

 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:	OCTOBER 9 – 13, 2023 (WEEK 7)	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	
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	
C.Mga Kasanayan sa Pagkatuto	Nakapagpapakita ng kawilihan sa pagbabasa/ pagsuri ng mga aklat at magasin 1. nagbabasa ng diyaryo araw-araw 2. nakikinig/ nanonood sa telebisyon sa mga “updates” o bagong kaalaman 3. nagsasaliksik ng mga artikulo sa internet ESP5KPK-If-g-33	Nakapagpapakita ng kawilihan sa pagbabasa/ pagsuri ng mga aklat at magasin 1. nagbabasa ng diyaryo araw-araw 2. nakikinig/ nanonood sa telebisyon sa mga “updates” o bagong kaalaman 3. nagsasaliksik ng mga artikulo sa internet ESP5KPK-If-g-33	Nakapagpapakita ng kawilihan sa pagbabasa/ pagsuri ng mga aklat at magasin 1. nagbabasa ng diyaryo araw-araw 2. nakikinig/ nanonood sa telebisyon sa mga “updates” o bagong kaalaman 3. nagsasaliksik ng mga artikulo sa internet ESP5KPK-If-g-33	Nakapagpapakita ng kawilihan sa pagbabasa/ pagsuri ng mga aklat at magasin 1. nagbabasa ng diyaryo araw-araw 2. nakikinig/ nanonood sa telebisyon sa mga “updates” o bagong kaalaman 3. nagsasaliksik ng mga artikulo sa internet ESP5KPK-If-g-33	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	video clips, activity cards, dyaryo, magasin, powerpoint presentation/ tsart, rubrics	video clip tungkol mga napapanahong isyu	artikulo na kinuha sa dyaryo/online news na may kaugnayan sa pagpapahalaga (values		
IV.PROCEDURES					
A.Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Pagwawasto ng takdang aralin	Pagwawasto ng takdang aralin	Pagwawasto ng takdang aralin.	Pagwawasto ng takdang aralin.	
B.Paghahabi sa layunin ng aralin	Itanong sa mga bata ang kahalagahan ng mga babasahin na mayroon sa kanilang bahay at paaralan	Pangkatin ang klase sa lima	Bago simulan ang gawaing ito, muling ipaunawa sa mga bata na ang pagkakaroon ng kawilihan sa pagbabasa ay susi sa pagkakaroon ng mapanuring pag-iisip. Sa pamamagitan nito, nasusuri ang katotohanan ng mga impormasyon sa dyaryo, magasin, aklat at iba pang babasahin.	Magbalik-aral sa mga gawaing natapos ng nakaraang araw. Itanong sa mga bata kung ano ang kanilang naramdaman nang matapos nila ang gawain.	
C.Pag-uugnay ng mga halimbawa sa bagong ralin					
D.Pagtalakay ng bagong konspto at paglalahad ng bagong kasanayan #1	Simulan ang aralin sa pagpapabasa sa mga bata ng isang maikling kuwentong naka-tsart o naka-powerpoint	Bigyan ang mga bata ng activity card na naglalaman ng mga tanong na may kaugnayan sa panonooring video clip tungkol sa isang napapanahong isyu. Isusulat ng mga bata ang mga sagot sa manila paper. 3. Ipaulat sa lider ng bawat pangkat ang natapos na gawain. 4. Magkaroon ng pagpapalitan ng kuru-kuro tungkol sa mga ulat. Bigyang- diin na mahalagang magkaroon ng mapanuring isipan ang mga kabataan sa pagpili ng kanilang panonoorin sa telebisyon maging sa internet. 5. Ang nilalaman ng activity card ay ang sumusunod:	1. Ipasuri sa mga bata ang artikulo. 2. Hikayatin ang mga bata na magbigay ng mga aral na kanilang natutunan buhat sa binasang artikulo	Magsasagawa ng iba't ibang gawain ang bawat pangkat upang higit na maipakita ang pagkatuto sa aralin. Isagawa sa loob ng 10 minuto Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	

E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Talakayin ang nilalaman ng kuwento sa pamamagitan ng mga sumusunod na tanong: a. Ano ang kapansin-pansin na ginagawa ni Marlo? b. Ano ang natuklasan ni Mang Juan isang araw? c. Paano ipinakita ni Marlo ang kawilihan sa pagbasa? d. Kung ikaw si Marlo, gagawin mo rin ba ang kanyang ginagawa? Bakit? e. Dapat bang magbasa tayo ng diyaryo araw-araw? Bakit? f. Bukod sa diyaryo, anu-ano pang babasahin ang maaaring basahin ng mga batang tulad ninyo?	Pag-uulat ng bawat pangkat	Ipasagot ang mga tanong sa mga bata. a. Anu-anong magagandang pag-uugali ang ipinakita ng mga tao na nasa balita? b. Anong aral ang inyong natutunan mula sa binasa ninyong artikulo? c. Bilang mag-aaral, kaya nyo bang tularan ang ginawa ng dalawang pulis na nasa balita? Ipaliwanag ang sagot. d. Ano ang magiging magandang dulot ng balitang ito sa inyo?	Pag-uulat ng bawat pangkat at pagtalakay sa bawat ginawa ng pangkat	
F.Paglinang na Kabihasaan	Sa pagtalakay ng kuwento, bigyang diin ang kahalagahan ng kawilihan sa pagbabasa sa pagkakaroon ng pag-iisip	Bigyang- diin na mahalagang magkaroon ng mapanuring isipan ang mga kabataan sa pagpili ng kanilang panoorin sa telebisyon maging sa internet	Iproseso ang kasagutan ng mga bata upang magkaroon ng lubos na pagkaunawa sa aralin	Maaaring gamitin ang sumusunod na rubrics sa pagtataya ng performance ng mga bata.	
G.Paglalatap ng aralin sa pangaraw-araw na buhay	Hikayatin ang mga bata na maglahad ng kanilang sariling karanasan na nagpapakita ng kanilang kawilihan sa pagbabasa at pagsusuri ng kanilang binasa	Anong uri ang palabas ang dapat mong panoorin?			
H.Paglalahat ng aralin	Paano momaipakikita ang kawilihan sa pagbasa ng mga aklat /magasin?	Dapat ba tayong maging mapanuri sa mgapalabas na ating pinanonood? Bakit?	Tandaan Natin: Maraming kabutihang dulot ang pagkawili sa pagbabasa tulad ng nasusuri ang mabubuting babasahin, patalastas, at palabas kung ang mga ito ay nagbibigay ng mga totoong impormasyon		
I.Pagtataya ng aralin					
J.Karagdagang Gawain para sa takdang aralin at remediation	Isulat ang pamagat ng isang kuwento o artikulo na kinawiwilihan mong basahin	Sumulat ng limang pangungusap tungkol sa napanood na isyu sa telebisyon	Sumipi sa dyaryo ng isang artikulo/ balita at patalastas na nagbibigay ng totoong impormasyon	Bumasa ng isang artikulo at ibahagi o iulat ito sa klase	
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 punongguro 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 nadibuhon 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 ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction	<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 through play ___ Answering preliminary activities/exercises	<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 through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction	<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 ___ Group collaboration

	___ 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	___ 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	___ 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	___ 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	___ 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
	___ 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
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