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Lesson Exemplar for PE and Health

Quarter 3

Lesson

2

Lesson Exemplar for PE and Health Grade 4
Quarter 3: Lesson 2 (Week 3)
SY 2024-2025

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Development Team

Writer:

- Teresita D. Ignacio (Saint Louis University)

Validator:

- Rolly R. Balbutin (Philippine Normal University – Mindanao)

Management Team

Philippine Normal University
Research Institute for Teacher Quality
SiMERR National Research Centre

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at blr.od@deped.gov.ph.

LESSON EXEMPLAR

PE and HEALTH / QUARTER 3 / GRADE LEVEL 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate an understanding of a healthy family, the roles and responsibilities of family members, and invasion games in promoting family wellness for active and healthy living.
B. Performance Standards	The learners participate in daily life activities and invasion games to promote family wellness for active and healthy living.
C. Learning Competencies and Objectives	<p><i>Learning Competency</i> <i>Demonstrate healthy and balanced food choices to include essential nutrients.</i></p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Identify the essential nutrients. 2. Discuss the functions of essential nutrients in the body.
C. Content	<ul style="list-style-type: none"> • Essential Nutrients and Their Functions • Benefits of a Balanced Meal and Balanced Diet in Engaging in Physical Activities
D. Integration	<p>Values:</p> <p>SDG 3: Good Health and Well-being - A balanced diet contributes to overall health and well-being by providing essential nutrients that support physical and mental health.</p> <p>SDG 6: Clean water and sanitation - A balanced diet requires access to clean water for food preparation. Promoting a balanced diet aligns with the goal of ensuring sustainable access to clean water and sanitation.</p>

II. LEARNING RESOURCES

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III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>DAY 1</p> <p>1. Short Review</p> <p>ACTIVITY: Nutrient Word Puzzle</p> <p>The goal of this activity is to let the students complete the words to solve the puzzle and identify the various nutrients.</p> <p>Procedure:</p> <ul style="list-style-type: none"> First, the teacher shows some photos of foods to the students and introduce to them that the lesson for the session is about nutrients. 	<p>If there are no photos, the teacher may just mention to the class that the lesson is about nutrients.</p> <p>The grouping of the students may be modified depending on the number of students in the class.</p> <p>If there is no projector, the teacher may write the word puzzles on the board or in a</p>



Image source: <https://shorturl.at/gilmu>

- The teacher divides the class into 5 groups with an equal number of members. Each group shall identify their secretary who will write their answer. (Note, the teacher may assign each group a space on the board where they may write their answers, or they may be asked to use a piece of paper.)
- The teacher instructs the students to fill in the missing letters of the words flashed on the board to complete the word puzzle.
- The group that gets the most number of correct words wins the game.

1. M A C _ O _ _ T _ _ _ N _ S	5. F _ T _
2. M _ C _ O _ _ _ R _ _ N _ S	6. W _ _ E R
3. C _ R _ O _ _ D R _ _ T _ S	7. _ _ T _ M _ N S
4. P _ _ T _ I _ S	8. M _ N E _ _ _ S

manila paper. If the teacher would like to add more fun and the class has enough time, the teacher may give sets of letter cut-outs for the students to arrange to solve the word puzzles.

Answers to the puzzle:

1	MACRONUTRIENTS
2	MICRONUTRIENTS
3	CARBOHYDRATES
4	PROTEINS
5	FATS
6	WATER
7	VITAMINS
8	MINERALS

B. Establishing Lesson Purpose

1. Lesson Purpose

- What are healthy foods and essential nutrients?

Activity 1: Healthy Foods and Nutrient Song and Dance

Procedure:

- Divide the class into five groups.
- The teacher will show examples of healthy foods and the nutrients found in those foods.
- The teacher will give the following instructions to the students:
 - Compose a song using the names of the foods and the nutrients as lyrics.
 - Use any Filipino folk song as the tune of the song.
 - Perform your song with a simple dance.

This is a formative activity; hence, it will not be graded. The teacher may use other photos of foods found in the locality. If no photos are available, the teacher may write the names of the foods along with the nutrients they provide.

