

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:		Learning Area:	MAPEH
	Teaching Dates and Time:	MARCH 17-21, 2025 (WEEK 6)	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner... demonstrates understanding of concepts pertaining to texture in music	The learner... demonstrates understanding of concepts pertaining to texture in music	The learner... demonstrates understanding of colors, shapes, space, repetition, and balance through sculpture and 3-dimensional craft.	The learner... demonstrates understanding of basic first aid principles and procedures for common injuries	The learner . . . demonstrates understanding of participation and assessment of physical activity and physical fitness
B. Performance Standards	recognizes examples of horizontal 3-part vocal or instrumental texture, aurally and visually	recognizes examples of horizontal 3-part vocal or instrumental texture, aurally and visually	The learner... demonstrates fundamental construction skills in making a 3-dimensional craft that expresses balance, artistic design, and repeated variation of decorations and colors 1. papier-mâché jars with patterns 2. paper beads constructs 3-D craft using primary and secondary colors, geometric shapes, space, and repetition of colors to show balance of the structure and shape	The learner... practices appropriate first aid principles and procedures for common injuries	The learner . . . participates and performs in physical activities. assesses physical
C. Learning Competencies/Objectives Write the LC code for each	performs 3-part rounds and partner songs MU5TX-IVe-2	performs 3-part rounds and partner songs MU5TX-IVe-2	creates designs for making 3-dimensional crafts 6.1 mobile 6.2 papier-mâché jar 6.3 paper beads	demonstrates appropriate first aid for common injuries or conditions H5IS-IV-c-j-36	executes the different skills involved in the content PE5RD-IVc-h-4 Naisasagawa ang katutubong sayaw

				a.Naipapakita ang tamang pagbibigay ng pangunang lunas para sa mga karaniwang pinsala at kondisyon ng katawan: 1.Sugat 2.Pagdurugo ng Ilong 3.Kagat ng Insekto 4.Kagat ng Hayop 5.Paso 6.Pagkalason sa Pagkain 7.Pamumutla at Pagkahimatay 8.Pagkabali b. Naisasagawa ang tamang pagbibigay ng pangunang lunas para sa mga karaniwang pinsala at kondisyon ng katawan. c. Naibabahagi ang kaalaman sa pagbibigay ng pangunang lunas sa miyembro ng pamilya.	“Polka sa Nayon” wastong paggalawng mga paa. -Nakasasayaw na magandang tikas ng katawan.
II. CONTENT			6 Paglikha ng Disenyo sa Paggawa ng mga Likhang-Sining na Tatlong Dimensyonal	6.Pagkalason sa Pagkain	Polka sa Nayon”, (Aneks A, B)
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages				Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Manwal ng Guro Pagtuturo ng Edu Pagpapalakas ng Katawan – 5, pahina391-395
2. Learner’s Material pages					

3. Textbook pages				Red Cross First Aid Manual	
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources			Kagamitan: mga lumang magazine, glue, gunting, sinulid	Mga larawan, tsart, meta cards	CD player, CD, la mga kasuotan, ts ginupit na bilog, kahon at masking
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson			. Balik-Aral Sagutin ng TAMA o MALI 1. Ang industriya ng pagtataka dito ay nagsimula sa Paete, Laguna. 2. Walang pakinabang na nakukuha sa pagtataka. 3. Gawa sa mga lumang papel at dyaryo ang paper mache	Balik-aral Paunang lunas na dapat isagawa sa paso	Pampasiglang Ga Pagsasagawa ng hakbang-sayaw s galaw 2 , 4 Halimbawa: hakb papalit(change st hakbang diit(tou 2. Balik Aral Anu- ano a iba’t-ibang hakba ginamit sa sayaw Cariñosa?
B. Establishing a purpose for the lesson			Pagganyak Magpakita ng mga larawan ng mga katutubo. Ipapansin ang mga suot nilang kwintas at pulseras	Pagpakita ng larawan	Pagpapakita ng v sayaw na Polka s
C. Presenting examples/instances of the new lesson			Paglalahad Bagaman at sa ibang bansa nagsimula ang paper beads, ang mga katutubo ay mayroong mga sariling disenyo ayon sa kanilang kultura	Paano ka makakatulong sa iyong kapwa na nakararanas ng ganitong sakuna at kondisyon?	
D. Discussing new concepts and practicing new skills #1			Sumangguni sa ALAMIN MO)	Pagkalason sa Pagkain Ang pagkalason sa pagkain sa nagmumula o sanhi sa mga	. Ipaliwanag kung nagmula ang say “Polka sa Nayon”

				kagamitang ginamit at sa uri ng pagkaing kakainin. Narito ang ilang paraan upang bigyan ng pangunang lunas ang taong nalason. a.Tiyakin na nakainom ng maraming tubig upang mapanatili ang iyong katawan na hydrated at magpahinga. b. Kumuha ng isang basong mainit-init na tubig, magdagdag ng ilang patak ng lemon o kalamansi at lagyan ng kaunting asukal at asin, ipainom ito sa pasyente. c.Kumain ng isang kutsarang pulot o honey na may katas ng luya upang mapigilan ang lason. d. Kung ntagal pa ang pagsusuka at pagtatae ng higit sa isang araw sumangguni na sa doktor.	2. Ipaliwanag ang kasuotan ng babae sa pagsayaw ng “Polka sa Nayon” Ipapakita ang mga ng mga kasuotan
E. Discussing new concepts and practicing new skills #2			Gawaing Pansining (Sumangguni sa GAWIN MO)	A.Pangkatin ang klase ayon sa napagkasunduan. Pag-aralan ng bawat grupo ang mga nakasulat na mga karaniwang pinsala at kondisyon sa meta cards na ibibigay ng guro. Ipakikita ang mga pangunang lunas	. Ipaliwanag na a ay nahahati sa ta A, B, at C at ito ay nasa ritmong 2 4

				na kailangan ng bawat pinsala o kondisyon.	
F. Developing mastery (Leads to Formative Assessment 3)			Pagpapalalim ng Pang-unawa Sa paanong paraan mo maipakikita ang iyong kultura sa pamamagitan ng paper beads?	B.Pagpapakita ng bawat pangkat sa kanilang pagsasagawa	Paglalapad Ipasagawang muli sa klase ang Figs. I-III. Paulit-ulit na gagawin ang hanggang sa matatagpuan kasanayang itinatagpuan. Bigyang pansin ang wastong paggalaw ng kamay at paa. kaagad ang mga larawan. Itanong ang mga sumusunod: 1. Anong hakbang ang madali mong natutuhan? 2. Anong hakbang ang pinakamahirap pangatnan? 3. Ano ang iyong naramdaman habang isinasagawa mo ang na “Polka sa Nayon”?
G. Finding practical applications of concepts and skills in daily living			Repleksyon Kanino mo nais ihandog ang iyong ginawang likhang-sining? Bakit?		
H. Making generalizations and abstractions about the lesson			. Paglalahat Anu-ano ang mga dapat tandaan sa paggawa ng kwintas na yari sa paper beads? (Sumangguni sa TANDAAN)	Anong paunang panlungsod ang isasagawa sa mga taong nalason sa pagkain?	Ano-anong mga hakbang ang natutuhan sa Polka Sa Nayon?

I. Evaluating learning			PAGTATAYA (Sumangguni sa SURIIN)	Pagmamarka sa pagsasagawa ng mga bata sa paunang lunas dulot sa pagkalason gamit ang rubrics	Ipagawa ang gaw
J. Additional activities for application or remediation					
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation	___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 to the next object ___Lesson not car ___% of the 80% mastery
B. No. of learners who require additional activities for remediation who scored below 80%	___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. ___Some pupils did not finish their work on time due to unnecessary behavior.	___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. ___Some pupils did not finish their work on time due to unnecessary behavior.	___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. ___Some pupils did not finish their work on time due to unnecessary behavior.	___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. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did difficulties in their lesson. ___Pupils found in answering thei ___Pupils did no lesson because o knowledge, sk interest about th ___Pupils were on the lesson, some encountered in the questions as teacher. ___Pupils mast lesson despite resources used teacher. ___Majority of t finished their wor ___Some pupils finish their wor due to un behavior.

C. Did the remedial lessons 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 help me 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 I use/discover which I wish to share with other teachers?	<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,	<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,	<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,	<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,	<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: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	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: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	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: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	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: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	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: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ AudioVisual Presentation of the lesson
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