

School:		Grade Level:	v
Teacher:		Learning Area:	ESP
Teaching Dates and			
Time:	MARCH 17-21, 2025 (WEEK 6)	Quarter:	4 TH QUARTER

	LIMBO	M A DANCE	MINEDIAII EC	HIMEDEC	DIVEDNES	
I. LAYUNIN	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES	
I. LAYUNIN	Naipakikita ang Pasasalama					
A. Pamantayang Pangnilalaman	Naipamamalas ang pagunav	Lingguhang Pagsusulit				
3. Pamantayan sa Pagaganap		laisasabuhay ang tunay na pasasalamat sa Diyos na nagkaloob ng buhay Ial. palagiang paggawa ng mabuti sa lahat				
C. Mga Kasanayan sa Pagkatuto (Isulat ang code ng bawat kasanayan)	Naipakikita ang Pasasalama					
II. NILALAMAN	Espiritwalidad, Pagmamaha	l sa Diyos				
KAGAMITANG PANTURO					•	
A. Sanggunian						
 Mga pahina sa Gabay ng Guro 						
2. Mga pahina sa Kagamitang Pang-Mag-aaral						
3. Mga pahina sa Teksbuk	Wastong Paguugali sa Makabagong Panahon p 94-98	Wastong Paguugali sa Makabagong Panahon p 94-98	Wastong Paguugali sa Makabagong Panahon p 94-98	Wastong Paguugali sa Makabagong Panahon p 94-98		
4. Karagdagang Kagamitan mula sa portal ng Learning Resource						
3. Iba pang Kagamitang Panturo	Larawan, metacards	Larawan, metacards	Larawan, metacards	Larawan, metacards		
III. PAMAMARAAN						
A. Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Alamin Natin (Day 1)					
3. Paghahabi sa layunin ng aralin	. Tingnan ang larawan					

		Sino siya? Naniniwala ba				
		kayo sa Kanya?				
C.	Pag-uugnay ng mga halimbawa sa bagong aralin	•				
D.	Pagtatalakay ng bagong konsepto at paglalahad ng	Paano mo maipakikita ang				
	bagong kasanayan #1	pagmamahal o				
		pasasalamat sa				
		Dakilang Lumikha?				
E.	Pagtatalakay ng bagong	Iproseso ang kasagutan				
	konsepto at paglalahad ng bagong kasanayan #2	ng mga mag-aaral				
F.	Paglinang sa Kabihasan	Original File Submitted	Isagawa Natin (Day 2)			
	(Tungo sa Formative Assessment)	and Formatted by DepEd	Pagsasagawa ng Gawain			
	,	Club Member - visit	a.Ang bawat grupo ay			
		depedclub.com for more	bibigyan ng metacards			
			kung saan nakasaad ang			
			sampung utos ng diyos. na			
			kanilang aayusin			
			. Gabayan ang bawat			
			grupo sa pagbibigay ng			
			kanilang			
			kapaliwanagan			
G.	Paglalapat ng aralin sa			Isapuso Natin (Day 3)	Isabuhay Natin (Day 4)	
	pang-araw-araw na buhay			Lagyan ng angkop na	Pagpapangkat ng mga mag	
				salita na bubuo sa	aaral sa apat. Ang bawat	
				diwa ng talata	pangkat ay bibigyan ng 5	
				Kautusan ay dapat	minuto upang isadula ang	
					kautusan ng Diyos	

		Na bilin ng	
		_	
		natin Ito'y dapat	
		gawin	
		Lalot sa ikaaayos	
		J	
H. Paglalahat ng Arallin			
I. Pagtataya ng Aralin			Subukin Natin (Day 5)
			Basahin ang bawat
			sitwasyon.Isulat ang titik ng tamang sagot
			1.May mahalaga kang
			pupuntahan ngunit kailangan
			mong magsimba dahil araw ng
			pagsimba. Ano ang dapat
			mong gawin?
			a. Hindi n lang ako
			magsisimba.
			b. Ipagpapaliban ko na ang
			pagsimba c. Gagawa ako ng paraan
			upang makasimba
			2. Di sinasadyang nabasag mo
			ang figurine ng iyong guro.
			Alam mong gustong gusto niya
			ito. Ano ang nararapat mong
			gawin?
			a. Itatapon n lamang ang
			nabasag na figurine
			b. Ipagtatapat sa guro ang pangyayari at hihingi ng
			pangyayan at miningi ng patawad.
			c. Gagawan ng paraan na
			ipagkit ang bawat bahagi ng
			figurine.
			3. May usong sapatos ngayon.
			Lahat ng kabarkada mo ay
			mayroon na. N agsabi ka sa
			inyong ina, ngunit di ka
			pinagbigyan dahil kulang na kulang kayo sa budget. Ano
			ang dapat mong gawin?
			ang dapat mong gawin:

		- M14 1 1-11 1-111
		a. Magalit sa ina dahil hindi
		ka mabilhan ng bagong
		sapatos.
		b.Hindi papayag at
		ipagpipilitan na ibili ka ng
		bagong sapatos
		c. Igagalang ang sinabi ng
		ina,sa susunod na lamang pag
		kaya ng budget
		magpapabili.
		4. Nakasimot ka ng pera sa
		loob ng sislid aralan,
		nagkataon naming wala kang
		baon sa araw na iyon. Dapat
		bang ibili mo ang perang di
		iyo?
		a.Opo dahil ako'y gutom n
		gutom na.
		b. Hindi po dahil dapat
		ipagtanong kung kanino ang
		perang nasimot
		c. Opo dahil nasimot ko na
		naman po ang perang iyon
		5. Nagtatrabaho sa malayong
		lugar ang iyong ama. Isang
		araw nakita mo mismo na may
		kasamang iba an gang iyong
		ama, nakita ka rin ng iyong
		ama at sinabing huwag ng
		makakarating ito sa iyong ina.
		Ano ang iyong gagawin?
		a. Patay malisya na lamang
		parang wala kang nakita
		b. Magtatanim ng galit sa am
		c. Ipagtatapat sa ina ang
		pangyayari
		pand, a, a.
J. Karagdagang gawain para		Batiin ang mga mag – aaral
sa takdang-aralin at		pagkatapos ng aralin at ihanda
remediation		sa susunod na leksiyon.
10111041441011		Maaaring magbigay ang guro
		ng takdang – aralin kung
		kinakailangan
IV Wee Tale	+	Kinakanangan
IV. Mga Tala		
V. Pagninilay		

	mag-aaral na nakaunawa sa aralin					
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	additional activities for	of Learners who require additional activities for remediation
E.	Alin sa mga istratehiyang pagtuturo nakatulong ng lubos? Paano ito nakatulong?	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson
	Anong suliranin ang aking naranasan na solusyunan 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	remediation	of Learners who continue to require remediation
G.		Strategies used that work well: Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignmentsBridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	Strategies used that work well: Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignmentsBridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	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	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:	Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignmentsBridging: 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
		Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunitiesText Representation:	Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunitiesText Representation:	learning, peer teaching, and projects. Contextualization: Examples: Demonstrations,	Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. Text Representation:	opportunities. Text Representation: Examples: Student created drawings, videos, and games. Modeling: Examples: Speaking slowly and clearly, modeling the language you

Examples: Student created drawings, videos,	Examples: Student created drawings, videos,	media, manipulatives, repetition, and local	Examples: Student created drawings, videos, and games.	want students to use, and providing samples of student
and games.	and games.	opportunities.	Modeling: Examples:	work.
Modeling: Examples:	Modeling: Examples:		Speaking slowly and clearly,	Other Techniques and
Speaking slowly and	Speaking slowly and	Text	modeling the language you	Strategies used:
clearly, modeling the	clearly, modeling the	Representation:	want students to use, and	Explicit Teaching
language you want	language you want	Examples: Student	providing samples of student	Group collaboration
students to use, and	students to use, and	created drawings,	work.	Gamification/Learning
providing samples of	providing samples of	videos, and games.		throuh play
student work.	student work.	_	Other Techniques and	Answering preliminary
		Modeling: Examples: Speaking slowly	Strategies used:	activities/exercises
Other Techniques and	Other Techniques and	and clearly, modeling	Explicit Teaching	Carousel
Strategies used:	Strategies used:	the language you	Group collaboration	Diads
Explicit Teaching	Explicit Teaching	want students to use,	Gamification/Learning	Differentiated Instruction
Group collaboration	Group collaboration	and providing	throuh play	Role Playing/Drama
Gamification/Learning	Gamification/Learning	samples of student	Answering preliminary	Discovery Method
throuh play	throuh play	work.	activities/exercises	Lecture Method
Answering preliminary	Answering preliminary	WOIK.	Carousel	Why?
activities/exercises	activities/exercises	Other Techniques	Diads	Complete IMs Availability of Materials
Carousel	Carousel	and Strategies	Differentiated Instruction	Availability of Materials Pupils' eagerness to learn
Diads	Diads	used:	Role Playing/Drama	Group member's
Differentiated	Differentiated	Explicit Teaching	Discovery Method	collaboration/cooperation
Instruction	Instruction	Group	Lecture Method	in doing their tasks
Role Playing/Drama	Role Playing/Drama	collaboration	Why?	AudioVisual Presentation
Discovery Method	Discovery Method	Gamification/Lear	Complete IMs	of the lesson
Lecture Method	Lecture Method	ning throuh play	Availability of Materials	of the lesson
Why?	Why?	Answering	Pupils' eagerness to learn	
Complete IMs	Complete IMs	preliminary	Group member's	
Availability of	Availability of	activities/exercises	11 1 /	
Materials	Materials	Carousel	collaboration/cooperation	
Pupils' eagerness to	Pupils' eagerness to	Diads	in doing their tasks	
learn	learn Group member's	Differentiated	Audio Visual Presentation	
Group member's	Group member s	Instruction	of the lesson	
collaboration/cooperation	collaboration/cooperation	Role	of the lesson	
in doing their tasks	in doing their tasks	Playing/Drama		
Audio Visual	Audio Visual	Discovery Method		
Presentation	Presentation	Lecture Method		
of the lesson	of the lesson	Why?		
		Complete IMs		
		Availability of		
		Materials		
		Pupils' eagerness		
		to learn Group member's		
		Group member s		

		collaboration/coopera tion in doing their tasks Audio Visual Presentation of the lesson	