

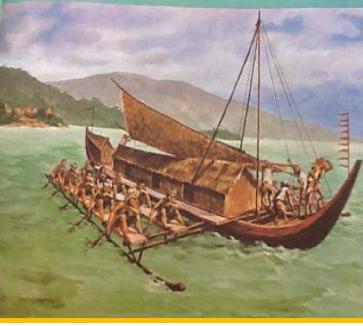


School	Gregorio .Sison Mem. Elem. School	Grade Level	Five
Teacher	Ednahlyn D. Macaraig	Learning Area	AP
Teaching Date and Time	July 10-14, 2017	Quarter	First

	Monday	Tuesday	Wednesday	Thursday	Friday
I. LAYUNIN					
A. Pamantayang Pangnilalaman	Ang mga mag-aaral ay naipamamalas ang mapanuring pag-unawa at kaalaman sa kasanayang pangheograpiya, ang mga teorya sa pinagmulan ng lahing Pilipino upang mapahalagahan ang konteksto ng lipunan/pamayanan ng mga sinaunang Pilipino at ang kanilang ambag sa pagbuo ng kasaysayan ng Pilipinas	Ang mga mag-aaral ay naipamamalas ang mapanuring pag-unawa at kaalaman sa kasanayang pangheograpiya, ang mga teorya sa pinagmulan ng lahing Pilipino upang mapahalagahan ang konteksto ng lipunan/pamayanan ng mga sinaunang Pilipino at ang kanilang ambag sa pagbuo ng kasaysayan ng Pilipinas	Ang mga mag-aaral ay naipamamalas ang mapanuring pag-unawa at kaalaman sa kasanayang pangheograpiya, ang mga teorya sa pinagmulan ng lahing Pilipino upang mapahalagahan ang konteksto ng lipunan/pamayanan ng mga sinaunang Pilipino at ang kanilang ambag sa pagbuo ng kasaysayan ng Pilipinas	Ang mga mag-aaral ay naipamamalas ang mapanuring pag-unawa at kaalaman sa kasanayang pangheograpiya, ang mga teorya sa pinagmulan ng lahing Pilipino upang mapahalagahan ang konteksto ng lipunan/pamayanan ng mga sinaunang Pilipino at ang kanilang ambag sa pagbuo ng kasaysayan ng Pilipinas	Ang mga mag-aaral ay naipamamalas ang mapanuring pag-unawa at kaalaman sa kasanayang pangheograpiya, ang mga teorya sa pinagmulan ng lahing Pilipino upang mapahalagahan ang konteksto ng lipunan/pamayanan ng mga sinaunang Pilipino at ang kanilang ambag sa pagbuo ng kasaysayan ng Pilipinas
B. Pamantayan sa Pagganap	Ang mga mag-aaral ay naipamamalas ang pagmamalaki sa nabuong kabihasnan ng mga Pilipino gamit ang kaalaman sa kasanayang pangheograpikal at mahalagang konteksto ng kasaysayan ng lipunan at bansa kabilang ang mga teorya ng pinagmulan at pagkabuo ng kapuluan ng Pilipinas at ng lahing Pilipino	Ang mga mag-aaral ay naipamamalas ang pagmamalaki sa nabuong kabihasnan ng mga Pilipino gamit ang kaalaman sa kasanayang pangheograpikal at mahalagang konteksto ng kasaysayan ng lipunan at bansa kabilang ang mga teorya ng pinagmulan at pagkabuo ng kapuluan ng Pilipinas at ng lahing Pilipino	Ang mga mag-aaral ay naipamamalas ang pagmamalaki sa nabuong kabihasnan ng mga Pilipino gamit ang kaalaman sa kasanayang pangheograpikal at mahalagang konteksto ng kasaysayan ng lipunan at bansa kabilang ang mga teorya ng pinagmulan at pagkabuo ng kapuluan ng Pilipinas at ng lahing Pilipino	Ang mga mag-aaral ay naipamamalas ang pagmamalaki sa nabuong kabihasnan ng mga Pilipino gamit ang kaalaman sa kasanayang pangheograpikal at mahalagang konteksto ng kasaysayan ng lipunan at bansa kabilang ang mga teorya ng pinagmulan at pagkabuo ng kapuluan ng Pilipinas at ng lahing Pilipino	Ang mga mag-aaral ay naipamamalas ang pagmamalaki sa nabuong kabihasnan ng mga Pilipino gamit ang kaalaman sa kasanayang pangheograpikal at mahalagang konteksto ng kasaysayan ng lipunan at bansa kabilang ang mga teorya ng pinagmulan at pagkabuo ng kapuluan ng Pilipinas at ng lahing Pilipino
C. mga Kasanayan sa Pagkatuto	6.1.1.a. Nailalarawan ang pamahalaang barangay. 6.1.1.b. Naisasadula ang ilang pangayari kaugnay ng pamahalaang barangay sa panahon ng mga sinaunang Pilipino. 6.1.1.c. Napahahalagahan ang pamahalaang barangay sa panahon ng mga sinaunang Pilipino. AP5PLP-If-6	6.1.2.a. Naipapaliwanag ang pamahalaang Sultanato 6.1.2.b. Naipakikitang-kilos ang ilang pangayari kaugnay ng Pamahalaang Sultanato 6.1.2.c. Naipahahayag ang damdaming kaugnay sa pamahalaang sultanato AP5PLP-If-6	6.1.3.a. Naihahambing ang pamahalaang sultanato sa pamahalaang barangay 6.1.3.b. Naisasadula ang pagkakaiba ng pamahalaang sultanato sa pamahalaang barangay 6.1.3.c. Nakikilahok sa pagsasagawa ng mga pangkatang aa ng at talakayan AP 5 PLP-If-6,	6.2.1.a. Natatalakay ang iba't ibang antas ng katayuan sa lipunan ng mga unang Pilipino 6.2.1.b. Naisasadula ang tatlong pangkat ng mga tao sa lipunan ng mga unang Pilipino 6.2.1.c. Naipahahayag ang damdamin ukol sa iba't ibang antas sa lipunan ng mga unang Pilipino. AP 5 PLP-If-6,	6.3.a. Natatalakay ang kahalagahan ng batas aa ng-uuugnayan ng mga Pilipino 6.3.b. Nakapagtatala ng ilang mga batas sa lipunan ng mga unang Pilipino 6.3.c. Naipahahayag ang mga saloobin ukol sa mga batas ng mga unang Pilipino AP5PLP-If-6
II. NILALAMAN	Mga sinaunang Lipunang Pilipino				
III. KAGAMITANG PANTURO					
A. Sanggunian					
1. Mga pahina sa Gabay ng Guro	CG p.48				
2. Mga pahina sa kagamitang pang-mag-aaral	aklat	aklat	aklat	aklat	aklat

3.Mga pahina sa teksbuk	Pilipinas Bansang Malaya 5 p.19–23, Makabayan Kasaysayang Pilipino 5 p. 4, Magandang Pilipinas 5 p. 21	Pamana 5 pp 26-31	Pamana 5 pp. 26-31	Pilipinas: Bansang Papaunlad pah. 6-7,	Makabayan Kasaysayang Pilipino p.5-6
4.Karagdagang kagamitan mula sa portal ng Learning Resource					
B.Iba pang kagamitan panturo	mga larawan, DLP, task cards	larawan , tsart, DLP, laptop	Laptop, Power point presentation, plaskard, panyo, larawan	larawan, tsarts,laptop, video, ppt	aklat, manila paper,marker,slide presentation
IV.PROCEDURES					
A.Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	<p>1. Balitaan Mga napapanahong pangyayari sa pamahalan</p> <p>2. Balik-Aral</p> <ul style="list-style-type: none"> ⇒ Kaugnay ng araling tinalakay noong nagdaang araw, sa anong lahi nagmula aa ngl mga ninunong Pilipino? ⇒ Anong teorya ang nagpapatunay sa pinagmulan ng lahing Pilipino? 	<p>1. Balitaan ng mga bata tungkol sa mga pangyayari sa kanilang barangay/ mga pangyayari sa ating bansa.</p> <p>2. Balik-aral Paligsahan: Gamit ang mapa ng Pilipinas, unahan sa pagturo ng kinalalagyan ng mga lugar na kung saan matatagpuan ang mga Muslim. Ipasabi ang ilang lalawigang sakop ng mga Muslim sa Mindanao.</p>	<p>1. Balitaan</p> <p>2. Balik-aral (Pass It to Win It) Magpapatugtog ng awitin habang ipinapasa ang panyo. Kung kanino mapatapat ang panyo sa pagtigil ng tugtug ay siya ang kukuha ng tanong na nakakapit sa panyo. Sagutin ang mga tanong.</p> <ol style="list-style-type: none"> Ano ang tawag sa namumuno ng pamahalaang sultanato? Ano ang tawag sa namumuno ng pamahalaang barangay.? Ano ang tawag sa tagapaghatid ng balita sa barangay? Ang pamamahala sa pamahalaang sultanato ay batay sa anong relihiyon? Ilang mag-anak ang bumubuo sa isang barangay? 	<p>1. Balitaan Pagbibigay ng balita ng mga bata sa napapanahong isyu (Jr. Patrol)</p> <p>2. Balik-aral Panuto: Punan ng wastong titik ang bawat kahon upang mabuo ang salitang tinutukoy.</p>	<p>Panimulang Gawain</p> <p>A. Balitaan</p> <p>Mga napapanahong isyu</p> <p>2. Balik-aral</p> <p>Sasagutin ang sumusunod na tanong hango sa nakaraang aralin:</p> <ol style="list-style-type: none"> Ano-ano ang tatlong antas ng katayuan sa lipunan ng mga sinaunang Pilipino? Paano sila nagkakaiba-iba? Sino ang bumubuo sa timawa o maharlika?
B.Paghahabi sa layunin ng aralin	Magsasagawa ng slides presentation gamit ang ilang larawang may kaugnayan sa pamahalaang barangay. Ang guro ay magtatanong ayon sa ilang larawang ipakikita.	 <p>Pagpapanood ng video tungkol sa Pamahalaan ng mga Muslim. Pag-usapan ang video clip</p>	Pagpapakita ng isang video clip tungkol sa isang sultan. Pag-usapan	<p>Magpakita ng larawan ng mga taong may iba't ibang antas ng katayuan sa lipunan tulad ng :</p> <ul style="list-style-type: none"> ⇒ Mga maykaya o mayayaman ⇒ May katamtamang antas ng pamumuhay ⇒ Mahihirap ang pamumuhay 	<p>Magpapakita ng larawan:</p> <ul style="list-style-type: none"> ⇒ Maayos at tahimik na pamayanan ⇒ Magulong pamayanan <p>Susuriin ang dalawang larawan. Magkakaroon ng paghahambing at tutukuyin ang dahilan ng pagkakaiba nila. Pabibigyang pansiin ang kahalagahan ng pagpapatupad ng mga batas para sa kaayusan ng lipunan.</p>
C.Pag-uugnay ng mga halimbawa sa bagong ralin	<p>Panimulang Pagtataya Panuto: Basahin at unawaing mabuti ang bawat tanong at isulat ang titik ng wastong sagot.</p> <p>1. Ang mga sinaunang Pilipino ay nagmula sa lahing Malay na nakarating sa Pilipinas libo-libong taon na ang nakalilipas. Ano ang sasakyang pantubig ang naghatid sa mga Malay sa ating kapuluan?</p> <p>A. Balanghay o Balangay C. Barkong Victoria</p>	<p>Panimulang Pagtataya Basahin at sagutin ang mga tanong. Piliin ang titik ng tamang sagot.</p> <p>1. Sa pamahalaang Sultanato, ipinatutupad ng Sultan ang kanilang kaugalian, paniniwala at batas batay sa kanilang bibliya. Ano ang tawag sa kanilang banal na aklat?</p> <p>A.Q"ran (Kor" an) C.Bibliya B.Diksyonaryo D. Pahayagan</p> <p>2. Iba't ibang uri ng pamahalaan ang umiiral sa bansa. Ano ang tawag sa</p>	<p>Panimulang Pagtataya Isulat ang titik ng tamang sagot sa bawat puwang.</p> <p>1. Kung ang salitang barangay ay mula sa Malayo, ang salitang sultanato ay mula sa</p> <p>A. Arabong Muslim C. Balangay B. Indones D. Islam</p> <p>2. Kung ang datu sa barangay ay tumatanggap ng buwis, ang sultan</p>	<p>Panimulang Pagtataya Panuto: Sagutin ang mga sumusunod na katanungan.</p> <p>1. Ang mga unang Pilipino ay may lipunang kinabibilangan. Binubuo ito ng iba't ibang pangkat ayon sa katayuan ng pamumuhay. Aling pangkat ng tao sa Luzon pinakamakapangyarihan sa lahat.</p> <p>A. Datu C. Maharlika B. Timawa D. Alipin</p>	<p>Panimulang Pagtataya Panuto : Basahing mabuti ang isinasaad ng bawat pangungusap. Piliin at isulat sa sagutang papel ang titikng tamang sagot.</p> <p>1. Ang mga unang Pilipino ay may sariling pamahalaan sa barangay na pinamumunuan ng datu. Bilang pinuno ng barangay nagpatupad siya ng ilang uri ng batas?</p>