FOODS AND NUTRIENTS

CARBOHYDRATES



Image source:
<http://tinyurl.com/37f7zx6b>



Image source:
<http://tinyurl.com/4a6v6udr>



Image source: <https://shorturl.at/yGLU9>



Image source: <https://shorturl.at/agzJR>

PROTEINS



Image source: <http://tinyurl.com/2p8j2ddx>



Image source: <http://tinyurl.com/2p8j2ddx>



Image source;
<http://tinyurl.com/2p8j2ddx>



Image source;
<http://tinyurl.com/2p8j2ddx>

FATS



Image source: <http://tinyurl.com/bdzmjvx3>



Image source: <http://tinyurl.com/bdzmjvx3>



Image source: <http://tinyurl.com/bdzmjvx3>



Image source: <http://tinyurl.com/bdzmjvx3>

MINERALS AND VITAMINS



Image source: <http://tinyurl.com/x52r7ste>

WATER



Image source: <http://tinyurl.com/33aft697>

2. Unlocking Content Area Vocabulary

- **Carbohydrates:** Carbohydrates are Go foods. These are the body's primary sources of energy.

	<ul style="list-style-type: none"> ● Proteins: Proteins are called Grow foods and are essential for building and repairing tissues, making enzymes and hormones, and supporting immune function. ● Fats: Fats play a crucial role in energy storage, cell structure, and the absorption of fat-soluble vitamins. ● Water: This is not typically classified as a nutrient, but it plays a critical role in supporting various physiological functions within the body. Water is essential for life, and its importance cannot be overstated. While it doesn't provide energy or nutrients in the traditional sense, water is vital for maintaining overall health and well-being. ● Vitamins: These are organic compounds that play specific roles in metabolism, growth, and overall health. ● Minerals: These are substances that regulate normal body processes. They are nutrients that the body needs only in small amounts to keep the body healthy. 	
C. Developing and Deepening Understanding	<p>SUB-TOPIC 1: Essential Nutrients and Their Functions</p> <p>1. Explicitation</p> <ul style="list-style-type: none"> ● What are the macronutrients and their benefits? ● What are the micronutrients and their functions? ● What are the functions of water in the human body? <p>2. Worked Example</p> <ul style="list-style-type: none"> ● Divide the class into five groups with an equal number of members. ● Give the nutrient flash cards (macronutrients, micronutrients, carbohydrates, proteins, fats, vitamins, minerals, and water) to the different groups and the strips of papers containing the functions of nutrients. ● Ask the students to group the nutrients into macronutrients, micronutrients, or water. After grouping the nutrients, ask them to match the functions of the nutrients to the body. <p>Answer:</p>	<p>Materials: Flash cards, printed functions of the nutrients. If there are no flash cards, the teacher may encode or write the nutrients on a bond paper.</p>

	Macronutrients	Functions	
	1. Carbohydrates	<ul style="list-style-type: none"> Provides energy to the body. These are important for muscle contraction during intense exercise. Enables the body to perform vital functions such as maintaining body temperature, keeping the heart beating, and digesting food. 	
	2. Proteins	<ul style="list-style-type: none"> These are the building blocks for muscle and other important structures such as the brain, nervous system, blood, skin, and hair. It helps transport oxygen and other important nutrients. In the absence of glucose or carbohydrate, the body can use it as energy. 	
	3. Fats	<ul style="list-style-type: none"> Provides an important source of energy in times of starvation or caloric deprivation. It is also necessary for insulation, proper cell function, and protection of our vital organs. 	
	Micronutrients	Functions/ Benefits	
	1. Vitamins 2 Groups of Vitamins: <ul style="list-style-type: none"> Water-soluble vitamins: These are not stored in the body and so we must get them regularly from our diet. Examples include 	<ul style="list-style-type: none"> It helps the release energy from the foods that we eat. It acts as antioxidants to protect cells from damage. 	

