

 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	ESP
	Teaching Dates and Time:	SEPTEMBER 2 – 6, 2024 (WEEK 6)	Quarter:	1 ST QUARTER

	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 pagkakaaroon ng tamang pag-uugali sa pagpapahayag at pagganap ng anumang gawain	Naisasabuhay ang pagkakaaroon ng tamang pag-uugali sa pagpapahayag at pagganap ng anumang gawain	Naisasabuhay ang pagkakaaroon ng tamang pag-uugali sa pagpapahayag at pagganap ng anumang gawain	Naisasabuhay ang pagkakaaroon ng tamang pag-uugali sa pagpapahayag at pagganap ng anumang gawain	Naisasabuhay ang pagkakaaroon 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	Pananagutang Pansarili at mabuting kasapi ng pamilya	Pananagutang Pansarili at mabuting kasapi ng pamilya	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 ngng mapapatunayan sa aralin natin ngayon.	Pagwawasto ng takdang aralin	Isang awit tungkol sa 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 aa ng. Gabayan ang mga bata na ipaliwanag kung paano nakatulong sa kanila ang mabuting pag-uugaling ito.	Itanong sa mga mag-aaral, “Bilang isang mag-aaral, ano ang karanasan mong nagpapatunay na ikaw ay aa ng matiyaga sa pakikiisa sa mga aa ng? Ano ang aa ng 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 aa ng ang mga bata. Magkaroon 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 repleksiyon/reaksiyon tungkol sa narinig.	Ipakita sa mga bata sa pamamagitan ng aa ngng sitwasyon	
D.Pagtalakay ng bagong konspto at paglalahad ng bagong kasanayan #1	Bakit nanalo o unang nakabuo ang inyong grupo? Ano ang aa ng susi sa inyong pagkapanalo?	Pangkatin sa tatlo ang mga bata. Bigyan ng activity cards ang bawat pangkat na naglalaman ng kanilang takdang Gawain Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Pagtalakay sa ginawa ng mga bata	Ipagawa ang mga sumusunod na Gawain Pangkatin ang mga bata sa apat. Hikayating gumawa ng plano ng aa ng ang bawat pangkat upang madaling matapos ang mga nabanggit na aa ng. Magkakaroon sila ng munting aa ngn para aa n. Bigyan ng oras na maipakita ng bawat pangkat ang kanilang natapos na aa ng. Bibigyang aa 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 aa ng 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 aa ng.	Pagbibigay ng iba pang sitwasyon	Pagbibigay ng iba pang sitwasyon	Pagbibigay ng iba pang sitwasyon	
G.Paglalatap 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 aa ng 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 pagtutulongan at pakikiisa.			Humanda sa pagsusulit	
V.MGA TALA					
VI.PAGNINILAY					
A.Bilang ng mag-aaral na nakauha ng 80% sa pagtatayao.	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery
B.Bilang ng mag-aaralna nangangailangan ng iba pang Gawain para sa remediation	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.

	___Some pupils did not finish their work on time due to unnecessary behavior.	___Some pupils did not finish their work on time due to unnecessary behavior.	___Some pupils did not finish their work on time due to unnecessary behavior.	___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___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.	___ 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 nadibuho nanais kong ibahagi sa kapwa ko guro?	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. ___Text Representation: Examples: Student created drawings, videos, and games. ___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. ___Text Representation: Examples: Student created drawings, videos, and games. ___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. Other Techniques and Strategies used: ___ Explicit Teaching	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. ___Text Representation: Examples: Student created drawings, videos, and games. ___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. ___Text Representation: Examples: Student created drawings, videos, and games. ___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. ___Text Representation: Examples: Student created drawings, videos, and games. ___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.