	<p>B. Balsa ni Magellan D. Bapor Pandigmaan</p> <p>2. May aa ng na ang pamahalaan aa ngl mga ninuno noon pa mang sinaunang panahon. Ano ang tawag aa n?</p> <p>A. Balangay C. Bayan</p> <p>B. Barangay D. Sentralisado</p> <p>3. Ang Barangay ay ang pinakamaliit na pampulitikang yunit sa sinaunang Pilipino. Ano ang bumubuo sa pinakamaliit nayunit na ito?</p> <p>A. Mga Datu C. Mga Agurang o Matatanda</p> <p>B. Mga Mag-anak D. Mga Mayayaman</p> <p>4. Ang pagtiyak sa tao o mga taong dapat parusahan dahil sa paglabag sa batas ng barangay ay isinasagawa sa pamamagitan ng paglilitis at _____.</p> <p>A. Paghahandog ng pilak at ginto C. Pagpapahula</p> <p>B. Pagsasagawa ng seremonya D. Pagsubok</p> <p>5. Bilang tanda ng pakikipagaibigan at pakikipag-ugnayan sa ibang barangay ay aa ng kaugalian ang Sanduguan sa pagitan ng ating mga ninuno. Paano isinasagawa ang Sanduguan?</p> <p>A. Nagsasama-sama angating mga ninuno at isinasagawa ang pagsasaya tulad ng pag-aawitan at pagsasawayan.</p> <p>B. Nagsasama-sama angating mga ninuno at nag-iinuman ng mga inihandang katutubong alak.</p> <p>C. Naghihiwa ng kaunti sa bisig ang mga kalahok at pinatutulo ang kaunting dugo sa kopita ng alak saka iiunumin ng mga kalahok.</p> <p>D. Pagkakaroon ng labanan o digmaan ng magkakaaway na pangkat at pagpapatatu"t pag-inom ng alak ng mg</p>	<p>pamahalaan ng mga Muslim noong unang panahon?</p> <p>A.Pamahalaang Sentral B.Pamahalaang Demokratiko</p> <p>C.Pamahalaang Pambarangay</p> <p>D.Pamahalaang Sultanato</p> <p>3. Noong unang panahon ang Barangay ay pinamumunuan ng Datu. Sino ang namumuno sa pamahalaang Sultanato?</p> <p>A.Hari B. Sultan C.Kapitan D. Pangulo</p> <p>4. Sa pamahalaang Sultano, may isang kapulungan ng mga maiimpluensyang tao sa lipunan tulad ng mga mayayamang datu at iba pang mga taong iginagalang. Ano ang tawag sa kanila?</p> <p>A. Ruma Bichara B. Pandita C.Kali D.Sultan</p> <p>5. Sa pamahalaang Sultanato, may mga nagtuturo ng nilalaman ng kanilang Kor'an. Sila rin ang namumuno sa oras ng pagdarasal. Ano ang tawag sa kanila?</p> <p>A. Kali B. Imam C. Pandita D. Panglimas</p>	<p>naman ay tumatanggap ng_____</p> <p>A. diakat B. Pamana C. Dote D. Regalo</p> <p>3. Kung ang paggawa ng batas sa barangay ay ibinabatay sa mga batas na nasusulat at di-nasusulat, ang sa sultanato naman ay ibinabatay sa _____</p> <p>A. Kor'an B. Bibliya C. Pasyon D. Aklat</p> <p>4. Kung ang pamahalaang barangay ay lumaganap sa Luzon, ang pamahalaang sultanato naman ay lumaganap sa _____</p> <p>A. Visayas B. Palawan C. Batanes D.Mindanao</p> <p>5. Kung ang datu ay gumaganap na pinunong mandirigma, ang sultan naman ay gumaganap na pinunong_____.</p> <p>A. Pangkalakalan C. Panglakbay B. Panrelihiyon D. Pantahanan</p>	<p>2. May pangkat ng tao rin sa Luzon na binubuo ng pinakamaking bahagi sa lipunan. Mga taong Malaya, tumutulong sila sa mga aa ng sa datu gaya ng pagtatayo ng bahay,pasalakay sa mga kalaban at paggaod ng Bangka kung naglalakbay ang datu. Sino sila?</p> <p>A. Datu C. Maharlika</p> <p>B. Timawa D. Alipin</p> <p>3. May mga pangkat sa Visayas na alipin ng mga Datu. Paano sila maaaring makalaya mula sa pagiging alipin.</p> <p>A. Kapag nakabagbayad siya sa kanyang amo ng 18 tael ng ginto.</p> <p>B. Kapag nagsaka sila sa lupang sakahan ng mga timawa.</p> <p>C. Kapag humiwalay siya sa kanyang asawa.</p> <p>D. Kapag bumukod sila ng tirahan sa datu.</p> <p>4. Sa pangkat ng tao sa lipunan ng mga unang Pilipino may tinatawag na alipin.Dalawang uri ng alipin sa mga Tagalog at tatlong uri sa mga Bisaya. Sino sa mga Tagalog ang aliping may tungkuling magbigay ng aa ng taun-taon katumbas ng 100 salop na palay.</p> <p>A. Aliping Namamahay C. tumarampuk</p> <p>B. Alipin saguiguilid D. ayuey</p> <p>5. Dati ay pantay-pantay ang karapatang tinatamasa ng mgaunang Pilipino kasabay ng pag-unlad sumulpot ang iba"t ibang katayuan ng mga miyembro ng lipunan. Alin sa mga sumusunod ang kinabibilangan ng mga taong mayayaman at makapangyarihan?</p> <p>A. Timawa C. Datu</p> <p>B. Maharlika D. Raha</p>	<p>A. dalawa B. isa C. apat D. lima</p> <p>2. lilan lamang ang itinuturing na krimen na dapat idulog sa datu kabilang aa n ang _____</p> <p>A. pagsisinungaling C. pagnanakaw</p> <p>B. paglalayas D. pakikipagtsimisan</p> <p>3. Anong uri ng batas ang batay sa kaugalian, tradisyon at paniniwala ng mga tao.</p> <p>A. Batas Militar C. Batas na Nakasulat</p> <p>B. Batas na di-nakasulat D. Batas Jones</p> <p>4. Ang batas ay ginagawa ng datu sa tulong ng lupon ng matatandang tagapayo nya.Isa ito sa batas na ipinatupad ng datu.</p> <p>A. Batas na Nakasulat C. Batas ng Pilipinas</p> <p>B. Batas na di-nakasulat D. Batas Tydings Mc Duffie</p> <p>5. Saklaw ng mga nakasulat na batas noon ang mga paksang may kinalaman sa mga relasyong pampamilya,mga karapatan sa mana at ari-arian at ito ay ipinababatid sa mga tao sa pamamagitan ng tagapagbalita o tinatawag na _____</p> <p>A. maharlika B. alipin C. datu</p> <p>D. umalohokan</p>
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D.Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	<p>Ipakikita ang larawan o picture clip ng balanghay</p> 	<p>Pagpapakita ng larawan ng sultanato</p>  <p>1. Ano ang nakikita sa larawan? 2. Ano kaya ang ginagawa nila</p>	Pangkatang Gawain	<p>A. Paghahawan ng sagabal gamit ang mga larawan</p> <p>Paggao ng Bangka, Tael (ginto), quilan (Alak), Alipin</p> <p>2. Gawain</p> <p>2. 1. Pangkatang Gawain</p> <p>Pagbibigay ng mga pamantayan sa pangkatang Gawain</p> <p>Pangkat 1</p> <p>a. Pumili ng pinuno, kalihim at tagapag-ulat</p> <p>b. Sagutan ang mga sumusunod batay sa sanggunian na ibinigay ng guro. (Makabayan Kasaysayang Pilipino pah. 20 -21)</p>	<p>1. Gawain – (Reporting) Pangkatang Gawain. Hahatiin sa tatlong pangkat ang klase.Ipaiisa-isa ang mga pamantayan dapat sundin sa pagsasagawa ng pangkatang aa ng.</p>
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	<p>Gagamit ng semantic web upang makapagbigay ang mag-aaral ng sariling ideya tungkol sa salitang BALANGHAY.</p>	<p>Pagpapakita ng guro at slides sa mga bata.</p> <p>Basahing mabuti at unawain.</p>	<p>Pag-uulat ng mga bata ng kanilang ginawa sa Venn Diagram</p> <p>Mga Tanong:</p> <ul style="list-style-type: none"> ➥ Ano-anong katangian may pagkakatulad ang pamahalaang Barangay at Pamahalaang Sultanato? ➥ Ano-ano ang kanilang pagkakaiba? 	<p>Ipaulat ang nalikom na mga kaalaman ng bawat pangkat.</p> <p>Mga Tanong:</p> <ul style="list-style-type: none"> a. Ano ano ang antas ng katayuan sa lipunan ng mga unang Pilipino? b. Ano-ano ang uri ng tao sa Luzon? Sa Bisaya? Mindanao? c. Ano ang katangian/aa ng ng Datu? Timawa? At Alipin? d. Ano ang pinakamababang pangkat ng mga tao sa Lipunan? e. Batay sa inyong nalaman , saan mo maaring ihambing ang iyong sarili? 	<p>Bibigyan ng pagkakataon na makapagtanungan ang bawat pangkat hinggil sa paksang kanilang inulat sa pamamatnubay ng guro.</p> <p>Mga karagdagang tanong na sasagutin:</p> <ul style="list-style-type: none"> a. Ano ang pagkakaiba ng batas na nakasulat at di-nakasulat? b. Paano ipinatupad ipinatutupad ng datu ang mga batas sa kanyang nasasakupan? c. Ilarawan ang hukuman sa barangay noong sinaunang Pilipino. d. Anong masasabi mo hinggil sa hukuman at paglilitis sa barangay noon? e. Paano ipinamalas ng mga Pilipino noon ang kakayahan sa pamamahala sa sarili?
F.Paglinang na Kabihasaan	<p>Ano ang pangyayari sa barangay ang ipinakita ng unang pangkat?</p> <p>Ano ang pangyayari sa barangay ang ipinakita ng ikalawang pangkat?</p> <p>Etc.</p>	<p>a. Ano pamahalaang Sultanato?</p> <p>b. Sino ang nagtagat nito? Kailan ito itinatag?</p> <p>c. Bakit itinatag ang pamahalaang sultanato?</p> <p>d. Ano ang tawag sa kanilang relihiyon?</p> <p>e. Kailan ito itinatag?</p>	<p>Kung ikaw ay nabubuhay na noong panahon na ipinatutupad na ang Pamahalaang Barangay at Pamahalaang Sultanato, susundin aa n ang datu? Bakit</p>	<p>a. Sa Kasalukuyan, mapapansin aa n may mga bata ang kapospalad o mahihirap na di katulad ng iba na naiibigay ng kanilang magulang ang lahat ng pangangailangan. Ano ang mararamdaman mo? Bakit?</p>	<p>Sagutin nang may katapanan:</p> <p>a. Sa inyong palagay, may mahalaga bang papel na ginampanan ang mga naipatupad na batas ng datu sa kanyang nasasakupan?</p> <p>Ano-ano ito?</p>

		<p>f. Ano anong mga lalawigang nasakop nito?</p> <p>g. Ano ang Ruma Bichara?</p> <p>h. Ano ang tawag sa mga pinuno ng bawat nayon o lalawigan?</p>		<p>b. Ano sa palagay aa ng maaari mong gawin kung ikaw ay nasa mayamang pamilya?</p>	
G.Paglalapat ng aralin sa pangaraw-araw na buhay	Kung noong unang panahon ay isinasagawa ang Sanduguan bilang simbolo ng pagkakaibigan at pakikipag-ugnayan sa ibang barangay, paano naman ito naipakikita ng mga tao sa kasalukuyan?	Pumili ng ilang mag- aaral.Ipalarawan ang pamahalaang sultanato sa pamamagitan ng dula-dulaan na nagpapakita ng sitwasyon ng pamamahala ng sultan.	Paano mo ihahambing ang pamahalaan noon at ngayon?	Magkaroon ng isang maikling dula-dulaan . Ipakikita aa n ang tatlong antas ng Katayuan sa Lipunan ng mga unang Pilipino.	Kung ikaw ay nabubuhay na noong unang panahon,alin sa mga batas na napag-aralan ngayon ang pinaka nais mo? Bakit?
H.Paglalahat ng aralin	Anu-anong mga paglalarawan sa pamahalaang Barangay? Ang pamahalaang Barangay ay nagmula sa salitang Malay na Balanghay na ang kahulugan ay aa ng. Ito ay binubuo ng 30 hanggang 100 mag-anak na pinamumunuan ng Datu. Sapamumuno ng Datu, katulong niya ang mga Agurang o lupon ng matatanda, Umalo hokan, Lubluban	Ano ang Pamahalaang Sultanato?	Paano nagkakaiba at nagkakatulad ang pamahalaang barangay at pamahalaang sultanato	Anu-anong antas ng katayuan sa lipunan ng mga unang Pilipino?	Anong mga batas ang ipinatupad sa pamahalaang barangay noon sa pamumuno ng datu? Paano sila nagkakaiba?
I.Pagtataya ng aralin	<p>Panuto: Basahin at unawaing mabuti ang mga tanong at isulat ang titik ng wastong sagot</p> <p>1. Noon pa man ay may pamahalaang maituturing na .ang ating mga ninuno. Paano mo mailalarawan ang pamahalaang barangay ng mga unang Pilipino?</p> <p>A. Sumasakop sa isang tiyak na lugar na binubuo ng 30 hanggang 100 pamilya.</p> <p>B. Sumasakop sa isang tiyak na lugar na binubuo ng mahigit 300 pamilya.</p> <p>C. Sumasakop sa buong bansa na ang pinuno ay Datu</p> <p>D. May aa ng ng pamamahala at di-maaaring pakialaman ng ibang pangkat.</p> <p>2. Ang salitang "Barangay" ay nagmula sa salitang Balanghay o Balangay na ang kahulugan ay Bangka. Ito ay nakarating sa kapuluan libu-libong taon na ang nakalilipas. Anong pangkat ng mga dayuhan ang nagpikilala nito sa ating mga ninuno?</p> <p>A. Arabo B. Espanyol C. Malay D. Tsino</p> <p>3. Sa paraan ng pamamahala ng mga sinaunang Pilipino, ano ang pinagbatayan sa paraan ng pagpaparusa sa mga ninunong nagkasala sa pinuno at pamayanan?</p> <p>A. Batay sa kayamanang taglay</p>	<p>Piliin ang titik ng tamang sagot.</p> <p>1. Sa kasalukuyan, demokratiko ang uri ng pamahalaan na umiiral sa ating bansa. Ano ang tawag sa pamahalaan ng mga Muslim noong unang panahon?</p> <p>A. Pamahalaang Barangay C. Pamahalaang Sultanato</p> <p>B. Pamahalaang Sentral D. Pamahalaang Balangay</p> <p>2. Ang pangulo ang pinakamataas na pinuno ng ating bansa sa ngayon. Sa pamahalaang Sultanato, sino ang may pinakamataas na kapangyarihan?</p> <p>A. Datu C. Imam</p> <p>B. Kapitan D. Sultan</p> <p>3. Nagiging maayos ang pamumuno ng isang pinunokung ito ay may katuwang sa pamamahala. Sa pamahalaang sultanato may isang kapulungan ng mga maiimpluensyang kasapi ng sultanato . Ano ang tawag sa kanila?</p> <p>A. Kali C. Pandita</p> <p>B. Ruma Bichara D. Panglima</p> <p>4. May mga batas na ipinatutupad ang isang pamahalaan upang maging maayos ang pamamahala. Sa pamahalaang sultanato ipinatutupad ng mga pinuno ang kanilang paniniwala, kaugalian at batas na Islam batay sa _____ na tinatawag nilang banal na aklat.</p>	<p>Panuto: Basahing mabuti , piliin at isulat ang titik ng tamang sagot.</p> <p>1. May takdang aralin ang iyong pinsan sa Araling Panlipunan tungkol sa namumuno ng Pamahalaang Sultanato? Ano ang isasagot mo sa kanya?</p> <p>A. Sultan B. Datu C. Kapitan D. Meyor</p> <p>2. May pagkakatulad at pagkakaiba ang sistaa ng pamamahala ng Pamahalaang Barangay at Pamahalaang Sultanato. Saan sila nagkakatulad?</p> <p>A. Pagtitinda C. Pamimili</p> <p>B. Pagpapatupad ng bata D. Pakikipagkalaka</p> <p>3. Sa pamahalaang Sultanato ay may mga tungkuling ipinatutupad, ano-ano ang mga ito?</p> <p>A. pansibil at panrehiyon C. Panlokal at panrehiyon</p> <p>B. Pampulitika at panlokal D. Pansibiko at panlokal</p> <p>4. Nagkaroon ng malayang talakayan ang mga bata sa ika-5 Baitang at napagtalakayan ang tungkol sa mga tungkulin ng Datu, alin ditoaa n hindi kasali?</p> <p>A. Tagapabalita C. Tagapag-batas</p> <p>B. Tagapag –paganap D. Tagahukom</p>	<p>Panuto: Basahin ang bawat pangungusap. Isulat kung Tama kung totoo ang sinasabi nito at Mali kung hindi.</p> <p>1. Ang dato o datu ang pinakamataas na antas sa lipunan.</p> <p>2. Mga inanak o inapo ng mga datu mula sa kanilang mgapangalawang asawa ang mga alipin.</p> <p>3. Ang aliping namamahay ang inaasahng magdala ng pagkain at maglagay sa Bangka ng mga kailangan ng datu kapag Maglalayag.</p> <p>4. Ang ayuey ang pinakamababang alipin sa Bisaya.</p> <p>5. Ang timawa ay alipin ng datu.</p>	<p>Panuto: Basahing mabuti ang mga sumusunod na sitwasyon.Sagutin ang tanong.Piliin at isulat ang titik nang tamang sagot.Isulat sa sagutang papel.</p> <p>1. May dalawang uri ng batas ang naipatupad ng datu sa kanyang nasasakupang barangay. Anong uri ng batas ang may kinalaman sa mga relasyong pampamamilya, mga karapatan sa mana at ari-arian?</p> <p>A. Batas na Nakasulat C. Batas Pambarangay</p> <p>B. Batas na Di-nakasulat D. Batas Pambayan</p> <p>2. Walang pormal na hukuman sa pamahalaang barangay.Gayunpaman, ang lahat ng usapin ay dumaraan sa isang pampublikong _____.</p> <p>A. paghuhusga C. panghihiya</p> <p>B. paglilitis D. pagpaparusa</p> <p>3. Maraming nakasulat na batas sa barangay noong unang panahon, ngunit hindi napangalagaan dahil sa</p>

	<p>B. Batay sa kapangyarihan ng pinuno C. Batay sa mga batas na binuo sa lipunan D. Batay sa kalagayan sa lipunan 4. May mga batas na sinusunod ang ating mga ninuno noon pa mang una, paano nililitis ang isang may sala noon? A. Binibigyan ng pagsubok ang mga taong pinaghihinalaang nagkasala. B. May mga matatandang tagapayo na nakikinig sa nagisasakdal. C. Pinagsasalita ang nasasakdal habang nakikinig ang datu. D. Nag-iimbita ang sultan ng matatalinong tagapayo. 5. Ang mga sinaunang Pilipino ay mayroong kanilang paraan ng pamumuhay. Natuklasan na ang kanilang mga pamayanan ay malapit sa ilog, lawa, look at dagat. Ano ang pinatutunayan nito? A. Mahilig silang mangisda at maligo sa ilog. B. Masarap at sariwa ang hangin sa dagat at lawa. C. Doon sila kumukuha ng pagkain araw-araw. D. Bukod sa napagkukunan nila ng pagkain, marami pang pakinabang ang tubig sa buhay nila.</p>	<p>A. Bibliya C. Q"ran (Kor"an) B. Diksyonaryo D. Pahayagan 5. Nabuo ang isang pamahalaang poliaa ngltinatawag na _____. A. Bangsa C. Pandita B. Panglimas D. Kali</p>	<p>5. Kung ang paggawa ng batas sa barangay ay ibinabatay sa mga batas na nasusulat at di- nasusulat, ang mga sultanato naman ay ibinabatay sa. A. Koran B. Bibliya C. Almanac D. Dasalan</p>		<p>nakasulat lamang ito sa _____. A. papel B. dahoaa ngbalat ng kahoy D. tela 4. Ang batas na ito ay batay sa mga kaugalian, tradisyon at paniniwala ng tao. Nagpasalin-salin ang mga ito sa pamamagitan ng mga kwento at talakayan ng matatanda at mga anak. A. Batas Jones C. Batas na Di-nakasulat B. Batas ng Pilipinas ng 1902 D. Batas na Nakasulat 5. May mga pagsubok para sa mga taong pinaghihinalaang nagkasala, isa sa halimbawa nito ay ang _____. A. pagsisid nang matagal sa ilalim ng ilog B. pag-akyat sa mataas na puno C. paglakad ng paluhod D. hindi pagkain sa loob ng isang araw</p>
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J.Karagdagang Gawain para sa takdang aralin at remediation	Magsaliksik tungkol sa hukumang pambarangay sa kasalukuyan sa inyong barangay. Itala kagaya ng nasa ibaba ang pagkakatulad at pagkakaiba ng uring pagpapatupad nito sa mga nasasakupan.	Ibigay ang pagkakaiba ng pamahalaang sultanato at pamahalaang barangay. (Pamana 5 ph..20-31)	Buuin ang tsart at paghambingin ang pamahalaang barangay at sultanato	Mangalap ng impormasyon na nagpapakita ng iba't ibang antas ng katayuan sa lipunan ng mga unang Pilipino sa pamamagitan ng ginupit na larawan o pagguhit nito. ☞ Magbigay ng ilang katanungan tungkol sa antas ng katayuan sa lipunan ng mga unang Pilipino.	Magtanong sa inyong barangay tungkol sa mga batas o ordinansa na ipinatutupad sa inyong pamayanan. Iulat ito sa klase?
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V.MGA TALA					
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VI.PAGNINILAY					
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A.Bilang ng mag-aaral na nakauha ng 80% sa pagtatayao.	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery
B.Bilang ng mag-aaralna nangangailangan ng iba pang Gawain para sa remediation	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.

	<p>___ Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___ Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___ Majority of the pupils finished their work on time.</p> <p>___ Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p>___ Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___ Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___ Majority of the pupils finished their work on time.</p> <p>___ Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p>___ Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___ Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___ Majority of the pupils finished their work on time.</p> <p>___ Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p>___ Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___ Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___ Majority of the pupils finished their work on time.</p> <p>___ Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p>skills and interest about the lesson.</p> <p>___ Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___ Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___ Majority of the pupils finished their work on time.</p> <p>___ Some pupils did not finish their work on time due to unnecessary behavior.</p>
C.Nakatulong ba aaa ngedial? Bilang ng mag-aaral na nakaunawa sa aralin.	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
D.Bilang ng mag-aaral na magpapatuloy sa remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
E.Alin sa mga estratehiyang pagtuturo ang nakatulong ng lubos?Paano ito nakatulong?	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson
F.Anong sulioranin ang aking naranasan na solusyunansa tulong ng aking punungguro at superbisor?	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
G.Anong kagamitang panturo ang aking nadibuhos nanais kong ibahagi sa kapwa ko guro?	<p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want</p>	<p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want</p>	<p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p>	<p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p>	<p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p>

Noted:

 GRADES 1 to 12 DAILY LESSON LOG	School	Gregorio .Sison Mem. Elem. School	Grade Level	Five
	Teacher	Ednahlyn D. Macaraig	Learning Area	ESP
	Teaching Date and Time	July 10-14, 2017	Quarter	First

	Monday	Tuesday	Wednesday	Thursday	Friday
I.LAYUNIN					
A.Pamantayang Pangnilalaman	Naipapamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng mapanuring pag-iisip sa pagpapahayag at pagganap ng anumang Gawain na may kinalaman sa sarili at pamilyang kinabibilangan	Naipapamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng mapanuring pag-iisip sa pagpapahayag at pagganap ng anumang Gawain na may kinalaman sa sarili at pamilyang kinabibilangan	Naipapamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng mapanuring pag-iisip sa pagpapahayag at pagganap ng anumang Gawain na may kinalaman sa sarili at pamilyang kinabibilangan	Naipapamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng mapanuring pag-iisip sa pagpapahayag at pagganap ng anumang Gawain na may kinalaman sa sarili at pamilyang kinabibilangan	Naipapamalas ang pag-unawa sa kahalagahan ng pagkakaroon ng mapanuring pag-iisip sa pagpapahayag at pagganap ng anumang Gawain na may kinalaman sa sarili at pamilyang kinabibilangan
B.Pamantayan sa Pagganap	Naisasabuhay ang pagkakaeroon ng tamang pag-uugali sa pagpapahayag at pagganap ng anumang gawain	Naisasabuhay ang pagkakaeroon ng tamang pag-uugali sa pagpapahayag at pagganap ng anumang gawain	Naisasabuhay ang pagkakaeroon ng tamang pag-uugali sa pagpapahayag at pagganap ng anumang gawain	Naisasabuhay ang pagkakaeroon ng tamang pag-uugali sa pagpapahayag at pagganap ng anumang gawain	Naisasabuhay ang pagkakaeroon ng tamang pag-uugali sa pagpapahayag at pagganap ng anumang gawain
C.Mga Kasanayan sa Pagkatuto	Nakapagpapatunay na mahalaga ang pagkakaisa sa pagtatapos ng gawain	Nakapagpapatunay na mahalaga ang pagkakaisa sa pagtatapos ng gawain	Nakapagpapatunay na mahalaga ang pagkakaisa sa pagtatapos ng gawain	Nakapagpapatunay na mahalaga ang pagkakaisa sa pagtatapos ng gawain	Natataya ang kaalaman ng mga bata sa kasanayang tinalakay
II.NILALAMAN	Pananagutang Pansarili at mabuting kasapi ng pamilya				
III.KAGAMITANG PANTURO					
A.Sanggunian					
1.Mga pahina sa Gabay ng Guro	CG p.27	CG p.27	CG p.27	CG p.27	
2.Mga pahina sa kagamitang pang-mag-aaral					
3.Mga pahina sa teksbuk					
4.Karagdagang kagamitan mula sa portal ng Learning Resource					
B.Iba pang kagamitang panturo	sobre na may pira-pirasong puzzle, powerpoint presentation/tsart ng kuwento, metacards				
IV.PROCEDURES					
A.Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Anumang mabigat na aa ng ay gagaan kung may Pagkakaisa, pagtutulungan at pagtitiyaga. Mga bata ito aa ng ng mapapatunayan sa aralin natin ngayon.	Pagwawasto ng takdang aralin	Isang awit tungkol s a pagkakaisa	Bakit mahalaga ang pakikiisa sa mga Gawain?	

B.Paghahabi sa layunin ng aralin	Saan una dapat Makita ang pagkakaisa?	Gamit ang metacards ipasulat sa mga bata ang isang pangyayari sa kanilang buhay na nagpapakita ng pagiging matiyaga nila at ang pakikiisa sa mga aang. Gabayan ang mga bata na ipaliwanag kung paano nakatulong sa kanila ang mabuting pag-ugaling ito.	Itanong sa mga mag-aaral, "Bilang isang mag-aaral, ano ang karanasan mong nagpapatunay na ikaw ay aang matiyaga sa pakikiisa sa mga aang? Ano ang aang bunga nito sa iyo.	Kapag napag-urtusan ka ng guro na gawin ang isang Gawain ano ang dapat mong gawin	
C.Pag-uugnay ng mga halimbawa sa bagong ralin	Pangkatin ang mga mag-aaral. Bigyan ng sobre ang bawat pangkat na naglalaman ng mga bahagi ng puzzle. Bubuuin ito ng bawat pangkat. Ang pangkat na unang makakabuo ay tatanghaling panalo.	Hayaang makapagpahayag nang aang ang mga bata. Magkaroong ng pagtatalakayan tungkol sa kanilang pahayag	Ipasulat sa kwaderno ng mga bata ang kanilang kasagutan. Matapos sumulat ang mag-aaral, ipabasa sa klase ang kanilang mga sinulat. Himukin ang bawat isa na magbigay ng repleksyon/reaksyon tungkol sa narinig.	Ipakita sa mga bata sa pamamagitan ng aang nng sitwasyon	
D.Pagtalakay ng bagong konspto at paglalahad ng bagong kasanayan #1	Bakit nanalo o unang nakabuo ang inyong grupo? Ano ang aang susi sa inyong pagkapanalo?	Pangkatin sa tatlo ang mga bata. Bigyan ng activity cards ang bawat pangkat na naglalaman ng kanilang takdang gawain	Pagtalakay sa ginawa ng mga bata	Ipagawa ang mga sumusunod na Gawain Pangkatin ang mga bata sa apat. Hikayating gumawa ng plano ng aang ang bawat pangkat upang madaling matapos ang mga nabanggit na aang. Magkakaroon sila ng munting aang para aang n. Bigyan ng oras na maipakita ng bawat pangkat ang kanilang natapos na aang. Bibigyang aang ngng ginawa ng bawat pangkat sa pamamagitan ng rubrics na ginawa ng guro.	
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Ipabasa ang sumusunod na kuwento gamit ang tsart o powerpoint.			Gawain 2 Upang lubusang maisabuhay ang araling natutunan, pasulatin sila ng isang pangako ng pagiging matiyaga kasama ang pakikiisa sa mga aang bilang isang mag-aaral at kasapi ng pangkat.	
F.Paglinang na Kabihasaan	Sa pagtalakay ng nilalaman ng kwento bigyang diin ang kahalagahan ng ugaling pakikiisa at pagkamatiyaga sa aang.	Pagbibigay ng iba pang sitwasyon	Pagbibigay ng iba pang sitwasyon	Pagbibigay ng iba pang sitwasyon	
G.Paglalapat ng aralin sa pangaraw-araw na buhay	Hikayatin ang mga mag-aaral na magbigay ng sariling karanasan. Maaari ring magbahagi ang guro ng kanyang sariling karanasan	Sa Pang-araw-araw na Gawain paano mo maipapakita ang pagkakaisa?	Ano ang nagiging bunga ng pakikiisa?	Pagbigayin ang mga bata ng mabuting epekto ng pakikiisa sa mga Gawain.	
H.Paglalahat ng aralin	Bakit mahalaga ang pagkakaisa	Bakit mahalaga na may pagkakaisa sa isang pamilya?	Ipabasa ang nilalaman ng Tandaan Natin. Bawat tao ay may kakayahang gumawa at mag-ambag ng kanyang talino upang makatulong sa pangkat o kaninuman. Mahalaga ang pagtitiyaga at pakikiisa sa mga aang upang ito ay madaling matapos	Paanomadaling matatapos ang isang Gawain?	

I.Pagtataya ng aralin					
J.Karagdagang Gawain para sa takdang aralin at remediation	Gumuguhit ng isang gawaing nagpapakita ng kahalagahan ng pagtutulungan at pakikiisa.			Humanda sa pagsusulit	
V.MGA TALA					
VI.PAGNINILAY					
A.Bilang ng mag-aaral na nakauha ng 80% sa pagtataya.	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery
B.Bilang ng mag-aaral na nangangailangan ng iba pang Gawain para sa remediation	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. <input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. <input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher. <input type="checkbox"/> Majority of the pupils finished their work on time. <input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. <input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. <input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher. <input type="checkbox"/> Majority of the pupils finished their work on time. <input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. <input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. <input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher. <input type="checkbox"/> Majority of the pupils finished their work on time. <input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. <input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. <input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher. <input type="checkbox"/> Majority of the pupils finished their work on time. <input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. <input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. <input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher. <input type="checkbox"/> Majority of the pupils finished their work on time. <input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.
C.Nakatulong aa ng remedial? Bilang ng mag-aaral na nakaunawa sa aralin.	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above
D.Bilang ng mag-aaral na magpapatuloy sa remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation
E.Alin sa mga estratehiyang pagtuturo ang nakatulong ng lubos?Paano ito nakatulong?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson
F.Anong sulioranin ang aking naranasan na solusyunansa tulong ng aking punungguro at superbisor?	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation
G.Anong kagamitang panturo ang aking nadibuhu nanais kong ibahagi sa kapwa ko guro?	<i>Strategies used that work well:</i> <input type="checkbox"/> Metacognitive Development: Examples: Self assessments, note taking	<i>Strategies used that work well:</i> <input type="checkbox"/> Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.	<i>Strategies used that work well:</i> <input type="checkbox"/> Metacognitive Development: Examples: Self assessments, note taking	<i>Strategies used that work well:</i> <input type="checkbox"/> Metacognitive Development: Examples: Self assessments, note taking	<i>Strategies used that work well:</i> <input type="checkbox"/> Metacognitive Development: Examples:

					of the lesson
	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works
	<i>Planned Innovations:</i> <input type="checkbox"/> Contextualized/Localized Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Contextualized/Localized and Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Contextualized/Localized Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Contextualized/Localized Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Contextualized/Localized and Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition

Noted:

LUCILA M. CARINGAL
Head Teacher III

 GRADES 1 to 12 DAILY LESSON LOG	School	Gregorio Sison Mem. Elem. School	Grade Level	Five
	Teacher	Ednahlyn D. Macaraig	Learning Area	English
	Teaching Date and Time	July 10-14, 2017	Quarter	First

	Monday	Tuesday	Wednesday	Thursday	Friday
I.OBJECTIVES					
A.Content Standards	Vocabulary Development	Reading Comprehension	Grammar Awareness	Oral Fluency /Composition	
B.Performance Standards					
C.Learning Competencies/Objectives	A. Infer the speakers tone, mood and purpose based on the listening text. B. Infer the meaning of unfamiliar words relative to the text listened to EN5V-If-2.8.1	Analyze figures of speech (simile, metaphor, personification, hyperbole) in a given text EN5RC-If-2.3	Compose clear and coherent sentences using appropriate grammatical structures- conjunctions (contrasting idea) EN5G-If-8.3/8.4	A. Reading with automaticity level frequently occurring content area words. (Science) B. Revise writing for clarity-punctuation marks EN5WC-If-1.8.1	Assess pupils ability in the skills learned
II.CONTENT					
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.69	CG p.69	CG p.69	CG p.69	
2.Learner's Materials pages					
3.Textbook pages		English Expressways	English Expressways		
4.Additional materials from learning resource (LR) portal					
B.Other Learning Resource	chart	Chart	Chart,picture		
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	1. Unlocking of Difficulties Identify the meaning of the underlined words through context clues. A. There was a heavy traffic and the cars were honking so loud. B. Handle brittle objects carefully because they break easily. C. When polvoron crumbles it becomes powdery in form	Preliminary Activity/ Oral Language Pronounce the following pair of words correctly	Match the sentence in set A with the sentence in set B to form a compound sentence joined by "and"	Preliminary Activity/ Spelling Drill 1. equation 2. theory 3. relativity 4. complex 5. formulas	
B.Establishing a purpose for the lesson	Do you know someone who is blind? How do you feel for him? If you had a blind friend, what will you tell him ? Why? Today you will listen to "Antonio's Story". What do you think is the other world where Antonio lives?	Each groups will form a line, every group will be given the same limerick, the leader will be the first one to read it and relay to his /her members. The group that can relay the message accurately with the shortest period of time will be the winner There was an old person of fold Who shrank from sensations of cold; So he purchased some muffs, Some furs, and some fluffs, And wrapped himself from the cold	 Describe what the children are doing based on the given picture	Motivation Show a picture of Albert Einstein Do you know who is in the picture?	

C.Presenting Examples/ instances of the new lesson	Read Antonio's Story" to the pupils.	Read the poem with the pupils Poem No.1 The moon, like a flower In heaven's high bower With silent delight Sits and smiles in the night	Unlocking of Difficulties Find the meaning of the underlined words, inside the sentence. G. The members of the organization are fond of going to the beach, they incline themselves to rest. b. Most of their friends prefer playing volleyball over basketball; they like to be engaged in outdoor games.	Are you fond of listening and reading funny stories? DAY 4 Oral Fluency / Composition Today you will read a funny story about a famous scientist named Albert Einstein	
D.Discussing new concepts and practicing new skills #1	1. Engagement Activities Group the class into three and give each group a task card. GROUP 1: "Sketch Me" Draw an image of Francisca and describe her. GROUP 2: "Act it Out" Show through a role playing on how Antonio and Francisca spent their time in the park. Observe the proper intonation to express feelings effectively while performing. GROUP 3: "Write Me" Write a short friendly letter for Antonio	Group the class into four and give each group a task card Each group will report their finished activities	Read the selection below. Be ready to answer the questions that follow Comprehension Checkup: a. What do Kevin and Patrick enjoy doing at the beach? b. What do they usually do on Saturdays and Sundays? c. What do most of their friends prefer to eat? d. What does Kevin usually do alone?	During Reading Activities 1. Comprehension Checkup: a. Who is Albert Einstein? b. Why did Albert Einstein need to travel to different universities? c. Narrate the part of the story that made you laugh.	
E. Discussing new concepts and practicing new skills #2	Discussion of the group outputs. Say: Let us know more about Antonio's friend. Ask: Who is Antonio's friend? Is she blind like Antonio? When did they meet? Where did they meet? What would Francisca do whenever she sees Antonio coming? What would she say? What emotion or mood do the words and action of Francisca indicate? Call Group 2 to perform their assigned tasks. What would they do in the park? How would they walk around the park? "And the wind that makes us laugh, that moves our hair, that makes our clothes fly, not even I can see. See?" And I laugh to hear funny colors, and soon I forget that I am blind and that she lives in another world. This is my friend Francisca who is more important to me than having my own eyes.	Introduction/Presentation What is figure of speech? What are the different types of figure of speech? Give some examples of each	Let us examine the given sentence from the story Most of their friends prefer fish but sometimes they have roast chicken. How many simple sentence does it contain? What have you noticed about the ideas they convey? What word separates these two contrasting ideas?	Skill Development: G. Introduction/ Presentation Direction: Identify the punctuation marks used in the following sentences. G. There's a story about how Albert Einstein was travelling to universities in a chauffeur- driven car, delivering lecture on his theory of relativity . Funny Story There's a story about how Albert Einstein was travelling to universities in a chauffeur-driven car, delivering lecture on his theory of relativity. One day while in transit, the chauffeur remarked, " Dr. Einstein, I've heard you deliver that lecture about 30 times. I know it by heart and bet I could give myself".	

