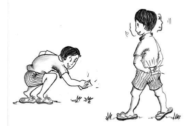
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	ESP
	Teaching Dates and Time:	OCTOBER 23 – 27, 2023 (WEEK 9)	Quarter:	1ST QUARTER

	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	
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	Nakapagpapahayag ng katotohanan kahit masakit sa kalooban gaya ng: 1. pagkuha ng pag-aari ng iba 2. pangongopya sa oras ng pagsusulit 3. pagsisinungaling sa sinumang miyembro ng pamilya at iba pa ESP5PKP-Ih-35	Nakapagpapahayag ng katotohanan kahit masakit sa kalooban gaya ng: 1. pagkuha ng pag-aari ng iba 2. pangongopya sa oras ng pagsusulit 3. pagsisinungaling sa sinumang miyembro ng pamilya at iba pa ESP5PKP-Ih-35	Nakapagpapahayag ng katotohanan kahit masakit sa kalooban gaya ng: 1. pagkuha ng pag-aari ng iba 2. pangongopya sa oras ng pagsusulit 3. pagsisinungaling sa sinumang miyembro ng pamilya at iba pa ESP5PKP-Ih-35	Nakapagpapahayag ng katotohanan kahit masakit sa kalooban gaya ng: 1. pagkuha ng pag-aari ng iba 2. pangongopya sa oras ng pagsusulit 3. pagsisinungaling sa sinumang miyembro ng pamilya at iba pa ESP5PKP-Ih-35	Summative Test
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	Larawan, template nakasulat sa manila paper	activity cards, manila paper, pentel pen, pangkulay	larawan ng puso sa manila paper, tsart na naglalaman ng	papel na kulay pula, papel na kulay asul, gunting	

			mga tanong, manila paper, pentel pen		
IV.PROCEDURES					
A.Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Magpaskil sa pisara ng dalawang pangkat ng larawan. Maaaring gumamit ng laptop o tunay na larawan. 	Iugnay ang tinalakay na kwento na “Ang Limang Daang Piso” sa pagsisimula ng gawain. Maaaring sabihin ito: “Balikan nating muli ang ating tinalakay kahapon. Ano ang buod ng kwentong inyong napakinggan? Ano ang aral na napulot ninyo sa kwentong ito?			
B.Paghahabi sa layunin ng aralin	Ano ang masasabi ninyo sa dalawang larawan? Alin ang larawang nagpapakita ng tamang gawi? at alin ang hindi? Bakit?	Bakit kaya mahalaga ang pagsasabi ng katotohanan?”		Magpagupit ng hugis puso sa pula at asul na papel na kagaya ng nasa ibaba	
C.Pag-uugnay ng mga halimbawa sa bagong ralin	Babasahin ng guro sa mga mag-aaral ang sumusunod na kwento gamit ang masining na pamamaraan sa pagbabahagi ng isang natatanging kwento tungkol sa isang bata na nag-angkin ng isang bagay na hindi naman sa kanya.				
D.Pagtalakay ng bagong konspto at paglalahad ng bagong kasanayan #1	Magkaroon ng talakayan tungkol sa binasang kuwento. Tanggapin at linangin ang iba’t-ibang kasagutan ng mga mag-aaral. a. Ano ang ginawa ni Timmy sa kanyang napulot? b. Paano niya nalaman ang totoong nagmamay-ari ng perang kanyang napulot? c. Bakit sinasabing napahiya si Carol sa kanyang ginawa?	Pangkatin sa apat ang klase. Ipamahagi ang activity cards na naglalaman ng gawain ng bawat pangkat. Bigyan sila ng tig-sasampung minuto para sa kolaboratibong paghahanda ng kanilang presentasyon	Pangkatin ang klase sa apat. Ipaguhit ang katulad na larawan sa ibaba sa isang manila paper. Dito nila isusulat ang kanilang kasagutan. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Babasahin ng guro ang bawat sitwasyon at itataas ng mga bata ang kanilang mga pusong ginawa. Ipaliwanag na ang kulay pulang puso ay sumisimbolo sa katapatan at ang kulay asul naman ay sumisimbolo sa isang hindi magandang gawain	

	d. Kung ikaw si Timmy ganoon din ba ang inyong gagawin? si Annie? Si Carol? Bakit?				
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2			Ipakita ng guro ang tsart na naglalaman ng katanungan upang makapagbuo ng mga kaalamang dapat nilang tandaan para sa lubos na pagka-unawa ng aralin.	Ipasagot ang mga sumusunod na sitwasyon sa kwaderno	
F.Paglinang na Kabihasaan	Himukin ang mga mag-aaral na maipaliwanag ang kahalagahan kung bakit napakahalaga sa isang batang tulad nila ang pagsasabi ng katotohanan sa lahat ng bagay sa kanilang buhay.		Ipapaskil ng mga mag-aaral ang kanilang kolaboratibong ginawa at iuulat ng pinuno. Ipoproseso ng guro ang pagbabahaging ginawa ng mga mag-aaral	Magkaroon ng talakayan hinggil sa sagot ng mga bata.	
G.Paglalapat ng aralin sa pangaraw-araw na buhay	Para sa higit na ikauunawa ng mga mag-aaral, maaaring magdagdag ng gawain ang guro gamit ang template sa ibaba	Bigyan ng pagkakataon ang mga mag-aaral na maipakita ang ginawa ng bawat pangkat. Pagkatapos na maipakita ng mga mag-aaral ang kanilang naisagawa, ipoproseso ito ng guro sa pamamagitan ng pagtataya sa natapos na gawain ng bawat pangkat. Ipasagot ang mga katanungang ito: 1. Ano ang naramdaman ninyo habang ginagawa ninyo ang inyong gawain? 2. Anong natatanging kaugalian ang natanim sa inyong mga puso at isipan? 3. Gaano kahalaga ang katapatan sa bawat isa sa atin? c. Pagkatapos, mamarkahan ang mga mag-aaral gamit ang Rubriks ng guro (tingnan ang kalakip na Rubriks) batay sa iba’t ibang estratehiyang ipinakita ng bawat pangkat.	Hikayatin ang mga mag-aaral na makapagbuo ng mahahalagang konsepto batay sa ipinakitang kasagutan ng bawat isa sa pamamagitan ng nabuong web. Itanong: a. Bilang isang mag-aaral, paano ninyo masasabi ang isang katotohanan kahit alam ninyong makakasakit kayo ng damdamin ng ibang tao? b. Sa inyong palagay, bakit mayroong salitang “katapatan” sa gitna ng puso? Ano ang ibig nitong ipahiwatig?		
H.Paglalahat ng aralin					
I.Pagtataya ng aralin					

J.Karagdagang Gawain para sa takdang aralin at remediation		a. Tanungin ang inyong mga magulang o kapatid kung minsan sa buhay nila ay nasubok ang kanilang katapatan. b. Itala ito sa inyong kwaderno. Ihanda ang sarili sa pagbabahagi ng inyong panayam sa buong 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 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**:	*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**:	*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**:	*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.	*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,

	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 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	**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 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	**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 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	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 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