</td>
</tr>
<tr>
<td>Knee rotation</td>
<td>8 counts</td>
<td>8 counts</td>
</tr>
<tr>
<td>Ankle rotation</td>
<td>8 counts</td>
<td>8 counts</td>
</tr>
</tbody>
</table>

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.
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.

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

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

*Kunday-kunday* is a lively dance that originate from the Tagalog region. Kunday means moving the hands gracefully similar 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:

<table>
<thead>
<tr>
<th>Legend</th>
<th>5 – Excellent</th>
<th>4 – Very Satisfactory</th>
<th>3 – Satisfactory</th>
<th>2 – Somewhat Dissatisfactory</th>
<th>1 – Dissatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Change Step</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Touch Step or Point step</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Kumintang</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Arms in Lateral Position</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Arms in Reverse T Position</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

V. Assignment:

Let the pupils practice the different arm positions/movements and the dance steps of *Kunday-Kunday* at home.
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: Kunday Kunday
B. Skills/s: Hand movements: kunday kunday 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. Routine 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 (1 ct. 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

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 9√) your performance by using the following ratings:
Legend:
5 – Excellent 2 – Somewhat Dissatisfactory
4 – Very Satisfactory 1- Dissatisfactory
3 - Satisfactory

<table>
<thead>
<tr>
<th>Activities</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I executed the following steps correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Change step</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Point step</td>
<td></td>
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</tr>
<tr>
<td>2. I executed the following arm position</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>movements correctly.</td>
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<td></td>
</tr>
<tr>
<td>a.</td>
<td>Kumintang</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Arms in lateral position</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Arms in reverse T position</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I mastered the sequence of the dance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I enjoyed the dance with my partner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I find the dance interesting and enjoyable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V. **Assignment**

Let the pupils practice *Kunday kunday* at home.
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

III. Learning Activities
   1. Routinary 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.

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.
<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold ring forward</td>
<td>Hold ring upward</td>
<td>Hold ring obliquely right</td>
</tr>
<tr>
<td>Hold ring sideward</td>
<td>Hold ring downward</td>
<td>Hold ring on chest</td>
</tr>
<tr>
<td>Hold ring sideward</td>
<td>Hold ring downward</td>
<td></td>
</tr>
<tr>
<td>Hold ring sideward</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hold ring on chest</td>
<td></td>
</tr>
</tbody>
</table>
Hold ring upward  Hold ring sideward  Hold ring sideward

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 Figure 1

- 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 umiay si Jean di mahagilap.*
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

<table>
<thead>
<tr>
<th>Activities</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executed the proper way of manipulating the ring</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Followed the steps accurately with confidence</td>
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<tr>
<td>Performed and moved the body to the rhythm of the music</td>
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<tr>
<td>Showed cooperation in working with the group</td>
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</table>

V. Assignment:

Let the pupils memorize the figures at home. Tell them to study the different ball rhythmics.
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 warmup 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.
<table>
<thead>
<tr>
<th>Activities</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feet movements are done accurately</td>
<td></td>
</tr>
<tr>
<td>Hand movements are done correctly</td>
<td></td>
</tr>
<tr>
<td>Implements are well applied in every hand movements</td>
<td></td>
</tr>
<tr>
<td>Performed the whole rhythmic activity with gracefulness</td>
<td></td>
</tr>
</tbody>
</table>

Legend:
3- Very Good
2- Good
1- Fair

V. Assignment:

Let the pupils practice the different movements which they learned.
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. Routine Activities
1. Checking of attendance
2. Checking of assignment
3. Warm-Up Activities:
   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)

2. The second players of the teams will repeat the movement.
3. 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

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

<table>
<thead>
<tr>
<th>No</th>
<th>Skills</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do the low level dribbling.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Do the waist level dribbling.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do the head level dribbling</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do the shooting of the ball at a far distance.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Do the shooting of the ball at a close distance.</td>
<td></td>
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</tbody>
</table>

V – Assignment:
Let the pupils read stories about indigenous games.

( Note: preparatory for the next lessons)
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 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:
   a. Can you guess why the game is called Crazy Can?
   b. Have you experienced playing this game?
   c. 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)

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I executed the skills correctly in <em>Tumbang Preso</em> in terms of:</td>
<td></td>
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</tr>
<tr>
<td>a. Walking</td>
<td></td>
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<tr>
<td>b. Running</td>
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<tr>
<td>c. Moving in slow and fast movement in varying directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Throwing slippers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Escaping from &quot;IT&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I applied the proper values in the games.</td>
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</tbody>
</table>

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.