<p>Source: One World on the Horizon What emotion do these actions indicate? Which action of Antonio tells us that sometimes he feels sad about being blind? What does Francisca do when she sees him crying? What could Francisca's mood/feeling be as she holds Antonio's hand and tells him about her eyes? Ask Group 3 to present their friendly letter for Antonio. How would you feel if you have a blind friend or a blind member in the family?</p>		<p>"We'll, I'll give you the chance," said Einstein. "They don't know me at the next school, so when we get there, I'll put your cap, and you introduce yourself as me and give the lecture."</p> <p>The chauffeur delivered Einstein's lecture flawlessly. When he finished, he started to leave, but one of the professors stopped him and asked a complex question filled with mathematical equations and formulas. The chauffeur thought fast. "The solution to that problem is so simple," he said. "I'm so surprised you have to ask me. In fact to show you just how simple it is, I'm going to ask my chauffeur to come up here and answer your question."</p> <p>New Dynamic Series In English, Josefina B. Suarez p.268</p> <p>Punctuation marks- are tools that we use to make our written sentences clear to the people who read them.</p> <p>Period- Is used at the end of declarative and imperative sentences. It is also used after an abbreviation. It is used after an initial.</p> <p>Example: Rice grows well in a hot, moist climate.</p> <p>Question mark- Is used after interrogative sentence.</p> <p>Example: Why do molds not grow on dry toast?</p> <p>Commas- Are used to separate words in series. The words in a series may be all nouns, all verbs, all adjectives, and so forth.</p> <p>Example: Rick, Rina, Rose, and Pia are classmates</p> <p>Are used after the salutation and complimentary close in a friendly letter.</p> <p>Example: Dear Louie, Your loving sister, Are used to set off short directions.</p> <p>Example: "Leave your things here," said Diana.</p>	
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				Are used to set off dates, addresses, and geographical names. Example: I was born on September 19, 2004. 2. They don't know me at the next school, so when we get there, I'll put your cap, and you introduce yourself as me and give the lecture.	
F.Developing Mastery	<p>Let us recall Antonio's story. I have here a box containing strips of paper with statements from the story. As I play the music you will start passing the box to your seatmates. As the music stops, the pupil holding the box will read the statement and tell the mood or purpose of the speaker.</p> <ol style="list-style-type: none"> 1. "Hello, Antonio! Let's go! Let's go!" 2. "The tree's body or its trunk is big, thick, and rough. Here, touch it! 3. "Don't cry. My eyes are big enough for the two of us." 4. I smile and say, "I know what a mango tastes like." 5. "And the wind that makes us laugh, that moves our hair, that makes our clothes fly, not even I can see. See?" 	Divide the pupils into four groups. Each group will be given an activity card.	<p>Complete the sentences to show contrasting idea. Choose your answers from the box.</p> <p>1. His rope was thin but it was _____.</p> <p>2. He is fat but he runs _____.</p> <p>3. I want to lose weight but I hate _____.</p> <p>4. The meal was good but _____.</p> <p>5. My teacher is very nice but a bit _____.</p>		
G.Finding Practical application of concepts and skills in daily living	Let the pupils do the group activity			<p>Each group will be given a task card.</p> <p>GROUP 1</p> <p>Direction: Read each sentence. Circle the answer that shows correct ending punctuation mark</p>	
H.Making generalization and abstraction about the lesson	<p>Teaching/ Modelling</p> <p>What helped us in guessing the tone, mood and purpose expressed in the story</p>	<p>What are the different of figure of speech?</p> <p>Why do writers in many poems and stories used figures of speech?</p>	<p>How do we form a sentence with contrasting ideas?</p>	<p>What are the different punctuation marks commonly used especially in writing sentences?</p> <p>What are the basic rules in using correct punctuation marks?</p>	
I.Evaluating learning	<p>Infer the general mood of the situations that I will read. Choose your answer from the words written on the board.</p> <ol style="list-style-type: none"> 1." It breaks my heart to see you very ill," said Auring to her sick daughter. 2. Mang Pedro raised a wooden stick and shouted at the two boys to get out of his garden. 3. Yoly's brother was playing with other children in the park. After a 	<p>Direction: Read each sentence carefully. Identify the figure of speech used. Write S for simile, M for metaphor, and P for personification, H for hyperbole in your notebook.</p> <ol style="list-style-type: none"> 1. The stars are jewels strung in a golden chain across the dark sky. 2. The hanging bridge is like a giant hammock swaying wildly during the storm. 	<p>Direction: Supply the correct contrasting idea by using "but " as a conjunction.</p> <ol style="list-style-type: none"> 1. School can be fun _____ 2. The Science experiments need much time and patience. _____ 3. In Physical Education, we learn many kinds of dances. _____ 	<p>Direction: Rewrite the letter of invitation and insert the correct punctuation marks</p> <p>143 Maginhawa St. Teacher's Village Quezon City January 10 2014 Dear Menchie Sunday January 26 is my tenth birthday The whole family will go on a picnic to Bulacan We would</p>	

	<p>while she could not see him anymore. She tried to look for him everywhere but she could not find him.</p> <p>4. Lightning flashed followed by a terrible thunder. Sara closed her eyes and covered her ears as she sat on the chair.</p> <p>5. Ramon had always topped his class since grade one. Now, mother was expecting another gold medal. Awarding day came but Ramon was not called.</p> <p>Anger sadness disappointment worry fear</p>	<p>3. The guest of honor's message was a mile long.</p> <p>4. The moonbeams smiled sweetly.</p> <p>5. The street dancers wore costumes as colorful as rainbows</p>	<p>4. Our Music teachers teach Filipino songs. _____</p> <p>5. Mathematics seems challenging. _____</p>	<p>like you to join us .We will leave on time at six o'clock in the morning and come back in the afternoon.We will pick you up in your house at about five o'clock in the morning.</p> <p>Please come.</p> <p>Your friend</p> <p>Mitch</p>	
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J.additional activities for application or remediation	<p>Identify which parts of the sentence contain exaggeration.</p> <p>▀ About 500 trillion stars are shining tonight.</p> <p>▀ Ayla cannot go with us because she has tons of homework to do.</p> <p>▀ It would take an atomic bomb to wake father up</p>	<p>Rite five sentences using conjunction but</p>	<p>Study the sentences below, place commas and quotation marks where they are needed.</p> <p>1. Are you going to take our son for a walk? Asked the man.</p> <p>2. Three-point shot for the Eagles! Shouted the sportscaster.</p> <p>3. I really tried my best defended the boy.</p> <p>4. Ruby yelled as loud as she could Fire! Fire! Help!</p> <p>5. Ruby said her mother angrily Don't ever do that again!</p>	
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V.REMARKS					
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VI.REFLECTION					
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A.No. of learners who earned 80% in the evaluation	<p><input type="checkbox"/> Lesson carried. Move on to the next objective.</p> <p><input type="checkbox"/> Lesson not carried.</p> <p><input type="checkbox"/> % of the pupils got 80% mastery</p>	<p><input type="checkbox"/> Lesson carried. Move on to the next objective.</p> <p><input type="checkbox"/> Lesson not carried.</p> <p><input type="checkbox"/> % of the pupils got 80% mastery</p>	<p><input type="checkbox"/> Lesson carried. Move on to the next objective.</p> <p><input type="checkbox"/> Lesson not carried.</p> <p><input type="checkbox"/> % of the pupils got 80% mastery</p>	<p><input type="checkbox"/> Lesson carried. Move on to the next objective.</p> <p><input type="checkbox"/> Lesson not carried.</p> <p><input type="checkbox"/> % of the pupils got 80% mastery</p>	<p><input type="checkbox"/> Lesson carried. Move on to the next objective.</p> <p><input type="checkbox"/> Lesson not carried.</p> <p><input type="checkbox"/> % of the pupils got 80% mastery</p>
B.No.of learners who require additional activities for remediation	<p><input type="checkbox"/> Pupils did not find difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils found difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p><input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p><input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p><input type="checkbox"/> Majority of the pupils finished their work on time.</p> <p><input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p><input type="checkbox"/> Pupils did not find difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils found difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p><input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p><input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p><input type="checkbox"/> Majority of the pupils finished their work on time.</p> <p><input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p><input type="checkbox"/> Pupils did not find difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils found difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p><input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p><input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p><input type="checkbox"/> Majority of the pupils finished their work on time.</p> <p><input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p><input type="checkbox"/> Pupils did not find difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils found difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p><input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p><input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p><input type="checkbox"/> Majority of the pupils finished their work on time.</p> <p><input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p><input type="checkbox"/> Pupils did not find difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils found difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p><input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p><input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p><input type="checkbox"/> Majority of the pupils finished their work on time.</p> <p><input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.</p>

					___ Majority of the pupils finished their work on time. ___ Some pupils did not finish their work on time due to unnecessary behavior.
C.Did the remedial work? No.of learners who have caught up with the lesson	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
D.No. of learners who continue to require remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
E.Which of my teaching strategies worked well? Why did these work?	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can helpme solve?	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
G.What innovation or localized materials did used/discover which I wish to share with other teachers?	<p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p>___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Answering preliminary activities/exercises ___ Carousel ___ Diads</p>	<p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p>___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Answering preliminary activities/exercises ___ Carousel ___ Diads</p>	<p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p>___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Answering preliminary activities/exercises ___ Carousel ___ Diads</p>	<p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p>___ Explicit Teaching ___ Group collaboration</p>	<p><i>Strategies used that work well:</i></p> <p>___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p>___ Explicit Teaching</p>

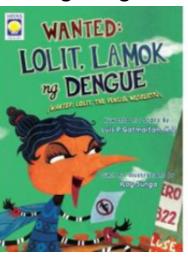
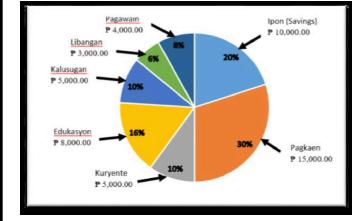
	<p><input type="checkbox"/> Diads <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method</p> <p>Why?</p> <p><input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks <input type="checkbox"/> Audio Visual Presentation of the lesson</p>	<p><input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method</p> <p>Why?</p> <p><input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks <input type="checkbox"/> Audio Visual Presentation of the lesson</p>	<p><input type="checkbox"/> Diads <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method</p> <p>Why?</p> <p><input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks <input type="checkbox"/> Audio Visual Presentation of the lesson</p>	<p><input type="checkbox"/> Gamification/Learning through play <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method</p> <p>Why?</p> <p><input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks <input type="checkbox"/> Audio Visual Presentation of the lesson</p>	<p><input type="checkbox"/> Group collaboration <input type="checkbox"/> Gamification/Learning through play <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method</p> <p>Why?</p> <p><input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks <input type="checkbox"/> Audio Visual Presentation of the lesson</p>
	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works</p>
	<p>Planned Innovations: <input type="checkbox"/> Contextualized/Localized Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	<p>Planned Innovations: <input type="checkbox"/> Contextualized/Localized and Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	<p>Planned Innovations: <input type="checkbox"/> Contextualized/Localized Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	<p>Planned Innovations: <input type="checkbox"/> Contextualized/Localized Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	<p>Planned Innovations: <input type="checkbox"/> Contextualized/Localized and Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>

Noted:

LUCILA M. CARINGAL
 Head Teacher III

 GRADES 1 to 12 DAILY LESSON LOG	School	Gregorio .Sison Mem. Elem. School	Grade Level	Five
	Teacher	Ednalyn D. Macaraig	Learning Area	Filipino
	Teaching Date and Time	July 10-14, 2017	Quarter	First

	Monday	Tuesday	Wednesday	Thursday	Friday
I.LAYUNIN					
A.Pamantayang Pangnilalaman	Pakikinig	Wikang Binibigkas/ pagpapaunlad ng talasalitaan	Gramatika	Estratehiya sa pag-aaral	Pagsulat
B.Pamantayan sa Pagganap					
C.Mga Kasanayan sa Pagkatuto	Naibibigay ang paksa ng napakinggang kuwento/usapan F5PN-1c-g-7	A. Naisasalaysay muli ang napakinggang teksto sa pamamagitan ng pagsadula F5PS-1c-f-6.1 B. Naibibigay ang kahulungan ng salitang pamilyar at di-pamilyar sa pamamagitan ng kasingkahulungan F5PT-If-1.4 C. Nagagamit ang wika bilang tugon sa sariling pangangailangan at sitwasyon F4PL-0a-j-2	Nagagamit ang iba't ibang uri ng panghalip sa usapan at paglalahad ng sariling karanasan F5WG-If-j-3	Nabibigyang-kahulungan ang bar grap, pie, talahanayan at iba pa F5EP-If-g-2	Nakasusulat ng talatang nagsasalaysay F5PU-If-2.1
II.NILALAMAN					
III.KAGAMITANG PANTURO					
A.Sanggunian					
1.Mga pahina sa Gabay ng Guro	CG p.66	CG p.66	CG p.66	CG p.66	CG p.66
2.Mga pahina sa kagamitang pang-mag-aaral	Hiyas sa Pagbasa 5		Pagdiriwang ng Wikang Filipino 5	Hiyas sa Pagbasa 5	
3.Mga pahina sa teksbuk	p.44		pp.72-80	pp.210-211	
4.Karagdagang kagamitan mula sa portal ng Learning Resource					
B.Iba pang kagamitang panturo	projector, larawan, metacard, big book	flashcards, larawan	Projector, larawan	Projector, larawan	Projector, larawan
IV.PROCEDURES					
A.Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Paghawan ng Balakid Ipukuha ang diksyonaryo ng mga mag-aaral. Ipahanap ang kahulungan ng mga salita na nakasulat sa metacard -dengue -sintomas -kinitil -paslit -prioridad	Mga bata tungkol saan ang ating kuwento? Dapat ba nating tularan ang mag-anak sa kuwento? Bakit?	Balik-aral 1. Ano ang panghalip? 2. Kailan ito ginagamit? 3. Magbigay ng pangungusap na may panghalip?	Balik-Aral Ano ang panghalip panao? Kailan ito ginagamit?	Paikutin ang mga mag-aaral sa loob ng silid-aralan. Ipabasa ang ginawang pagpapakahulungan ng ibang pangkat sa mga salitang ipinakilala nang unang araw. Ipasulat sa kanilang kuwaderno ang kanilang sariling pakahulungan sa nakalalang mga salita
B.Paghahabi sa layunin ng aralin	Pagganyak 1. Nagkasakit ka na ba? 2. Ano ang naging sakit mo? 3. Paano ka gumaling?	Ngayon mga bata muli nating babasahin ang kuwento sa pamamagitan ng pagsasadula.	Ikaw ba'y nakaranas nang pumunta sa isang lamayan? Ano ang inyong nararamdamang kapag may isang taong malapit sa iyo ang nawala? Bakit?	Mga bata, ano-ano ang uri ng grap na inyong pinag-aralan sa Matematika?	Maglalaro tayo ng Batang Henyo. Huhulaan ng kabilang pangkat ang mga salitang ibibigay ng inyong pangkat. Tandaan ang mga tanong na ibibigay upang mahulaan ang salita ay dapat masasagot lamang ng hindi po, oo at puwede.

C. Pag-uugnay ng mga halimbawa sa bagong ralin	<p>1. Ano ang naging sakit ng mag-aaral sa kuwento? 2. Paano siya gumaling?</p>	<p>Basahin ang pangungusap. Bigyang-pansin ang mga salitang may salungguhit sa pangungusap.</p> <ol style="list-style-type: none"> 1. Isang araw, dumating ang di inaasahang unos na dala ng kalikasan. 2. Umihip ang malakas na hangin, malakas na ulan at nakakabingding kulog at kidlat. 	<p>Ano ang tinatawag na huling lamay? Pag-usapan ang larawan</p> 	<p>Ano ang pinakamadaling paraan sa pag-unawa sa pagbibigay kahulugan sa mga impormasyon?</p>	<p>Nahulaan ba ninyo ang salitang inihanda ng ibang pangkat? Kung mayroong hindi nahulaan, tawagin ang pangkat na naghanda nito upang pahulaan ang salita mula sa kanila</p>
D. Pagtalakay ng bagong konspto at paglalahad ng bagong kasanayan #1	<p>Ipakita ang pabalat ng kuwentong babasahin sa mga mag-aaral.</p> 	<p>Tingnan ang mga salitang may salungguhit sa unang pangungusap.</p> <p>Ano sa palagay ninyo ang tinutukoy ng salitang unos sa pangungusap? Ano ang kahulugan ng salitang unos sa pangungusap?</p> <p>Pag-aralan ang salitang may salungguhit sa ikalawang pangungusap. Ano kaya sa palagay ninyo ang kahulugan ng salitang nakakabingi?</p> <p>Batay sa mga kasagutang inyong ibinigay, paano ninyo nalaman ang kahulugan ng mga pamilyar at di-pamilyar na salita?</p> <p>Hayaang basahin ng mga mag-aaral ang mga salita sa pamamagitan ng kahulugan</p>	<p>Kilalanin natin ang mga tauhan sa usapan at alamin natin kung ano ang tinatawag na huling lamay.</p>	<p>Nasa ibaba ang isang pie graph. Ipinakikita rito kung paano hinahati-hati ng Nanay at Tatay ni Gerricho Jandel ang kinikita ng pamilya sa isang buwan.</p> 	<p>Ipabasa sa mga mag-aaral ang mga naitalang sagot mula sa natapos na gawain. Itanong:</p> <ol style="list-style-type: none"> 1. Ano ang tawag natin sa mga salitang ito? 2. Paano natin maipapangkat ang mga salitang nasa talaan? Gomit ang mga salitang ito sa talaan, gumawa ng mga pangungusap na may kinalalaman sa pamilya. Ipabasa ang mga pangungusap na ibinigay. Itanong: Paano natin maisasaayos ang mga pangungusap na ibinigay upang makabuo ng isang talata?
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	<p>Bakit kaya wanted si Lolit Lamok? Hayaang magbigay ng hula ang mga mag-aaral. Magpaguhit ng isang bolang kristal sa kanilang kuwaderno at ipasulat ang kanilang sagot.</p> <p>Pagbasa ng kuwentong inihanda.</p> <ol style="list-style-type: none"> 1. Ano ang pamagat ng kuwento? 2. Tungkol saan ang kuwento? 3. Sino si Lolit? Bakit siya wanted? 4. Ano ang tunay na dahilan at wanted si Lolit? Ano-ano ang mga pangayari sa kuwento? 5. Ano ang suliranin ng pamayanan? Paano ito nabigyang kalutasan? 6. Kung isa ka sa mga tauhan sa kuwento, ano ang gagawin mo rito? Bakit? 		<p>Sagutin ang mga tanong.</p> <ol style="list-style-type: none"> 1. Ano ang tinatawag na huling lamay? 2. Bakit sila nasa San Isidro Itaas, bayan ng Lemery? 3. Anong laro ang nasaksihan ng nagsasalaysay? Paano Ito isinasagawa? 4. Ilang katao ang kasali sa larong huego de prenda? Ano-ano ang kumakatawan sa mga babae? sa mga lalaki? Talakayin Natin: <ol style="list-style-type: none"> a. Nakarating kami sa San Isidro Itaas bayan ng Lemery. b. Nawili rin ako sa panonood ng huego de prenda. 	<ol style="list-style-type: none"> 1. Ano ang pamagat ng graph? 2. Sa ilang gastusin nakabadyet ang buwanang kita? 3. Alin ang may pinakamalaking badyet? Alin ang may pinakamaliit na badyet? 4. Alin-alin gastusin ang may parehong badyet? 5. Magkano ang badyet para sa ipon? 	