	<p>vitamin C and the B vitamins.</p> <p>Fat-soluble vitamins: These can be stored by the body in the liver and fat tissues. Examples include vitamins E and D.</p>		
	2. Minerals	<ul style="list-style-type: none">● It helps build and maintain strong bones and teeth.● It helps nerves and muscles to function normally.● It helps the blood to clot normally.	
	Water	Functions/Benefits	
		<ul style="list-style-type: none">● It helps improve cognitive function,	
		<ul style="list-style-type: none">● It helps in the food digestion.	
		<ul style="list-style-type: none">● It helps enhance physical performance.	
	<p>DAY 2</p> <p>3. Lesson Activity</p> <p>Pick and Match</p> <p>Procedure:</p> <ul style="list-style-type: none">● Group the students into two groups (Macro Group and Micronutrients Group) Ask the group to discuss among the group members about the nutrients specified in the groupings by answering this question.- If you had to improve your diet to include more of a specific nutrient (e.g., protein, vitamins, minerals), what changes would you make?		
		Allow the students to discuss among their group and present their output to the class for sharing. (Reporting strategy may do).	

	<ul style="list-style-type: none"> After answering the question, the group will discuss the functions of the nutrients as their main consideration why they need to improve their diet. 	
D. Making Generalizations	<p>1. Learners' Takeaways</p> <p>Making Informed Choices</p> <p>The following questions will be given to the students:</p> <ul style="list-style-type: none"> How can understanding essential nutrients help you make better food choices in your daily life? Consider the last time you bought groceries. How did your knowledge of essential nutrients influence your purchasing decisions? <p>2. Reflection on Learning</p> <p>Personal Nutrition</p> <ul style="list-style-type: none"> Reflect on your daily diet. Are you getting a balanced intake of essential nutrients? Which nutrients are you consuming adequately, and which might you be lacking? Think about a recent meal you had. Identify the nutrients present in that meal. How did it contribute to your overall nutritional needs? 	Student answers may vary.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION			NOTES TO TEACHERS
E. Evaluating Learning	1. Formative Assessment <ul style="list-style-type: none">Ask the students to make a list of the foods that they eat for breakfast, lunch, and dinner and the amount of water (glasses) they drink during the day.Ask the students to write down the nutrients found in the foods they listed.		This activity is not graded because this is a formative activity. This will only facilitate the listing of essential nutrients found in the diet of the students. Worksheet Answer key:
	Breakfast	Nutrients	

	<table><tr><td></td><td></td></tr><tr><td>Lunch</td><td>Nutrients</td></tr><tr><td></td><td></td></tr><tr><td>Dinner</td><td>Nutrients</td></tr><tr><td></td><td></td></tr><tr><td>Water</td><td>Number of Glasses</td></tr><tr><td></td><td></td></tr></table> <p>NOTE: The activity in the worksheet serves as an additional activity for formative assessment. Please refer to the worksheet.</p> <p>2. Homework (Optional)</p>					Lunch	Nutrients			Dinner	Nutrients			Water	Number of Glasses			<p>True or False:</p> <p>1. TRUE 2. FALSE 3. TRUE 4. TRUE 5. TRUE</p> <p>Matching type:</p> <p>1. B 2. D 3. C 4. A 5. E</p> <p>Multiple Choice:</p> <p>1. A 2. C 3. C 4. D 5. A</p>	
	Lunch	Nutrients																	
	Dinner	Nutrients																	
	Water	Number of Glasses																	
F. Teacher’s Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.															
	<i>strategies explored</i>																		
	<i>materials used</i>																		
	<i>learner engagement/ interaction</i>																		
	<i>others</i>																		

				Teachers may also suggest ways to improve the different activities explored.
G. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ● <u>Teachers:</u> <i>Does the activity help me achieve my objectives?</i> ▪ <u>students</u> <i>Will the students appreciate the lesson and apply it in their everyday lives?</i> ▪ <u>ways forward</u> <i>Will the activities of the lesson be shared and used also by other teachers as future reference?</i> <i>If I'm going to use it for another class, will I still achieve the same as now??</i> 			Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.