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 25 - 29, 2023 (WEEK 5)	Quarter:	1ST 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	Nakahihikayat ng iba na maging matapat sa lahat ng uri ng paggawa. EsP5KPK-Ie-31	Nakahihikayat ng iba na maging matapat sa lahat ng uri ng paggawa. EsP5KPK-Ie-31	Nakahihikayat ng iba na maging matapat sa lahat ng uri ng paggawa. EsP5KPK-Ie-31	Nakahihikayat ng iba na maging matapat sa lahat ng uri ng paggawa. EsP5KPK-Ie-31	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	MISOSA Baitang 4,Pagiging Marangal	MISOSA Baitang 4,Pagiging Marangal	MISOSA Baitang 4,Pagiging Marangal	MISOSA Baitang 4,Pagiging Marangal	
B.Iba pang kagamitang panturo	Metacards , Kuwento	Metacards , Kuwento	Manila paper , pentel pen , kartolina ,metacards	Kartolina , pentel pen at lapis	
IV.PROCEDURES					
A.Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Paano mo maipapakita ang positibong saloobin sa pag-aaral	Paano mo maisasagawa ang pagiging matapat Pagwawasto ng takdang aralin.	Pagwawasto ng takdang aralin	Pagwawasto ng takdang aralin	

B.Paghahabi sa layunin ng aralin	Mag-brainstorm sa mga bata kung anu-ano ang mga katangian ng mga taong tapat sa paggawa	Magpakita ng kilos na nagpapakita ng pagiging matapat	Ano angmararamdaman mokung ikaw ay isang tapat na tao?	Muling pag-usapan ang mga pamamaraan na dapat isagawa upang mahikayat ang iba na maging matapat sa lahat ng uri ng paggawa	
C.Pag-uugnay ng mga halimbawa sa bagong ralin	Ipabasa sa mga bata ang kuwentong " Katapatan sa Paggawa" na nakasulat sa manila paper /powerpoint presentation	Hatiin ang mga mag-aaral sa tatlong pangkat. Bawat pangkat ay bibigyan ng isang sitwasyon na nakasulat sa cartolina. Pag-aaralan ng bawat pangkat ang sitwasyon at ipalalabas ito sa klase sa pamamagitan ng maikling dula-dulaan, yell at tula	Hatiin ang mga mag-aaral sa dalawang pangkat. Ipagawa ang sumusunod na pagsasanay	Pangkatin ang mga bata sa dalawang grupo. Bigyan ng activity card na naglalaman ng mga gawain	
D.Pagtalakay ng bagong konspto at paglalahad ng bagong kasanayan #1	1.Anong ugali ang dapat nating iukit sa ating puso at isipan? 2.Bakit kailangan nating gumawa ng tapat? 3.Dapat mo bang tularan ang sa palagay mo naman ay mga maling gawa? Bakit? 4.Paano mo hihikayatin ang mga taong may maling gawi sa paggawa tungo sa tapat na paggawa? 5.May pakinabang ba tayong matatamo kung magiging tapat tayo? Magbigay ng halimbawa.	Pag-uulat ng bawat pangkat	Pag-uulat ng bawat pangkat	Pag-uulat ng bawat pangkat	
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Pagbibigay ng iba pang sitwasyon	Pagbibigay ng iba pang sitwasyon			
F.Paglinang na Kabihasaan	Bigyan ng pagkakataon ang mga mag-aaral na makapagbahagi ng kanilang karanasan na sila ay nakahikayat ng mga kaklase na gumawa nang tapat sa mga iniaatas sa kanila kahit walang sumusubaybay.Itanong kung ano ang naging epekto ng kanilang panghihikayat na ginawa.	Ibahagi ang inyong karanasan na nagpapakita ng pagiging matapat	Pagbabahagi ng karanasan ng mga bata Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Bigyan ng pagkakataon ang mga mag-aaral na makapagbahagi ng kanilang karanasan na sila ay nakahikayat ng mga kaklase na gumawa nang tapat sa mga iniaatas sa kanila kahit walang sumusubaybay.Itanong kung ano ang naging epekto ng kanilang panghihikayat na ginawa.	
G.Paglalapat ng aralin sa pangaraw-araw na buhay	Itatak sa isipan ng mga bata sa pamamagitan ng matiyagang pagpapaliwanag ng guro at pagbibigay ng halimbawa ng	Ipasagot sa mga bata ang ibibigay na sitwasyon ng guro	Itatak sa isipan ng mga bata sa pamamagitan ng matiyagang pagpapaliwanag ng guro at pagbibigay ng halimbawa ng	Itatak sa isipan ng mga bata sa pamamagitan ng matiyagang pagpapaliwanag ng guro at pagbibigay ng halimbawa ng	

	kabutihang maidudulot ng paggawa nang may katapatan		kabutihang maidudulot ng paggawa nang may katapatan	kabutihang maidudulot ng paggawa nang may katapatan	
H.Paglalahat ng aralin	Paano mo mahihikayat ang iba na maging matapat?	Paano momaisasagawa ang pagiging matapat?	Upang mahikayat natin ang ibang tao na maging matapat sa paggawa, kailangang tayo ay namamasdan nila na matapat din sa ating gawa , pananalita at kaisipan	Upang mahikayat natin ang ibang tao na maging matapat sa paggawa, kailangang tayo ay namamasdan nila na matapat din sa ating gawa , pananalita at kaisipan	
I.Pagtataya ng aralin					
J.Karagdagang Gawain para sa takdang aralin at remediation	Sumulat ng tatlong pangungusap ng paghihikayat ng katapatan	Sumulat ng isang awitin sa paghihikayat sa katapatan	Sumulat ng isang talata ayon sa inyong ginawa sa pangkatang gawain	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. ___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 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.

C.Nakatulong ba ang 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?	*Strategies used that work well:* **___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,	*Strategies used that work well:* **___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,	*Strategies used that work well:* **___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,	*Strategies used that work well:* **___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	*Strategies used that work well:* **___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 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 ___ 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	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 ___ 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	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 ___ 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	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 ___ 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	___**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 ___ 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
	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works

	Planned Innovations: __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition