

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	File created by Ma'am MELLANIE A. TAMARES	Learning Area:	MAPEH
	Teaching Dates and Time:	MARCH 6-10, 2023 (WEEK 4)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner... demonstrates understanding of the uses and meaning of musical terms in Form	The learner... demonstrates understanding of the uses and meaning of musical terms in Form	The learner... demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths.	The learner... understands the nature and effects of the use and abuse of caffeine, tobacco and alcohol	The learner . . . demonstrates understanding of participation and assessment of physical activity and physical fitness
B. Performance Standards	The learner... performs the created song with appropriate musicality	The learner... performs the created song with appropriate musicality	The learner... creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.	The learner... practices appropriate first aid principles and procedures for common injuries	The learner . . . participates and assesses performance in physical activities. assesses physical fitness
C. Learning Competencies/Objectives Write the LC code for each	creates a 4 –line strophic song with 2 sections and 2 verses MU5FO-IIIc-d-3	creates a 4 –line strophic song with 2 sections and 2 verses MU5FO-IIIc-d-3	explores new printmaking technique using a sheet of thin rubber (used for soles of shoes),linoleum, or any soft wood that can be carved or gouged to create different lines and textures A5EL-IIIb	discusses the nature of caffeine, nicotine and alcohol use and abuse H5SU-IIIc-9	explains the nature/background of the dance PE5RD-IIIb-1
II. CONTENT	strophic song	strophic song	Paglilimbag	Pinagmula ng Caffeine, Nikotina at Alcohol	STUNTS (ISAHAN, DALAWAHAN,)
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages					
2. Learner’s Material pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					

B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Ano ang istruktura ng anyong strophic?	Ano ang istruktura ng anyong strophic?	Ang bagong pamamaraan ng paglilimbag ay sa pamamagitan ng pag-iwan ng bakas sa ipinintan bagay.	Pagmasdan at pag-aralang mabuti ang mga larawan sa ibaba.	Ang stunts ay gawain sa himnastiko na nasa paraang laro. Hindi natin namamalayan na tayo ay nag-eehersisyo kapag tayo ay naglalaro. Kung kaya ang katawan natin ay lumalakas kapag tayo ay laging naglalaro.
B. Establishing a purpose for the lesson	creates a 4 –line strophic song with 2 sections and 2 verses	creates a 4 –line strophic song with 2 sections and 2 verses	explores new printmaking technique using a sheet of thin rubber (used for soles of shoes),linoleum, or any soft wood that can be carved or gouged to create different lines and textures	discusses the nature of caffeine, nicotine and alcohol use and abuse	Ilahad ang kahalagahan ng sayaw
C. Presenting examples/instances of the new lesson	Magbigay ng awitin na nasa anyong strophic.	Magbigay ng awitin na nasa anyong strophic.	Pangkatang Gawain	Ano ang tawag ninyo sa mga larawan? Saan madalas nakikita ang mga ito? Alam b ninyo na nagtataglay sila ng mga mahahalagang substansya? Anu-anong mga larawan ang makikita ninyo sa titik A, B at C? sa palagay ninyo ano ang maaring magmula sakanila kapag sila ay idinaan sa mga proseso.?	Sagutin ang sumusunod: 1. Ano ang kaugnayan ng bawat bahagi ng pyramid sa pagpapaunlad ng iba’t ibang bahagi ng katawan? 2. Gaano kadalas ang pagsasagawa ng mga gawaing makapagpapaunlad sa pagpapatibay ng katawan sa pamamagitan ng stunts?
D. Discussing new concepts and practicing new skills #1	Suriin ang tsart ng awit na “Bahay Kubo” Pakinggan. Awitin nang sabay-sabay.	Suriin ang tsart ng awit na “Bahay Kubo” Pakinggan. Awitin nang sabay-sabay.	Ang paglilimbag ay isa sa mga gawaing pansining na magagawa sa pamamagitan ng pag-iwan ng bakas ng isang kinulayang bagay. Ito’y maaaring isagawa sa pamamagitan ng iba’t ibang bagay na matatagpuan natin sa paligid at pamayanan halimbawa ang linoleum, softwood,rubber(soles of shoes). Sa pamamagitan ng pagkulay,mapagyayaman ang ganda ng mga gawaing pansining.	Nikotina, kapeina, at alcohol Ang nikotina ay isang alkaloid na matatagpuan sa nightshade plants partikular sa tabako plant na tinatawag ding Nicotiana tabacum. Ang ibang nightshade plants, gaya ng patatas, kamatis, at talong, ay mayroon ding nicotine ngunit mas mababa ang kanilang nicotine content kung ihahambing sa tabako. Ang nicotine ay matatagpuan sa sigarilyo at iba	Ang mga sumusunod ay ilan lamang sa mga uri ng isahan at dalawahang stunt: A. PRETZEL 1. Dumapa at itaas ang ulo at katawan. 2. Ibaluktot ang tuhod. 3. Abutin ang mga daliri ng paa ang likuran ng ulo. B. TANGLEFOOT 1. Tumayo ng magkadikit ang sakong at ang mga daliri ng paa ay

			Sa kulay,maipakikita rin nang lubusan ang damdamin at imahinasyon ng likhang-sining kung paano nagbabago ang mga nakulob na bagay upang makalikha ng linya o texture gamit ang mga bagong paraan ng paglilimbag.	pang produktong tabako. Ang bawat piraso ng sigarilyo ay tinatayang may 1 mg nicotine. Ang caffeine o <i>kapeina</i> ay nilalaman ng ilang mga halaman at ito ay mapait. Kadalasang matatagpuan ito sa maraming inumin na tulad ng kape, tsaa, <i>soft drinks</i> o <i>soda</i>, cacao o tsokolate, <i>kola nuts</i> at ilang mga gamot na kung tawagin ay <i>stimulants</i>. Ito ay nagbibigay ng karagdagang enerhiya at pansamantalang tulong sa pagiging alerto. Alcohol ay nilikha mula sa katas ng prutas, o gulay na tinatawag na fermented. Ang alcohol ay parang tubig o Kristal dahil sa kulay nitong puti. Ang pagbuburo ay isang proseso na gumagamit ng yeast o bakterya upang baguhin ang sugars sa pagkain sa alak. Ang Pagbuburo ay ginagamit upang makagawa ng maraming mga kinakailangang mga item. Alcohol ay may iba't ibang mga form at maaaring magamit bilang isang malinis, o isang antiseptiko, o di kayay isang gamot na pampakalma.	nakaturong palabas. 2. Yumuko na nakaharap sa harapan. 3. Ibaluktot ang tuhod, ilagay ang dalawang kamay sa pagitan ng mga binti at paikutin ang mga kamay sa bukung-bukong at ang hinlalatay ay pagdikitin na ang mga palad ay nakaharap sa sarili. Manatili ng tatlo hanggang limang segundo. C. BEAR DANCE 1. Tumalungko na ang mga sakong ay nakaangat sa sahig at iunat ang mga bisig sa tagiliran. 2. Iunat ang kaliwang paa sa harap. 3. Lumukso at sabay na iunat ang kanang paa sa harap samantalang humahatak ang kaliwang paa pabalik sa pagkakalungho. 4. Salisihang iunat ang kanan at kaliwang paa sa harap. 5. Ulitin ang bilang 1-4 6. Tumayo. D. THE ANGEL 1. Ito ay isinasagawa ng batang nasa itaas sa pamamagitan ng pagtayo ng tuwid sa tuhod ng kapareha na ang mga kamay ay nakadipa. 2. Ang batang umaalalay ay nakahawak sa mga hita ng nakatungtong sa kanyang tuhod at nakahilig nang bahagya sa likod upang magkaroon ng panimbang sa kapareha. 3. Mananatili sa ganitong ayos ng mga tatlong segundo.
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E. Discussing new concepts and practicing new skills #2	Subukan nating palitan ang mga titik ng awit na ang magiging pamagat ay “Aking Nanay”. Awitin ang nagawang lyrics	Subukan nating palitan ang mga titik ng awit na ang magiging pamagat ay “Aking Nanay”. Awitin ang nagawang lyrics	1. Ihanda ang mga kagamitan na gagamitin sa isasagawang paglilimbag na nakalap sa inyong tahanan. 2. Gayundin ilahad ang oslo paper na gagamitin,water paint o water color,brush. 3. Kulayan ang mga bagay na may bakas na bahagi na ipinadala ng guro at pagkatapos ay ilapat ito sa oslo paper kung ito ay di na gaanong basa ang pagkakapinta o kulay. 4. Lumikha ng magandang disenyo sa pamamagitan ng mga bakas na nasa mga kagamitan. 5. Upang lalong maging kaakit-akit ang iyong gagawin ay paganahin ang inyong imahinasyon sa paglilimbag sa pamamagitan ng pag-iwan ng bakas. 6. Kung ang gagamitin naman ay softwood. Umukit ng magandang larawan sa malambot na kahoy at pagkatapos ay pintahan at iwanan ang bakas sa malinis na papel.	Pangkatang Gawain. Bumuo ng talong pangkat, pag-usapan ang mga pinagmulan ng mga sangkap na inihahalo sa mga produkto gaya ng kape ano ba ang mga sangkap na nakapaloob dito. Ibibigay ng guro ang mga pag-uusapan (caffeine, alcohol at nicotine). Gumuhit ng kahon sa inyong kwaderno at isulat kung ano ang ibig sabihin ng substansyang nabanggit at kung saan ito nagmula.	Ang koordinasyon at pagpapatibay ng katawan ay makalililang at makapagpapaunlad sa pamamagitan ng mga gawaing pisikal katulad ng stunts. Handa ka na bang subukan ang mga ito?
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F. Developing mastery (Leads to Formative Assessment 3)	Sa nagawang lyrics na may pamagat na “Aking Nanay”, palitan ng ang tono o himig ng awit ng pangkatan. Iparinig ang nabuong awit sa klase.	Sa nagawang lyrics na may pamagat na “Aking Nanay”, palitan ng ang tono o himig ng awit ng pangkatan. Iparinig ang nabuong awit sa klase.	Pangkatang Gawain	Pangkatang Gawain	Ang klase ay hahatiin sa apat na pangkat. Bawat pangkat ay magtutungo sa isang bahaging palaruan o silid-aralan at isasagawa ang isahan at dalawahang stunts. Gawin ang bawat stunts sa loob ng dalawang minuto (2 minutes).
G. Finding practical applications of concepts and skills in daily living	Pangkatang Gawain	Pangkatang Gawain	Pangkatang Gawain	Pangkatang Gawain	Pangkatang Gawain
H. Making generalizations and abstractions about the lesson	Upang makagawa ng awit na may dalawang verse na may apat linyang anyong strophic dapat tandaan ang istruktura o disenyo ng anyo nito.	Upang makagawa ng awit na may dalawang verse na may apat linyang anyong strophic dapat tandaan ang istruktura o disenyo ng anyo nito.	Ang paglilimbag ay isa sa mga gawaing pansining na magagawa sa pamamagitan ng pag-iwan ng bakas ng isang kinulayang bagay. Ito’y maaaring isagawa sa pamamagitan ng iba’t ibang bagay na matatagpuan natin sa paligid at pamayanan halimbawa ang linoleum, softwood, rubber(soles of shoes). Sa pamamagitan ng pagkulay, mapagyayaman ang ganda ng mga gawaing pansining. Sa kulay, maipakikita rin nang lubusan ang damdamin at imahinasyon ng likhang-sining kung paano nagbabago ang mga nakulob na bagay upang makalikha ng linya o texture gamit ang mga bagong paraan ng paglilimbag.	Ano-ano ang mga natutunan sa aralin?	Sa pagsasagawa ng mga stunt na ito ay dapat nating isaalang-alang ang kahalagahan ng koordinasyon upang ang mga bahagi ng katawan ay maikilos nang wasto nang hindi napapahamak ang sarili. Gayundin dapat isagawa ito ayon sa panuto at mga tuntuning pangkaligtasan. Ang mga ito ay makalilinang sa mga gawaing pisikal. Ang palagiang aktibong paglahok sa mga laro, gawain sa bahay, paaralan, at pamayanan ay makatutulong sa pagpapaunlad at pagpapatibay ng katawan.
I. Evaluating learning	Ano ang iyong naramdaman nang makalikha kayo ng sarili ninyong awit?	Ano ang iyong naramdaman nang makalikha kayo ng sarili ninyong awit?	Bigyan ng kaukulang puntos ang inyong nagging pagganap gamit ang rubric na nasa kasunod na pahina.	Tukuyin ang mga uri ng prutas o gulay na pinagmulan ng mga substansya na inihahalo sa ilang produkto gaya ng kape. Buuin ang salita sa pamamagitan ng pagsulat sa patlang ng mga nawawalang titik.	Lagyan ng tsek (✓) ang angkop na hanay ayon sa iyong pagsasagawa ng isahan at dalawahang stunt.