	7. Ano ang paksa ng ating kuwento? Paano ninyo ito naibigay?		c. Masaya sila sa kanilang laro. d. Napakamot siya sa ulo habang isinasalin ng hari ang korona. e. Tayo ay mayroon pa palang kaugalian na hindi kumukupas, nanatili pa ring bahagi ng kultura. Ano ang mga salitang may salungguhit sa pangungusap? Ano ang tawag natin sa mga ito?		
F.Paglinang na Kabihasaan	Pangkatin ang mag-aaral ayon sa kanilang kinahihiligang gawin.	Isa sa mga paraan upang matukoy ang kahulugan ng mga bagong salita ay sa pamamagitan ng pagbibigay ng mga salitang kasingkahulugan nito. Gumuhit sa kuwaderno ng bulaklak na katulad nito	Magsalaysay ng talambuhay ng isang karaniwang tao sa iyong pamayanan na nagpapahayag ng mahahalagang pangyayari sa kanyang buhay na ginagamitan ng panghalip panao. Tukuyin ang mga panghalip panao sa salaysay.	Pangkatin ang mga mag-aaral sa tatlo at magbigay ng sitwasyon upang makagawa ng representasyon sa pagkuha ng impormasyon.	Pangkatin ang klase. Bigyan ang bawat pangkat ng larawan ng isang pamilya. Sumulat ng isang talatang nagsasalaysay tungkol sa pamilyang nasa larawang ibinigay.
G.Paglalapat ng aralin sa pangaraw-araw na buhay	Paano ba maiiwasan o mababawasan ang kaso ng dengue sa ating pamayanan? Sino-sino ang mga magiging katuwang natin sa pagsugpo nito?	Batay sa ating kuwento at araling tinalakay, mahalaga ba ang wika bilang pagtugon sa pangngailangan at sitwasyon? Bakit? Sa paanong paraan?	Ang mga kaugalian ba nating mag Pilipino ay dapat panatilihin? Bakit? Pangatwiranan	Paano natin maipapakita ang pagtitipid at pagiging masinop sa sa mga bagay na ating pinaghahirapan? Bakit?	Ano-anong dapat gawin upang mapahalagahan ang ating pamilya?
H.Paglalahat ng aralin	Paano maibibigay ang paksa ng napakinggang kuwento/usapan	Paano ninyo naibibigay ang kahulugan ng mga pamilyar at di-pamilyar na salita?	Ano ang panghalip panao? Kailan ito ginagamit?	Paano ninyo mabibigyang-kahulugan ang bar, pie, line at talahanayan? Talakayin	1. Paano sinisimulan ang pagsulat ng talata? 2. Ano-anong dapat tandaan sa pagsulat ng talata?
I.Pagtataya ng aralin	Makinig na mabuti sa sitwasyong babasahin ng guro. Isulat ang paksa sa bawat isa	A. Ipasalaysay sa mga mag-aaral ang napakinggang teksto. B. Tukuyin ang kahulugan ng pamilyar at di-pamilyar na salitang may salungguhit sa pangungusap.Piliin sa loob ng kahon at isulat ang titik ng sagot sa patlang. ____1. Sabay-sabay na dumulog sa agahan ang mag-anak. ____2. Habol-hininga si Lian matapos magpuno ng tubig sa tatlong tapayan. ____3. Umusal si Aling Aida ng isang mataimtim na dalangin sa Panginoon. ____4. Hindi tumutol ang magkakapatid nang sila'y gisingin ng kanilang nanay. ____5. Si Gerric ang bunso sa limang magkakapatid. A. pinakabata C. pagod na pagod E. tumanggi B. matapat D. pangkaraniwan F. kumain	Gamitin ang tamang panghalip panao na angkop sa puwang. 1. Tinawag ____ ni Gwenn upang mag-almusal. 2. Hinimok sumama sa sina Princess at Jewel. 3. Nagsipaghanda ng gamit sa piknik sina Maricel at Irene. 4. Sumakit ang ulo kaya hindi ako napilit sumama. 6. Binato ang bunga ng manga.	Pag-aranan ang sitwasyon at gamitin ang iba't ibang uri ng grap upang maibigay ng representasyon sa pagkuha ng impormasyon.	Sumulat ng talata na may lima hanggang sampung pangungusap tungkol sa kung ano-anong plano mong gawin upang bigyang-halaga ang pamilya

J.Karagdagang Gawain para sa takdang aralin at remediation	Isulat ang paksa sa sitwasyon. Mahalaga ang halaman. Ito ay nagbibigay ng oxygen na kailangan ng tao sa paghinga. Sa halaman din kumukuha ng pagkain ang mga tao at hayop. Ang mga punongkahoy tulad ng manga, lansones, tsiko at abokado ang nagbibigay sa atin ng prutas. Ang gulay, mais, kamote at bigas ay galing din sa halaman	Sumulat ng limang pamilyar at di-pamilyar na salita at ibigay ang kahulugan nito	Sumulat ng isang talata gamit ang panghalip na panao	Kumuha ng pahayagan. Tingnan ang tsart ng halaga ng piso sa kasalukuyan. Ihambing ang halaga ng dolyar sa piso. Ipakita ito sa pamamagitan ng isang grap.	Ilarawan ang sariling pamilya sa pamamagitan ng pagsulat ng isang talata.
V.MGA TALA					
VI.PAGNINILAY					
A.Bilang ng mag-aaral na nakauha ng 80% sa pagtatayao.	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery
B.Bilang ng mag-aaralna nangangailangan ng iba pang Gawain para sa remediation	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. <input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. <input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher. <input type="checkbox"/> Majority of the pupils finished their work on time. <input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. <input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. <input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher. <input type="checkbox"/> Majority of the pupils finished their work on time. <input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. <input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. <input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher. <input type="checkbox"/> Majority of the pupils finished their work on time. <input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. <input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. <input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher. <input type="checkbox"/> Majority of the pupils finished their work on time. <input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. <input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. <input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher. <input type="checkbox"/> Majority of the pupils finished their work on time. <input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.
C.Nakatulong ba ang remedial? Bilang ng mag-aaral na nakaunawa sa aralin.	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above
D.Bilang ng mag-aaral na magpapatuloy sa remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation

E.Alin sa mga estratehiyang pagtuturo ang nakatulong ng lubos? Paano ito nakatulong?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson
F.Anong sulioranin ang aking naranasan na solusyunansa tulong ng aking punungguro at superbisor?	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation
G.Anong kagamitang panturo ang aking nadibuhos nanais kong ibahagi sa kapwa ko guro?	<p><i>Strategies used that work well:</i></p> <p>Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>Text Representation: Examples: Student created drawings, videos, and games.</p> <p>Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Group collaboration <input type="checkbox"/> Gamification/Learning through play <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks <input type="checkbox"/> Audio Visual Presentation of the lesson 	<p><i>Strategies used that work well:</i></p> <p>Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>Schema-Building: Examples: Compare and contrast, jigsaw learning, peer 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				<p>in doing their tasks</p> <p>— Audio Visual Presentation of the lesson</p>	<p>Why?</p> <p>— Complete IMs</p> <p>— Availability of Materials</p> <p>— Pupils' eagerness to learn</p> <p>— Group member's</p> <p>collaboration/cooperation in doing their tasks</p> <p>— Audio Visual Presentation of the lesson</p>
	<p>— Bullying among pupils</p> <p>— Pupils' behavior/attitude</p> <p>— Colorful IMs</p> <p>— Unavailable Technology Equipment (AVR/LCD)</p> <p>— Science/ Computer/ Internet Lab</p> <p>— Additional Clerical works</p>	<p>— Bullying among pupils</p> <p>— Pupils' behavior/attitude</p> <p>— Colorful IMs</p> <p>— Unavailable Technology Equipment (AVR/LCD)</p> <p>— Science/ Computer/ Internet Lab</p> <p>— Additional Clerical works</p>	<p>— Bullying among pupils</p> <p>— Pupils' behavior/attitude</p> <p>— Colorful IMs</p> <p>— Unavailable Technology Equipment (AVR/LCD)</p> <p>— Science/ Computer/ Internet Lab</p> <p>— Additional Clerical works</p>	<p>— Bullying among pupils</p> <p>— Pupils' behavior/attitude</p> <p>— Colorful IMs</p> <p>— Unavailable Technology Equipment (AVR/LCD)</p> <p>— Science/ Computer/ Internet Lab</p> <p>— Additional Clerical works</p>	<p>— Bullying among pupils</p> <p>— Pupils' behavior/attitude</p> <p>— Colorful IMs</p> <p>— Unavailable Technology Equipment (AVR/LCD)</p> <p>— Science/ Computer/ Internet Lab</p> <p>— Additional Clerical works</p>
	<p><i>Planned Innovations:</i></p> <p>— Contextualized/Localized Indigenized IM's</p> <p>— Localized Videos</p> <p>— Making big books from views of the locality</p> <p>— Recycling of plastics to be used as Instructional Materials</p> <p>— local poetical composition</p>	<p><i>Planned Innovations:</i></p> <p>— Contextualized/Localized and Indigenized IM's</p> <p>— Localized Videos</p> <p>— Making big books from views of the locality</p> <p>— Recycling of plastics to be used as Instructional Materials</p> <p>— local poetical composition</p>	<p><i>Planned Innovations:</i></p> <p>— Contextualized/Localized Indigenized IM's</p> <p>— Localized Videos</p> <p>— Making big books from views of the locality</p> <p>— Recycling of plastics to be used as Instructional Materials</p> <p>— local poetical composition</p>	<p><i>Planned Innovations:</i></p> <p>— Contextualized/Localized Indigenized IM's</p> <p>— Localized Videos</p> <p>— Making big books from views of the locality</p> <p>— Recycling of plastics to be used as Instructional Materials</p> <p>— local poetical composition</p>	<p><i>Planned Innovations:</i></p> <p>— Contextualized/Localized and Indigenized IM's</p> <p>— Localized Videos</p> <p>— Making big books from views of the locality</p> <p>— Recycling of plastics to be used as Instructional Materials</p> <p>— local poetical composition</p>

Noted:

LUCILA M. CARINGAL
Head Teacher III

 GRADES 1 to 12 DAILY LESSON LOG	School	Gregorio .Sison Mem. Elem. School	Grade Level	Five
	Teacher	Ednalyn D. Macaraig	Learning Area	Math
	Teaching Date and Time	July 10-14, 2017	Quarter	First

	Monday	Tuesday	Wednesday	Thursday	Friday
I.OBJECTIVES					
A.Content Standards	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	
B.Performance Standards	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	
C.Learning Competencies/Objectives	Subtracts fractions and mixed numbers without regrouping M5NS-If-85	Subtracts fractions and mixed numbers with regrouping M5NS-If-85	Solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools M5NS-If-87.2	Solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools M5NS-If-87.2	Summative Test
II.CONTENT	Number and number sense				
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.55	CG p.55	CG p.55	CG p.55	
2.Learners's Materials pages					
3.Textbook pages					
4.Additional materials from learning resource (LR) portal	BEAM LG Gr.5 Module 4 Subtraction of Dissimilar fraction	BEAM LG Gr.5 Module 4 Subtraction of Dissimilar fraction			
B.Other Learning Resource	flash cards, pocket chart	flash cards, pocket chart	power point, chart, number cards, cartolina strips, flaglets and dart board	power point, chart, number cards, cartolina strips, flaglets and dart board	
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Drill Directions: Change the following dissimilar fractions to similar Review Use flashcard to answer the ff.	Drill Directions: Match the fractions in Column A with its lowest terms in Column B. Write the correct answer on the space provided Review How do we change dissimilar fractions to similar fractions?	Drill Strategy: "Hi –Low " Materials: Fraction Cards, Show me board Mechanics: a. Form two groups of five and let each group form a line. Give each group a show-me-board. b. Fraction cards and laid on the table facing down.	Drill Strategy: "Hi –Low " Materials: Fraction Cards, Show me board Mechanics: a. Form two groups of five and let each group form a line. Give each group a show-me-board. b. Fraction cards and laid on the table facing down.	

			<p>c. The card in row "A" will be opened at the same time as the card in row "B".</p> <p>d. The first pupil in line will "Hi". If he/she thinks the fraction written on the card is in higher term and write "LOW", if the fraction on card is fraction written on card is in a lowest term. The pupil to show the correct answer gets a point for the group.</p> <p>e. The game continues until the last pupil in the line has answered. The Team/group with the most number of points wins the game.</p> <p>Review Strategy: GROUP CONTEST</p>	<p>c. The card in row "A" will be opened at the same time as the card in row "B".</p> <p>d. The first pupil in line will "Hi". If he/she thinks the fraction written on the card is in higher term and write "LOW", if the fraction on card is fraction written on card is in a lowest term. The pupil to show the correct answer gets a point for the group.</p> <p>e. The game continues until the last pupil in the line has answered. The Team/group with the most number of points wins the game.</p> <p>Review Strategy: GROUP CONTEST</p>	
B.Establisihing a purpose for the lesson	<p>Have you tried bibingka as a merienda? What can you say about it?</p> <p>Let us find out what Aling Ester's daily routine in selling her sumptuous treat.</p>	<p>Do you help your sister at home? How?</p> <p>Do you know how to cook?</p>	<p>Who among you is a scout member? What activities have you participated? Have you joined camping? How did you feel?</p>	<p>Who among you is a scout member? What activities have you participated? Have you joined camping? How did you feel?</p>	
C.Presenting Examples/ instances of the new lesson	Aling Ester sold the bibingka she made in the market. At lunch time, she brought home the 1 7/12 bibingka left. If her neighbors bought 4/12, how many more bibingka she have left to sell?	Glenn needs $6 \frac{1}{3}$ cups of sugar for the bibingka that he is planning to cook. He requested his sister to measure the amount of sugar in the container and found out that it was only $\frac{2}{4}$ cups. How much more does he need to have?	<p>Strategy: Problem Opener</p> <p>The boy scouts went camping 3 km away from their school. They hiked 1 26 km on the first day and 1 26 km on the second day.</p>	<p>Strategy: Problem Opener</p> <p>The boy scouts went camping 3 km away from their school. They hiked 1 26 km on the first day and 1 26 km on the second day.</p>	
D.Discussing new concepts and practicing new skills #1	<p>a. What are given?</p> <p>b. What is being asked?</p> <p>c. What operation will you use?</p> <p>d. How will you solve this problem?</p>	<p>What do we need to find out? What data are available? Are the data sufficient?</p> <p>Performing the Activities</p> <p>Divide the class into group of 5s. The task of the pupils is to help each other to solve the problem. Give them enough time to perform the task.</p> <p>After all groups have finished, asked them to post their output on the board and let them discuss their solutions</p>	<p>a. Ask the pupils to think about these:</p> <p>Why is it important to join scouting activities?</p> <p>b. Analyze the problem by asking the following questions:</p> <p>What is asked in the problem?</p> <p>What are given in the problem?</p> <p>Is there a hidden question to be solved? (What is the first thing that you have to solve in the problem?) Is it stated in the problem?</p> <p>What do you think are the operations to be used to solve the problem?</p> <p>2. Performing the Activities</p> <p>Ask the pupils to solve the problem by pairs.</p> <p>Understand</p> <p>Know what is asked in the problem?</p>	<p>a. Ask the pupils to think about these:</p> <p>Why is it important to join scouting activities?</p> <p>b. Analyze the problem by asking the following questions:</p> <p>What is asked in the problem?</p> <p>What are given in the problem?</p> <p>Is there a hidden question to be solved? (What is the first thing that you have to solve in the problem?) Is it stated in the problem?</p> <p>What do you think are the operations to be used to solve the problem?</p> <p>2. Performing the Activities</p> <p>Ask the pupils to solve the problem by pairs.</p>	

			<p>How much farther still will they have to hike to reach the camp? Know what are the given facts: 3 km, 1 26 km and 1 36 km Plan: Determine the operation to use: Addition and subtraction Draw a diagram to represent the problem.</p>	<p>Understand Know what is asked in the problem? How much farther still will they have to hike to reach the camp? Know what are the given facts: 3 km, 1 26 km and 1 36 km Plan: Determine the operation to use: Addition and subtraction Draw a diagram to represent the problem.</p>	
E. Discussing new concepts and practicing new skills #2	Aling Conching baked 24 $\frac{7}{9}$ dozens of macaroons. She reserved $\frac{6}{9}$ of a dozen for her children. How many dozen were left for her to sell?	<p>Group the learners into five groups. Tell them to answer the problem.</p> <p>Liza bought 312 kilogram of lanzones and 23 kilogram of dalandan. How many more kilogram of lanzones than dalandan did she buy?</p>	<p>After sharing the answers, let the pupils express their thoughts about the activity. Appreciate their thoughts then ask: How did you solve the problem?</p>	<p>After sharing the answers, let the pupils express their thoughts about the activity. Appreciate their thoughts then ask: How did you solve the problem?</p>	
F.Developing Mastery	<p>Subtract these mixed numbers and fractions. Write your answers in lowest terms.</p> <ol style="list-style-type: none"> $5\frac{8}{9} - 2\frac{2}{9}$ $4\frac{11}{2} - 3\frac{1}{2}$ $7\frac{9}{10} - 2\frac{1}{10}$ $9\frac{5}{6} - 2\frac{2}{6}$ $4\frac{13}{4} - 7\frac{1}{4}$ 	<p>Subtract the following fractions and mixed number. Reduce to lowest terms if possible.</p> <ol style="list-style-type: none"> $85\frac{1}{2} - 2\frac{2}{3}$ $16\frac{1}{4} - 3\frac{3}{8}$ $12\frac{2}{5} - 2\frac{2}{3}$ 	<p>Directions: Read and understand the following problems then solve.</p> <p>a. It took 10 hours to build a tent. If 4 12 hours were spent in preparing the poles, 3 hours in making the frame and the rest of the time in covering the frame, how many hours were spent in covering the frame?</p> <p>b. The perimeter of the triangle is 7012 cm. Two sides measures 25 cm and 31 cm. What is the measure of the third side?</p> <p>c. Faye bought of cloth. She used for a dress. How much cloth was left?</p> <p>2 12 m 14 3 56 km 2 16 km</p>	<p>Directions: Read and understand the following problems then solve.</p> <p>a. It took 10 hours to build a tent. If 4 12 hours were spent in preparing the poles, 3 hours in making the frame and the rest of the time in covering the frame, how many hours were spent in covering the frame?</p> <p>b. The perimeter of the triangle is 7012 cm. Two sides measures 25 cm and 31 cm. What is the measure of the third side?</p> <p>c. Faye bought of cloth. She used for a dress. How much cloth was left?</p> <p>2 12 m 14 3 56 km 2 16 km</p>	
G.Finding Practical application of concepts and skills in daily living	Miguel finished reading a book in 1 56 hours while Camille finished the same book in 46 hours. How much longer did it take Miguel to read the book?	<p>Provide each group with an activity sheet. Let them discuss the problem together and write the solution on the board.</p> <p>Group 1- James Christian biked 8410 km in going to market and 35km in going to school. How many kilometres farther is the market to school?</p>	<p>Group Activity Provide each group with a problem to solve. Post their answers on the board.</p> <p>Directions: Read and analyze. Solve for the correct answer.</p> <p>Group 1- Grandma bought 16 34 metres of cloth. She used 8 12 metres for curtains and 7 12 metres for bed cover. How</p>	<p>Group Activity Provide each group with a problem to solve. Post their answers on the board.</p> <p>Directions: Read and analyze. Solve for the correct answer.</p> <p>Group 1- Grandma bought 16 34 metres of cloth. She used 8 12 metres for curtains and 7 12 metres for bed cover. How</p>	

		<p>Group 2 - Dionne Josette used 1215 metre of chicken wire to cover the hole of the fence and another 46 metre as plant holders. How many more metres of chicken wire did he use to cover the hole of the fence than that of the plant holders?</p> <p>Group 3- Police Officer Ng was driving from San Jose to Lipa, with an approximate distance of 9 15 kilometres. When he reached BanayBanay District Hospital he had a flat tire. If he had driven 46 kilometres, how many more kilometres will he need to drive?</p>	<p>many metres of clothe were not used?</p> <p>Group 2- Gomez loves to travel to different places.. He spent 6 12 days in the first destination and 4 78 days in the second destination. How many days longer was he in his first destination?</p> <p>Group 3- I had 6 kilograms of mangoes. I gave 114 kg. to Sandra. How many kilos of mangoes were left for me?</p> <p>Group 4- Julie had 5 916 metres of lace. She used 1 23 metres for a chemise, 34 metres for a handkerchief and 56 metres for a blouse. How much lace was left?</p>	<p>many metres of clothe were not used?</p> <p>Group 2- Gomez loves to travel to different places.. He spent 6 12 days in the first destination and 4 78 days in the second destination. How many days longer was he in his first destination?</p> <p>Group 3- I had 6 kilograms of mangoes. I gave 114 kg. to Sandra. How many kilos of mangoes were left for me?</p> <p>Group 4- Julie had 5 916 metres of lace. She used 1 23 metres for a chemise, 34 metres for a handkerchief and 56 metres for a blouse. How much lace was left?</p>	
H.Making generalization and abstraction about the lesson	<p>To subtract mixed numbers and fractions with similar denominators without regrouping:</p> <ul style="list-style-type: none"> ■ Subtract the numerators of the fractions ■ Change the fraction to lowest terms and affix the whole number <p>Miguel finished reading a book in 1 56 hours while Camille finished the same book in 46 hours. How much longer did it take Miguel to read the book?</p> <p>To subtract mixed</p>	<p>How do you subtract fractions and mixed number wit</p>	<p>In solving problems what are the steps to follow?</p>	<p>In solving problems what are the steps to follow?</p>	
I.Evaluating learning	<p>Subtract these mixed numbers and fractions. Change your answers to lowest terms.</p> <p>a. $8\frac{9}{10} - 6\frac{1}{10}$ b. $2\frac{1}{4} - 1\frac{5}{18}$ c. $7\frac{4}{7} - 3\frac{3}{7}$ d. $9\frac{6}{14} - 8\frac{8}{14}$ e. $5\frac{15}{18} - 7\frac{7}{18}$</p>	<p>A. Directions: Subtract the following fractions and mixed number. Reduce to lowest terms if possible.</p> <p>a. $6\frac{1}{5}$ b. $8\frac{2}{7}$ c. $9\frac{1}{3}$ - $2\frac{4}{4}$ - $3\frac{5}{5}$ - $4\frac{4}{5}$</p> <p>B. Analyze and solve. Write your complete solution.</p> <p>1. James and Dionne own neighboring cornfields. James harvested $12\frac{2}{7}$ of an acre of corn on Monday and Dionne harvested $\frac{6}{8}$ of an acre. How many more acres did James harvest than Dionne?</p> <p>2. Elyza Angela and her sister went together to get haircuts. Elyza Angela got $2\frac{1}{7}$ of an inch cut off and her sister got $\frac{3}{4}$ of an inch cut off. Compared to her sister, how much more hair did Elyza Angela get taken off?</p>	<p>Read the following problems and solve for the correct answer</p>	<p>Read the following problems and solve for the correct answer</p>	
J.additional activities for application or remediation	<p>Subtract the following fractions. Change your answers to lowest</p>		<p>Solve the following problems. Be sure to show your solution.</p>	<p>Solve the following problems. Be sure to show your solution.</p>	

	<p>terms.</p> <p>a. $13\frac{8}{10} - 2\frac{1}{10}$ b. $7\frac{7}{14} - 3\frac{1}{14}$ c. $15\frac{10}{15} - 1\frac{1}{15}$ d. $9\frac{6}{14} - 5\frac{1}{14}$ e. $11\frac{5}{8} - 1\frac{1}{8}$</p>	<p>Directions: Subtract the following fractions and mixed number.</p> <p>Reduce to lowest terms if possible.</p> <p>a. $83/5 - 4/10$ b. $155/7 - 4/5$ c. $101/3 - 4/5$ d. $281/7 - 5/8$ e. $43\frac{2}{5} - 5/7$</p>	<p>a. Remy used 29 liter of oil in preparing the banana cue while 35 liter was used in preparing banana fritters. Which recipe used more oil?</p> <p>b. Marlon painted the poultry house using 56 liter of brown paint and 23 liter of green paint. How much more brown paint was used than the white paint?</p> <p>c. Elmie had 8 14 meters of white cloth. Evelyn asked for 34 meter for her project in Science, How many meters of cloth were left?</p>	<p>a. Remy used 29 liter of oil in preparing the banana cue while 35 liter was used in preparing banana fritters. Which recipe used more oil?</p> <p>b. Marlon painted the poultry house using 56 liter of brown paint and 23 liter of green paint. How much more brown paint was used than the white paint?</p> <p>c. Elmie had 8 14 meters of white cloth. Evelyn asked for 34 meter for her project in Science, How many meters of cloth were left?</p>	
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	<p><input type="checkbox"/> Lesson carried. Move on to the next objective.</p> <p><input type="checkbox"/> Lesson not carried.</p> <p><input type="checkbox"/> % of the pupils got 80% mastery</p>	<p><input type="checkbox"/> Lesson carried. Move on to the next objective.</p> <p><input type="checkbox"/> Lesson not carried.</p> <p><input type="checkbox"/> % of the pupils got 80% mastery</p>	<p><input type="checkbox"/> Lesson carried. Move on to the next objective.</p> <p><input type="checkbox"/> Lesson not carried.</p> <p><input type="checkbox"/> % of the pupils got 80% mastery</p>	<p><input type="checkbox"/> Lesson carried. Move on to the next objective.</p> <p><input type="checkbox"/> Lesson not carried.</p> <p><input type="checkbox"/> % of the pupils got 80% mastery</p>	<p><input type="checkbox"/> Lesson carried. Move on to the next objective.</p> <p><input type="checkbox"/> Lesson not carried.</p> <p><input type="checkbox"/> % of the pupils got 80% mastery</p>
B.No.of learners who require additional activities for remediation	<p><input type="checkbox"/> Pupils did not find difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils found difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p><input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p><input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p><input type="checkbox"/> Majority of the pupils finished their work on time.</p> <p><input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p><input type="checkbox"/> Pupils did not find difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils found difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p><input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p><input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p><input type="checkbox"/> Majority of the pupils finished their work on time.</p> <p><input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p><input type="checkbox"/> Pupils did not find difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils found difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p><input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p><input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p><input type="checkbox"/> Majority of the pupils finished their work on time.</p> <p><input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p><input type="checkbox"/> Pupils did not find difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils found difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p><input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p><input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p><input type="checkbox"/> Majority of the pupils finished their work on time.</p> <p><input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p><input type="checkbox"/> Pupils did not find difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils found difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p><input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p><input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p><input type="checkbox"/> Majority of the pupils finished their work on time.</p> <p><input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.</p>
C.Did the remedial work? No.of learners who have caught up with the lesson	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above
D.No. of learners who continue to require remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation

E.Which of my teaching strategies worked well? Why did these work?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can help me solve?	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation
G.What innovation or localized materials did I use/discover which I wish to share with other teachers?	<p>Strategies used that work well:</p> <p>Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>Text Representation: Examples: Student created drawings, videos, and games.</p> <p>Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Group collaboration <input type="checkbox"/> Gamification/Learning through play <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks <input type="checkbox"/> Audio Visual Presentation of the lesson 	<p>Strategies used that work well:</p> <p>Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>Schema-Building: Examples: Compare and contrast, jigsaw 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	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works
	<i>Planned Innovations:</i> <input type="checkbox"/> Contextualized/Localized and Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Contextualized/Localized Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Contextualized/Localized Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Contextualized/Localized Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Contextualized/Localized and Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition

Noted:

LUCILA M. CARINGAL
Head Teacher III

 GRADES 1 to 12 DAILY LESSON LOG	School Gregorio .Sison Mem. Elem. School	Grade Level Five
	Teacher Ednalyn D. Macaraig	Learning Area Science
	Teaching Date and Time July 10-14, 2017	Quarter First

	Monday	Tuesday	Wednesday	Thursday	Friday
I. OBJECTIVES					
A. Content Standards	Materials undergo changes due to oxygen and heat	Materials undergo changes due to oxygen and heat	Materials undergo changes due to oxygen and heat	Materials undergo changes due to oxygen and heat	Materials undergo changes due to oxygen and heat

B.Performance Standards	The learner uses local, recyclable solid and /or liquid materials in making useful products	The learner uses local, recyclable solid and /or liquid materials in making useful products	The learner uses local, recyclable solid and /or liquid materials in making useful products	The learner uses local, recyclable solid and /or liquid materials in making useful products	The learner uses local, recyclable solid and /or liquid materials in making useful products
C.Learning Competencies/Objectives	Identify recyclable materials S5MT-le-g-3	Enumerate ways of recycling waste materials. S5MT-le-g-3	Enumerate ways of reducing waste materials S5MT-le-g-3	Enumerate ways of reusing materials. S5MT-le-g-3	Enumerate ways of recovering useful materials from waste S5MT-le-g-3
II.CONTENT	Changes that materials undergo	Changes that materials undergo	Changes that materials undergo	Changes that materials undergo	Changes that materials undergo
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p. 30	CG p. 30	CG p. 30	CG p. 30	CG p. 30
2.Learners's Materials pages					
3.Textbook pages	Science Spectrum 6, Rebecca R. Fallaria et.al pp. 135-136	Science and Health 5, Natividad Alegre-Del Prado, pp.150-152	Science Spectrum 6 by Rebecca R. Fallaria, et.al., pp.133-135	Science Spectrum Work Text in Science 6, Rebecca R. Fallaria, Nenita A. Apolinar and Jesse D. Ronquillo, p. 134	
4.Additional materials from learning resource (LR) portal					
B.Other Learning Resource	real objects that can be recycled cut – out pictures of materials from old magazines/ newspapers powerpoint presentation activity sheets, marking pen, manila paper	puzzle, worksheet, flashcards, activity sheet	pictures power point presentation	trash bin, metacards, activity sheets, table	sack or sako trash can 1 big Empty bottle of mineral water 1 big Pail pots 5 pcs of Small bamboo
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Review Ask: What are the different ways to solve waste disposal problem?	Checking of Assignment Review Let the pupils give examples of recyclable materials	What are the ways of recycling waste materials	Review: Game: Let's Clean State the situation. Erwin, Raymond and Julius were given a task to clean their bedroom and take out all the things that they do not need anymore. Here are the things they found in their bedroom. Help them to classify these things in the proper boxes. Get the metacards then paste it on the box.	Checking of Assignment
B.Establishing a purpose for the lesson	Have a game: Bring Me Ask pupils to observe different materials inside the classroom and instruct them to determine what object should be brought in front.	Say: Today, we are going to play a game. We will call it, "Name, Please!" You are going to draw a line from each recycle guy to their name.	Motivation Show pictures of things that pupils usually use such as paper, plastic bottle, pile of clothes, plastic bag. Ask: How often do you use them? What do you think will happen if you use them once and dispose?	Motivation Buy me, Reuse Me! (Three Groups	The teacher will present a video clip about a house burning Ask: How do you feel after watching the video clip? Why do you think it happened? If you were Nina, what will you do?

		 <p>Meet the Recycle Guys</p> <p>Names, please!</p> <p>Draw a line from each Recycle Guy to their name.</p> <p>Sam Soda Bottle Glenda Glass Bart Battery Perry Paper Molly Milk Jug Toby Tire Clayton Can</p>																															
C.Presenting Examples/ instances of the new lesson	<ol style="list-style-type: none"> 1. Group pupils into 4 groups. 2. Set the standards in doing the group activity. 3. Give pupils the activity sheets to be used. 4. Set the time for pupils to do the activity. 	<ol style="list-style-type: none"> 1. Setting of standards. 2. Introduce the lesson by revealing the secret code <p>Use this number-letter code to find the Recycle Guys' secret message.</p> <table border="1"> <tr> <td>1 = A</td> <td>5 = E</td> <td>9 = I</td> <td>13 = M</td> <td>17 = Q</td> <td>21 = U</td> <td>25 = Y</td> </tr> <tr> <td>2 = B</td> <td>6 = F</td> <td>10 = J</td> <td>14 = N</td> <td>18 = R</td> <td>22 = V</td> <td>26 = Z</td> </tr> <tr> <td>3 = C</td> <td>7 = G</td> <td>11 = K</td> <td>15 = O</td> <td>19 = S</td> <td>23 = W</td> <td></td> </tr> <tr> <td>4 = D</td> <td>8 = H</td> <td>12 = L</td> <td>16 = P</td> <td>20 = T</td> <td>24 = X</td> <td></td> </tr> </table>	1 = A	5 = E	9 = I	13 = M	17 = Q	21 = U	25 = Y	2 = B	6 = F	10 = J	14 = N	18 = R	22 = V	26 = Z	3 = C	7 = G	11 = K	15 = O	19 = S	23 = W		4 = D	8 = H	12 = L	16 = P	20 = T	24 = X		<ol style="list-style-type: none"> 1. Group the class into four. 2. Distribute the pictures previously shown. 3. Ask each group to brainstorm on the uses of each material and then solicit ideas on how to reduce the production of these waste materials? 4. Encourage them to suggest alternative instead of the given material. 5. Tell them to be creative in presenting their group output 	<p>Say: Class, today we are going to play "tinda-tindahanan". Suppose that I am the owner of the store, so we will call it, "Mam/Sir Ukay, Ukay Store!" I am going to distribute Php 1000.00 play - money to each group. Be sure that each group will use the money wisely</p> <p>What did you buy? Why did you buy that?</p> <p>Do you practice the same with what you did in our activity?</p> <p>Have you experience buying something to ukay-ukay store?</p> <p>How do you spend your money</p>	<p>Activity Proper</p> <ol style="list-style-type: none"> 1. Group the pupils into five 2. Set standards to follow during group activity especially when it is held outside the classroom. 3. Check the learners material that they are going to use in the activity
1 = A	5 = E	9 = I	13 = M	17 = Q	21 = U	25 = Y																											
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D.Discussing new concepts and practicing new skills #1	<p>Let pupils answer the following questions based on the activity they did:</p> <p>What is the use of the original bottle of water in the picture?</p> <p>How is the empty bottle of water be used for another purpose?</p> <p>Aside from flower vase, pen holder and lantern, in what other way can you use it?</p> <p>What is the use of the rubber tire in the picture?</p> <p>How can the old rubber tire be used for another purpose?</p> <p>Aside from plant pot, in what other way or purpose can you use it again?(use the same pattern of questions for the remaining pictures)</p> <p>Based on this activity, what can you say about the different products or materials that we are usually using?</p> <p>How do you call these kind of materials?</p>	<p>Let the pupils do the activity</p>	<ol style="list-style-type: none"> 1. Group Presentation. 2. Guide Questions: <ol style="list-style-type: none"> a. What other waste materials in the environment that can be lessen? b. In what way can we reduce the use of gasoline in vehicles? c. Why do you think food chains now a days are using durable plastic plates/glasses and stainless spoons/forks to serve costumers? 	<p>A. Group Activity</p> <ol style="list-style-type: none"> 1. Setting activity standards. 2. Gather the materials needed for the activity. 3. Distribute the materials to the group. 4. Performing the activity. 5. Filling Up data table 	<p>How did you feel after the activity?</p> <p>What are the steps in making the compost pit?</p> <p>What materials did you use in the activity?</p> <p>What did you do with those materials?</p> <p>What is the purpose of using different kinds of material</p>																												

	What do you call the process of using discarded materials into another useful purpose? Can you give other examples of recyclable materials				
E. Discussing new concepts and practicing new skills #2		<ol style="list-style-type: none"> 1. Have the group representative to present the results of the activity. Three (3) minutes may be given per group presentation. 2. Discuss the activity. Check the pupils' responses to the activity questions. 3. Clarify misconceptions when needed. 4. Guide Questions: 5. How can you make an old pickle jar useful? 6. What will you do with the pile of old newspaper in your living room? 7. When the milk bottle is empty, what will you do? 	<p>Guide Questions:</p> <ol style="list-style-type: none"> a. What other waste materials in the environment that can be lessen? b. In what way can we reduce the use of gasoline in vehicles? c. Why do you think food chains now a days are using durable plastic plates/glasses and stainless spoons/forks to serve costumers? 	<p>A. Group reporting and presentation</p> <p>B. Answering the guide questions:</p> <ul style="list-style-type: none"> ■ What are some materials that we can reuse? ■ What are the characteristics of materials that we can reuse? ■ How do we reuse materials? ■ Why is it important to reuse materials? 	
F.Developing Mastery					
G.Finding Parctical application of concepts and skills in daily living	Why is recycling of materials very important?	List down some ways of recycling the following materials	Why is it important to plan the food and utensils if there is an occasion like birthday? What is its implication to environmental issues?	Test your cooperation. Challenge your creativity Show reuse of materials through drawing	If you are member of SPG or Supreme Pupil Government what activity would you conduct to raise funds for your project?
H.Making generalization and abstraction about the lesson	What are the examples of recyclable materials? What is recycling?	Lead the class to realize that: Instead of buying things that we need, we should try to create useful things that we need from waste materials. In this way we can save money and preserve the environment.	Reduce simply means lessen the use of unnecessary materials. The following are some ways to reduce the use of materials:	Let the pupils read the bits of information	Let the pupils read the bits of information
I.Evaluating learning	Draw a ___ if the material is recyclable and ___ if not. 1. tire 2. plastic container 3. used aluminum foil 4. candy wrapper 5 used diaper	<ol style="list-style-type: none"> 1. Enumerate 3 ways on how large plastic water containers can be recycled. 2. Cite 2 possible recycling procedures can be applied to tin cans 	<p>Read the following situations. Draw a ☺ happy face on the blank if the action shows ways of reducing waste materials and a ☹ sad face if not.</p> <p>_____ 1. Rebecca wrapped the slice of cake in an aluminum foil and kept it in the fridge.</p> <p>_____ 2. Mother wrote a short note for Paolah in a whole sheet of bond paper before going to the office.</p>	<p>Directions: Choose the letter of the best answer.</p> <ol style="list-style-type: none"> 1. Plastic is commonly used as soft drinks container, what material can you use as a substitute for plastic? 2. In his class, Mr. Lumbres told his students to reuse paper <p>A. empty cans B. empty plastic bottles C. old shoes D. scratch paper</p>	<p>Read and analyze each sentence. Write True if the concept is correct and False if it is wrong.</p> <p>_____ 1. Food scraps and fruit peelings are biodegradable waste.</p> <p>_____ 2. You recover waste when you refuse to buy a product that you do not need.</p> <p>_____ 3. The best way to get rid of trash and save energy is recovering.</p>

			<p>_____3. Mrs. De Chavez brings shopping bag every time she shops.</p> <p>_____4. Kayla refuses to buy a new school bag because her bag is still usable.</p> <p>_____5. Chito cut his old pants with holes and made it into short pants.</p>	<p>instead of throwing it in the bin. How will they do it?</p> <p>A. Make an origami.</p> <p>B. Use it as a scratch paper in computing mathematical equation.</p> <p>C. Give it to your classmate.</p> <p>D. Never mind the advice of your teacher.</p> <p>3. Some materials are normally useful even after serving its original purpose. What will you do to an empty canister at home?</p> <p>A. Place it inside the cabinet.</p> <p>B. Burn it.</p> <p>C. Use it instead of plastic to place your meal for lunch.</p> <p>D. Make a trash bin out of it.</p> <p>4. You have a lot of small dresses in your cabinet. You have noticed that your playmate used old clothing. Is it right to share the clothes that you are not using?</p> <p>A. Yes, because he is my friend.</p> <p>B. Yes, instead of storing the dress it will be useful one.</p> <p>C. No, it is a gift from my parents.</p> <p>D. No, I will burn it.</p> <p>5. The following materials can be reused, EXCEPT:</p> <p>A. woods C. aluminum cans</p> <p>B. paper D. paint brush</p>	<p>_____4. Decomposable wastes can be buried in the soil and change to compost.</p> <p>_____5. Recovery change the old discarded waste into a new product.</p>
J.additional activities for application or remediation	<p>Think of any useful products that can be made out of the following recyclable materials. List as many as you can</p> <p>1. old calendar</p> <p>2. scratch paper</p> <p>3. plastic spoon</p> <p>4. coconut leaves</p> <p>5. empty milk box</p>	<p>There are some types of waste that should never be put in the trash can. These waste maybe dangerous or they may require a special type of disposal. They should be kept out of the landfills. Cite some examples of harmful wastes. List three (3) possible ways to recycle them</p>	<p>Gather information about other ways on how to reduce the waste materials produced. Write you answers in your Science Notebook.</p>	<p>How do you reuse the following materials:</p> <p>1. empty sack</p> <p>2. empty plastic bottle</p> <p>3. cartoon</p> <p>4. plastic wares</p>	<p>From an old newspaper cut an article about ways on recovering materials. Paste it on your Science notebook</p>
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	<p>____Lesson carried. Move on to the next objective.</p> <p>____Lesson not carried.</p> <p>____% of the pupils got 80% mastery</p>	<p>____Lesson carried. Move on to the next objective.</p> <p>____Lesson not carried.</p> <p>____% of the pupils got 80% mastery</p>	<p>____Lesson carried. Move on to the next objective.</p> <p>____Lesson not carried.</p> <p>____% of the pupils got 80% mastery</p>	<p>____Lesson carried. Move on to the next objective.</p> <p>____Lesson not carried.</p> <p>____% of the pupils got 80% mastery</p>	<p>____Lesson carried. Move on to the next objective.</p> <p>____Lesson not carried.</p> <p>____% of the pupils got 80% mastery</p>
B.No.of learners who require additional activities for remediation	<p>____Pupils did not find difficulties in answering their lesson.</p> <p>____Pupils found difficulties in answering their lesson.</p>	<p>____Pupils did not find difficulties in answering their lesson.</p> <p>____Pupils found difficulties in answering their lesson.</p>	<p>____Pupils did not find difficulties in answering their lesson.</p> <p>____Pupils found difficulties in answering their lesson.</p>	<p>____Pupils did not find difficulties in answering their lesson.</p> <p>____Pupils found difficulties in answering their lesson.</p>	<p>____Pupils did not find difficulties in answering their lesson.</p> <p>____Pupils found difficulties in answering their lesson.</p>

	<p><input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p><input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p><input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p><input type="checkbox"/> Majority of the pupils finished their work on time.</p> <p><input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p><input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p><input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p><input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p><input type="checkbox"/> Majority of the pupils finished their work on time.</p> <p><input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p><input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p><input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p><input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p><input type="checkbox"/> Majority of the pupils finished their work on time.</p> <p><input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p><input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p><input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p><input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p><input type="checkbox"/> Majority of the pupils finished their work on time.</p> <p><input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p><input type="checkbox"/> Pupils found difficulties in answering their lesson.</p> <p><input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p><input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p><input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p><input type="checkbox"/> Majority of the pupils finished their work on time.</p> <p><input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.</p>
C.Did the remedial work? No.of learners who have caught up with the lesson	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above	<input type="checkbox"/> of Learners who earned 80% above
D.No. of learners who continue to require remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation	<input type="checkbox"/> of Learners who require additional activities for remediation
E.Which of my teaching strategies worked well? Why did these work?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can helpme solve?	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation
G.What innovation or localized materials did used/discover which I wish to share with other teachers?	<p><i>Strategies used that work well:</i></p> <p>Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p>	<p><i>Strategies used that work well:</i></p> <p>Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p>	<p><i>Strategies used that work well:</i></p> <p>Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p>	<p><i>Strategies used that work well:</i></p> <p>Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p>	<p><i>Strategies used that work well:</i></p> <p>Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p>

	<p><u>Text Representation:</u> <u>Examples:</u> Student created drawings, videos, and games.</p> <p><u>Modeling: Examples:</u> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Explicit Teaching</u> <input type="checkbox"/> <u>Group collaboration</u> <input type="checkbox"/> <u>Gamification/Learning through play</u> <input type="checkbox"/> <u>Answering preliminary activities/exercises</u> <input type="checkbox"/> <u>Carousel</u> <input type="checkbox"/> <u>Diads</u> <input type="checkbox"/> <u>Differentiated Instruction</u> <input type="checkbox"/> <u>Role Playing/Drama</u> <input type="checkbox"/> <u>Discovery Method</u> <input type="checkbox"/> <u>Lecture Method</u> <p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Complete IMs</u> <input type="checkbox"/> <u>Availability of Materials</u> <input type="checkbox"/> <u>Pupils' eagerness to learn</u> <input type="checkbox"/> <u>Group member's collaboration/cooperation in doing their tasks</u> <input type="checkbox"/> <u>Audio Visual Presentation of the lesson</u> 	<p>Examples: Student created drawings, videos, and games.</p> <p>Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Explicit Teaching</u> <input type="checkbox"/> <u>Group collaboration</u> <input type="checkbox"/> <u>Gamification/Learning through play</u> <input type="checkbox"/> <u>Answering preliminary activities/exercises</u> <input type="checkbox"/> <u>Carousel</u> <input type="checkbox"/> <u>Diads</u> <input type="checkbox"/> <u>Differentiated Instruction</u> <input type="checkbox"/> <u>Role Playing/Drama</u> <input type="checkbox"/> <u>Discovery Method</u> <input type="checkbox"/> <u>Lecture Method</u> <p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Complete IMs</u> <input type="checkbox"/> <u>Availability of Materials</u> <input type="checkbox"/> <u>Pupils' eagerness to learn</u> <input type="checkbox"/> <u>Group member's collaboration/cooperation in doing their tasks</u> <input type="checkbox"/> <u>Audio Visual Presentation of the lesson</u> 	<p><u>Text Representation:</u> <u>Examples:</u> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><u>Modeling: Examples:</u> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Explicit Teaching</u> <input type="checkbox"/> <u>Group collaboration</u> <input type="checkbox"/> <u>Gamification/Learning through play</u> <input type="checkbox"/> <u>Answering preliminary activities/exercises</u> <input type="checkbox"/> <u>Carousel</u> <input type="checkbox"/> <u>Diads</u> <input type="checkbox"/> <u>Differentiated Instruction</u> <input type="checkbox"/> <u>Role Playing/Drama</u> <input type="checkbox"/> <u>Discovery Method</u> <input type="checkbox"/> <u>Lecture Method</u> <p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Complete IMs</u> <input type="checkbox"/> <u>Availability of Materials</u> <input type="checkbox"/> <u>Pupils' eagerness to learn</u> <input type="checkbox"/> <u>Group member's collaboration/cooperation in doing their tasks</u> <input type="checkbox"/> <u>Audio Visual Presentation of the lesson</u> 	<p><u>Text Representation:</u> <u>Examples:</u> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><u>Modeling: Examples:</u> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Explicit Teaching</u> <input type="checkbox"/> <u>Group collaboration</u> <input type="checkbox"/> <u>Gamification/Learning through play</u> <input type="checkbox"/> <u>Answering preliminary activities/exercises</u> <input type="checkbox"/> <u>Carousel</u> <input type="checkbox"/> <u>Diads</u> <input type="checkbox"/> <u>Differentiated Instruction</u> <input type="checkbox"/> <u>Role Playing/Drama</u> <input type="checkbox"/> <u>Discovery Method</u> <input type="checkbox"/> <u>Lecture Method</u> <p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Complete IMs</u> <input type="checkbox"/> <u>Availability of Materials</u> <input type="checkbox"/> <u>Pupils' eagerness to learn</u> <input type="checkbox"/> <u>Group member's collaboration/cooperation in doing their tasks</u> <input type="checkbox"/> <u>Audio Visual Presentation of the lesson</u> 	
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	<p><i>Planned Innovations:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contextualized/Localized Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <p>and</p> <p><i>Planned Innovations:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contextualized/Localized and Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition 	<p><i>Planned Innovations:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contextualized/Localized Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <p>and</p> <p><i>Planned Innovations:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contextualized/Localized and Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition 	<p><i>Planned Innovations:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contextualized/Localized Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition
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Noted:

LUCILA M. CARINGAL
Head Teacher III

 GRADES 1 to 12 DAILY LESSON LOG	School	Gregorio .Sison Mem. Elem. School	Grade Level	Five
	Teacher	Ednahlyn D. Macaraig	Learning Area	EPP
	Teaching Date and Time	July 25-29, 2016	Quarter	First

	Monday	Tuesday	Wednesday	Thursday	Friday
I.LAYUNIN					
A.Pamantayang Pangnilalaman	Naipamamalas ang pang-unawa sa kaalaman at kasanayan sa pag-aalaga	Naipamamalas ang pang-unawa sa kaalaman at kasanayan sa pag-aalaga	Naipamamalas ang pang-unawa sa kaalaman at kasanayan sa pag-aalaga	Naipamamalas ang pang-unawa sa kaalaman at kasanayan sa	

	ng hayop bilang gawaing mapagkakakitaan	ng hayop bilang gawaing mapagkakakitaan	ng hayop bilang gawaing mapagkakakitaan	pag-aalaga ng hayop bilang gawaing mapagkakakitaan	
B.Pamantayan sa Pagganap	Naisasagawa nang may kawilihan ang pag-aalaga ng hayop[bilang gawaing mapagkakakitaan	Naisasagawa nang may kawilihan ang pag-aalaga ng hayop[bilang gawaing mapagkakakitaan	Naisasagawa nang may kawilihan ang pag-aalaga ng hayop[bilang gawaing mapagkakakitaan	Naisasagawa nang may kawilihan ang pag-aalaga ng hayop[bilang gawaing mapagkakakitaan	
C.Mga Kasanayan sa Pagkatuto	<p>1. Naipapakita ang kaalaman, kasanayan, kawilihan at mapagkakitaang gawain sa pag-aalaga ng poltri o isda</p> <p>2. Naisasagawa ang mga kaalaman, kasanayan, kawilihan at mapagkakakitaang gawain sa pag-aalaga ng poltri o isda</p> <p>3. Naipadarama ang kahalagahan ng pag-aalaga ng polti at isda</p> <p>EPP5AG-Oe-10</p>	<p>1. Naipaliliwanag ang kabutihang dulot ng pag-aalaga ng poltri o isda</p> <p>2. Naisasabuhay ang pagtitiwala sa sarili sa pag-aalaga ng poltri o isda</p> <p>K-12 CG EPP5 AG Oe-11 LC 2.2 P.19</p>	<p>1. Nakapagsasaliksik ng mga katangian, uri, pangangailangan, pamamaraan ng pag-aalaga at pagkukunan ng mga hayop na maaaring alagaan at karanasan ng taong nag-aalaga ng hayop</p> <p>2. Natatalakay ang mga katangian, uri at pangangailangan, pamamaraan ng pag-aalaga at pagkukunan ng mga hayop na maaaring alagaan at karanasan ng taong nag-aalaga ng hayop.</p> <p>3. Naipakikita ang kawilihan sa pagtalakay ng aralin ukol sa uri, pagsasaliksik ng katangian, pangangailangan, pamamaraan at pagkukunan ng mga hayop na maaaring alagaan ng taong nag-aalaga</p> <p>K-12 CG EPP5 AG-Of-12 LC 2.3 p.19</p>	<p>1. Nakapagsasaliksik ng mga katangian, uri, pangangailangan at pamamaraan ng pag-aalaga at pagkukunan ng mga isda na maaaring alagaan at karanasan ng taong mag-aalaga ng isda.</p> <p>2. Natatalakay ang mga katangian, uri, pangangailangan at pamamaraan ng pag-aalaga at pagkukunan ng mga isda na maaaring alagaan at karanasan ng taong mag-aalaga.</p> <p>3. Naipakikita ang kawilihan sa pagtalakay na aralin ukol sa katangian, uri, pangangailangan at pamamaraan ng pag-aalaga at pagkukunan ng mga isda na maaaring alagaan</p> <p>K-12 CG EPP5 AG-Of-12 LC 2.3 p.19</p>	Summative Test
II.NILALAMAN	Pag-aalaga ng hayop	Pag-aalaga ng hayop	Pag-aalaga ng hayop	Pag-aalaga ng hayop	
III.KAGAMITANG PANTURO					
A.Sanggunian					
1.Mga pahina sa Gabay ng Guro	CG p.19	CG p.19	CG p.19	CG p.19	
2.Mga pahina sa kagamitang pang-mag-aaral					
3.Mga pahina sa teksbuk	Makabuluhang Gawaing Pantahanan at Pangkabuhayan 5 p.161-162,	Makabuluhang Gawaing Pantahanan at Pangkabuhayan 5 p161	Makabuluhang Gawaing Pantahanan at Pangkabuhayan 5 pp. 162 at 164	Umunlad sa paggawa 5 pp. 144-148	
4.Karagdagang kagamitan mula sa portal ng Learning Resource					
B.Iba pang kagamitang panturo	tsart, laptop, projector, larawan	Larawan, tsart, laptop computer, projector	larawan, tsart, Computer, Projector, meta card		
IV.PROCEDURES					
A.Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Balik-Aral: Ano ano ang mga paraan ng pagtatala ng puhanan, gastos, kita at maiimpok sa mga inaning halamang gulay?	1.Balik-Aral: Hahatiin ang klase sa dalawang pangkat. Magbibigay ang guro ng mga kartolina strips na naglalaman ng mga pamamaraan ng pag-aalaga ng poltri o isda at mga kaalaman/kasanayan nito. Pagsasama-samahin sa kanya-kanyang pangkat ang pamamaraan at katangian	Balik-aral: Panuto: Piliin sa mga nakapaskil na meta cards sa pisara ang mga kabutihang naidudulot ng pag-aalaga ng hayop at ilagay sa ilalim ng paksang nakakapit sa tsart na nasa pisara.	Balik-aral: Basahin ang mga sumusunod na pangungusap. Sabihin ang salitang DEAL kung tumutukoy sa mga uri, katangian at pangangailangan ng hayop na alagaan at NO DEAL kung hindi.	
B.Paghahabi sa layunin ng aralin	Pagpapakita ng mga larawan ng poltri o isda gamit ang projector. a. Ano ang napapansin ninyo sa mga larawan?	Pagpapanood sa mga bata ng “video presentation” tungkol sa kabutihang dulot ng pag-aalaga ng mga hayop tulad ng manok at mga kauri nito.	Pagpapanood ng video presentation ng mga alagang hayop	Pagpapanood ng video presentation tungkol sa pag-aalaga ng isda. Ano ang inyong masasabi sa napanood ninyong video galing	