				1. Prutas na hugis puso at may kulay na pula, mayroong din berde ginagawang alcohol ____a____s____na____ 2. Ito ay prutas hugis bilog na maliliit na ginagawa ding alcohol ang katas ____b____s 3. Isang prutas na malabot maraming buto at kulay pula na pinagmulan din caffeine K____m____ ____ I ____ 4. Ito ay mahaba at may kulay ube na pinagmulan ng nikotina ____a____o ____g 5. Halaman na may maliliit na dahon ginagamit na sangkap sa sigarilyp ____o____a ____o	
J. Additional activities for application or remediation	Panuto: Gumawa ng sariling awit na nasa anyong strophic na dalawang verse na may apat na linya. Gamitin ang pamagat na “Masaya Ang Buhay” bilang patnubay.	Panuto: Gumawa ng sariling awit na nasa anyong strophic na dalawang verse na may apat na linya. Gamitin ang pamagat na “Masaya Ang Buhay” bilang patnubay.	Sumangguni sa LM_____.	Sumangguni sa LM_____.	(Isulat ang mga gawain na makapagpapaunlad sa kasanayang nabanggit.)

	Gumamit ng <i>rubric</i> at lagyan ng tsek ang tamang kahon.	Gumamit ng <i>rubric</i> at lagyan ng tsek ang tamang kahon.			
V. REMARKS					
VI. REFLECTION					
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya.	___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 mga-aaral na 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 remediation? 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 mga 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 istrategiyang 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 suliranin ang aking naranasan na nasolusyunan sa 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 kagamitan ang aking nadibuho na nais kong ibahagi sa mga 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: Student created drawings, videos, and games.	<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	<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	<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	<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

		___ 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	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	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	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	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
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