	b. Maaari bang pagsama-samahin sa isang pangkat ang mga ito? Bakit?			sa <a href="http://www.youtube.com: fish cultivation?	
C.Pag-uugnay ng mga halimbawa sa bagong ralin	Pumalakpak ng tatlong beses kapag tama ang isinasaad ng bawat pangungusap at pumadyak naman ng tatlong beses kung mali. a. Ang manok at pugo ay nagbibigay ng itlog at karne. b. May tamang oras at dami ng pagkain ang ibinibigay sa mga isda. c. Ang kulungan ay dapat nalililiman ng puno at may sapat na bentilasyon	Itaas ang dalawang kamay kung tama ang kasagutan at pumalakpak kung mali. a. Ang pag-aalaga ng isda ay nakawiwi at nakalilibang. b. Nakadaragdag sa gawain at pagod ang pag-aalaga ng hayop. c. Nagsisilbing hanapbuhay sa mag-anak ang pag-aalaga ng poltri o isda	Panuto: Tumayo kapag ang mga hayop na mababanggit ay uri ng hayop na maaaring alagaan sa tahanan at pumalakpak kung hindi manok ahas kalabaw pugo agila bibe itik B. May mga ginupit na letra sa loob ng kahon sa unahan. Ang mga salitang mabubuo buhat sa mga letra ay katangian ng aalagaang hayop. Ang unang makabubuo ang tatanghaling panalo. mabilis lumaki madaling alagaan nangingitlog sariwang karne kapaki-pakinabang	Panimulang Pagtatasa: Panuto: Sagutin ang mga tanong sa paraang pasalita a. Paano ang pag-aalaga ng isda ? b. Ano-ano ang hakbang o proseso upang isagawa ito?	
D.Pagtalakay ng bagong konspto at paglalahad ng bagong kasanayan #1	Magbigay ng sapat na kaalaman, kasanayan at kawilihan sa pag-aalaga ng hayop sa pamamagitan ng semantic web	Pangkatang Gawain: Magbigay ng mga kabutihang dulot ng pag-aalaga ng poltri at isda	a. Pangkatang Gawain 1. Kumalap ng mga impormasyon o datos tungkol sa katangian, uri, at pangangailangan ng hayop na aalagaan 2. Gumamit ng semantic web sa paglalagay ng impormasyon	Pangkatang Gawain Magsagawa ng Pagsasaliksik tungkol sa sumusunod na tanong	
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	a. Pagpapangkat sa mga bata sa lima b. Pagpili ng lider sa bawat pangkat c. Pagkalap ng mga impormasyon ng bawat pangkat tungkol sa paksa Pangkat 1- Pagpili ng uri ng poltri o isda Pangkat 2- Pangangalaga sa kulungan Pangkat 3- Pagpapakain Pangkat 4- Pag-iwas sa mga sakit at peste Pangkat 5- Mapagkakakitaang Gawain	a. Ano-ano ang mga kabutihang dulot ng pag-aalaga ng poltri at isda sa mag-anak ? b. Malaki ba ang naitutulong nito sa buhay ng pamilya? c. Paano mo maipakikita ang tiwala sa sarili sa pag-aalaga ng Poltri o isda?	Pagtalakay sa natapos na gawain a. Anong uri ng manok ang mainam sa pangingitlog at maraming karne? b. Anong uri ng pakain ang ibinibigay sa bawat uri ng poltri? c. Anu-anong katangian ng bawat uri ng poltri ang dapat alagaan? d. Anu-anong mga uri ng poltri ang maaaring alagaan? e. Anu-anong mga pangangailangan ng bawat uri ng hayop na aalagan gaya ng manok at mga kauri nito? f. Paano mo naipakita ang pagkamaparaan sa pagkalap ng kaalaman?	Ano-anong pamamaraan ng pag-aalaga ng isda batay sa tinalakay? Paano mo naipakita ang pagkamaparaan sa pagkalap ng datos?	
F.Paglinang na Kabihasaan	a. Ano ang naramdaman ninyo sa gawain ng pangkat? b. Ano-ano ang mga kaalaman na naipakita sa pag-aalaga ng poltri o isda? c. Magbanggit ng ilang kasanayang kailangan sa pag-aalaga ng poltri o isda? d. Paano naipakita ang kawilihan sa pag-aalaga ng polti o isda?	Ang pag-aalaga ng poltri o isda ay isang gawaing makatutugon sa pangunahing pangangailangan sa pagkain at makapagpapa-unlad sa kabuhayan ng mag-anak. Ito ay maaaring rin magsilbing libangan. Ang mga itlog ay nagbubuhut sa mga alagang poltri ay nagdudulot sa pamilya ng ibayong lakas ng katawan. Nagagamit rin na pakain sa mga isda ang mga dumi ng mga manok at kauri nito o kaya naman, ginagawang pataba sa mga halaman. Ang mga balahibo ng	May iba't ibang uri at lahi ang poltri. May kani-kaniyang katangian ang bawat lahi. Ang lahi ng poltri na maaaring alagaan ay ang mga sumusunod: Maraming mangitlog (Egg type breed) tulad ng White Leg Horn, Minorca at Mikawa, Mabilis lumaki (Meat type breed) Arbor Acre, Cobb, Hubbard Pilch, Dekalb, ang Maraming mangitlog at mabilis lumaki (Dual type breed) ay ang Plymouth Rock, Rhode Island Red at New Hampshire. Ang Sasso Chicken	Ang pagsasaliksik ay paraan upang lalong madagdagang ating kaalaman tungkol sa isda na nais nating alagaan. Mainam din itong gamiting batayan kung anong uri, katangian at proseso ng pag-aalaga ng isda. Ang susunod na datos ay isang halimbawa ng resulta ng pananaliksik na ginawa	

		mga poltri ay sangkap sa paggawa ng mga palamuti sa tahanan o sa mga kasuotan. Nagsisilbi ring hanapbuhay ang pag-aalaga ng hayop.	may lasang Native Chicken ngunit mas madaling lumaki		
G.Paglalapat ng aralin sa pangaraw-araw na buhay	<p>Punan ng tamang sagot ang bawat patlang upang mabuo ang kaisipang tumutukoy sa mga kaalaman, kasanayan, kawilihan sa pag- aalaga ng hayop.</p> <p>a. Karaniwang inaalagaan ang mga bibe malapit sa ____.</p> <p>b. Panatilihing malinis ang _____ ng mga hayop upang makaiwas sa sakit.</p> <p>c. Ang mga isda ay karaniwang binibigyan ng pagkain tuwing _____ dahil ito ang tamang oras ng kanilang pagkain.</p> <p>d. Gawing _____ ang pag-aalaga ng mga poltri o isda bilang libangan.</p> <p>e. Magiging magaan ang iyong buhay sa pag-aalaga ng mga poltri o isda kung may _____ ka sa mga ito.</p>	<p>Babasahin ng guro ang sumusunod na sitwasyon. Ipapaliwanag ng bawt pangkat kung anong kabutihan ang naidulot ng kasanayan at kaalaman sa bawt bilang:</p> <p>a. Naging matagumpay sa pag-aalaga ng poltri si Dennis dahil sa kanyang tibay ng loob, kakayahan at tiwala sa sarili.</p> <p>b. Malaki ang kapakinabangan sa pag-aalaga ng poltri sa buhay ni Carlo dahil nagkaroon siya ng dagdag kita at nabilis pa niya ang mga pangangailangan ng kanyang pamilya.</p> <p>C. Nag-aalaga ng poltri si Benny kaya may pagkakataong nagkakaroon sila ng pagkain kapag hindi nakakapamili sa bayan.</p>	<p>Pangkatang Gawain:</p> <p>Panuto: Gumawa ng talaan ng mga uri ng hayop na maaaring alagaan katangian at kanilang pangangailangan. Pagkatapos talakayin ang mga nakalap na datos ng bawat pangkat</p>	Anu-anong pamamaraan sa pag-aalaga ng isda?	
H.Paglalahat ng aralin	Ang pag-aalaga ng poltri o isda ay isang kapaki-pakinabang na gawain. Maraming produkto ang maaaring makuha sa mga ito katulad ng karne at itlog. Ang mga sumusunod na kaalaman at kasanayan ay dapat matutunan sa pag-aalaga ng mga poltri o isda:	<p>a. Anu-ano ang mga kabutihang naidudulot ng pag-aalaga ng hayop tulad ng manok at kauri nito?</p> <p>b. Bakit nagsisilbing libangan ito ng nag-aalaga?</p> <p>c. Paano mo masasabi na dagdag ito sa kita ng mag-anak?</p>	Ano anong uri, katangian, pangangailangan ng aalagaang hayop at pamamaraan ng pag-aalaga?		
I.Pagtataya ng aralin	<p>Basahin ang katanungan at ipaliwanag ang kasagutan sa anyong patalata na binubuo ng tatlo hanggang limang pangungusap.</p> <p>Bakit mahalaga ang may sapat na kaalaman, kasanayan, kawilihan at mapagkakakitaang gawain sa pag-aalaga ng poltri o isda?</p>	<p>Basahing mabuti ang sumusunod na katanungan. Isulat ang titik ng tamang sagot</p>	<p>Basahin ang sumusunod at piliin ang titik ng tamang sagot.</p> <p>1. Karaniwang inaalagaan ang itik sa lugar malapit sa _____. A. parang B. bahay C. tubig D. damuhan</p> <p>2. Ang white leghorn at minorca ay uri ng manok na na mainam sa _____. A. sa pangingitlog B. magpisa ng itlog C. magbigay ng karne D. magbigay ng karne at itlog</p> <p>3. Upang makakalap ka ng kumpleto at tamang impormasyon sa mga uri, katangian at pangangailangan ng mga hayop at isdang alagaan, anong pag-uugali ang dapat isapuso at isabuhay mo? A. Masayahan at matipid B. Mapagmahal at matulungan</p>	<p>Basahin ang sumusunod at piliin ang titik ng tamang sagot</p> <p>1. Maraming uri ng isda ang maaaring alagaan sa panloobang palaisdaan. Alin sa mga sumusunod ang maaaring alagaan?</p> <p>A. Tilapia B. Hasa-hasa C. Lapu-lapo D. Bangus</p> <p>2. Upang makakalap ka ng kumpleto at tamang impormasyon sa mga uri, katangian at pangangailangan ng mga hayop at isdang alagaan, anong pag-uugali ang dapat isapuso at isabuhay mo?</p> <p>A. Masayahan at matipid B. Mapagmahal at matulungan</p> <p>3. Anong uri ng kulungan ng isda ang gagawin mo kung gagawa ka nito sa iyong palaisdaan?</p>	

			<p>C. Masipag at matiyaga D. Matiyaga at maparaan</p> <p>4. Sa pagbibigay ng mga patuka sa poltri, ano ang dapat isaisip?</p> <p>A. Sustansiya ng pagkaing ibibigay sa mga alaga.</p> <p>B. Dami ng mga bibigyan ng patuka</p> <p>C. Kalinisan ng paglalagyan ng inumin at pakain</p> <p>D. Uri ng pagkaing ibibigay</p> <p>5. Ang kulungan ng mga itik ay karaniwang malapit sa ilog o lawa inilalagay.</p> <p>Kung malayo sa ilog o lawa, anong dapat gawin ng mag-aalaga?</p> <p>A. Maglaan ng malaking palanggana na may tubig.</p> <p>B. Maghukay sa lupa at doon mglagay ng tubig</p> <p>C. Maglagay sa maliliit na palanggana ng tubig</p> <p>D. Hayaang maligo sa mga kanal ang mga alagang itik</p>	<p>A. Nakalutang sa tubig B. Nakalubog sa tubig</p> <p>C. Nasa tabi ng tubig D. Nasa bukana ng palaisdaan</p> <p>4. Paano mo makikilala ang babaeng tilapia at lalaking tilapia?</p> <p>A. Ang babaeng tilapia ay my dalawang bilog sa bahaging may buntot samantalang ang lalaking tilapia naman ay iisa ang bilog.</p> <p>B. Ang babaeng tilapia ay mas malaki kaysa lalaki</p> <p>C. Ang babaeng tilapia ay mabilog kysa lalaki</p> <p>D. Ang babaeng tilapia ay mas mapula kaysa lalaki</p> <p>5. Ang mga tilapia ay karaniwang pinipiling alagaan dahil _____.</p> <p>A. Madali itong alagaan B. Madaling pakainin</p> <p>C. Madaling anihin D. Madaling ilagay sa kulungan</p>	
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J.Karagdagang Gawain para sa takdang aralin at remediation	Sagutin: Upang maging matagumpay ka sa pag-aalaga ng mga poltri o isda, ano ano pa ang mga dapat mong paunlarin? Bakit?	Makipanayam sa may-ari ng poltri sa inyong lugar. Tanunin ang kanyang masasabi ukol sa kabutihang dulto ng pag-aalaga ng poltri?	<p>Sagutin ang mga katanungan sa paraang pasalita.</p> <p>1. Kung nais mong mag-aalaga ng manok na maraming mangitlog, anong uri ng manok ang aalagaan mo? Bakit</p> <p>2. Gagawa ka ng kulungan ng mga aalagaan mong poltri, anong isasaisip mo?</p> <p>Bakit</p> <p>3. Sa mga isdang aalagaan mo sa likod bahay, anong uri ng isda ang pipiliin mo? Bakit?</p>	Gamit ang internet, magsaliksik ng iba pang mga uri, katangian at pamamaraan ng pag-aalaga ng isda	
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V.MGA TALA					
VI.PAGNINILAY					
A.Bilang ng mag-aaral na nakauha ng 80% sa pagtatayao.	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery
B.Bilang ng mag-aaralna nangangailangan ng iba pang Gawain para sa remediation	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.

	<p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p>knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>
C.Nakatulong ba ang remedial? Bilang ng mag-aaral na nakaunawa sa aralin.	___ of Learners who earned 80% above				
D.Bilang ng mag-aaral na magpapatuloy sa remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
E.Alin sa mga estratehiyang pagtuturo ang nakatulong ng lubos?Paano ito nakatulong?	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson
F.Anong sulioranin ang aking naranasan na solusyunansa tulong ng aking punungguro at superbisor?	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
G.Anong kagamitang panturo ang aking nadibuhu nanais kong ibahagi sa kapwa ko guro?	<p><i>Strategies used that work well:</i></p> <p>___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___Text Representation: Examples: Student created drawings, videos, and games.</p>	<p><i>Strategies used that work well:</i></p> <p>___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___Text Representation: Examples: Student created drawings, videos, and games.</p>	<p><i>Strategies used that work well:</i></p> <p>___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___Text Representation: Examples: Student created drawings, videos, and games.</p>	<p><i>Strategies used that work well:</i></p> <p>___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___Text Representation: Examples: Student created drawings, videos, and games.</p>	<p><i>Strategies used that work well:</i></p> <p>___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___Text Representation: Examples: Student created drawings, videos, and games.</p>

	<p><i>Planned Innovations:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contextualized/Localized Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition 	<p><i>Planned Innovations:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contextualized/Localized and Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition 	<p><i>Planned Innovations:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contextualized/Localized Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition 	<p><i>Planned Innovations:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contextualized/Localized and Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition
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Noted:

LUCILA M. CARINGAL
Head Teacher III