

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:		Learning Area:	ARALING PANLIPUNAN
	Teaching Dates and Time:	MARCH 10-14, 2025 (WEEK 5)	Quarter:	4TH QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
I. LAYUNIN					
A. Pamantayang Pangnilalaman	mapanuring pag-unawa sa bahaging ginampanan ng kolonyalismong Espanyol at pandaigdigang konteksto ng reporma sa pagusbong ng kamalayang pambansa attungo sa pagkabuo ng Pilipinas bilang isang nasyon				Lingguha Pagsusulit
B. Pamantayan sa Pagaganap	Nakapagpapahayag ng pagmamalaki sa pagpupunyagi ng mga makabayang Pilipino sa gitna ng kolonyalismong Espanyol at sa mahalagang papel na ginagampanan nito sa pagusbong ng kamalayang pambansa tungo sa pagkabuo ng Pilipinas bilang isang nasyon				
C. Mga Kasanayan sa Pagkatuto (Isulat ang code ng bawat kasanayan)	Natatalakay ang kalakalang galyon at ang epektionito sa bansa AP5PKB-IVg-5/Pahina 55 ng 120				
II. NILALAMAN	Implikasyon ng mga Naunang Pag-aalsa				
KAGAMITANG PANTURO					
A. Sanggunian					
1. Mga pahina sa Gabay ng Guro					
2. Mga pahina sa Kagamitang Pang-Mag-aaral					
3. Mga pahina sa Teksbuk	Banghay Aralin sa MAKABAYAN 5, Hekasi V Pokus: Kasayasayan 2003 Edition Huminada B. Balbuena pp. 44 – 46				

	Ang Lahing Pilipino, Dakila at Marangal Lazelle Rose Plingo at Ela Rose Sablaon pp. 32 – 36				
4. Karagdagang Kagamitan mula sa portal ng Learning Resource					
B. Iba pang Kagamitang Panturo	mga larawan, chart, video clips, manila paper, tiled print-outs				
III. PAMAMARAAN					
A. Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Balitaan – pag-usapan ang mga kasalukuyang pangyayari sa paligid sa pamamagitan ng isang pag-uulat Magpakita ng mga larawan ng mga Pilipinong hindi nalipat ng tirahan noong unang panahon. Hayaang tukuyin ng mga mag-aaral kung a kanilang mga napansin o napapansin sa mga larawang Pilipinas . Balik aral – Magpakita ng larawan ng daungan ng Maynila. Ipaliwanag na dati ay hindi pa ito nabubuksan. Talakayain sa mga mag-aara anu-ano ang mga maaring naging epekto ng pagbubukas ng daungan ng Maynila sa kalakalan ng bansa. .				
B. Paghahabi sa layunin ng aralin	 Pagpapakita ng larawan tungkol sa aralin tulad ng sistema ng sinaunang kalakalan sa bansa (barter), merkantilismo, daungan ng Maynila, iba’t ibang uri ng halaman na dala ng kalakalang galyon				
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Sabihin sa mga mag-aaral na sa loob ng 5 araw ay pag-aaralan ng klase ang kalakalang galyon at mga epekto nito sa mga Pilipino at sa b susunod na lingo naman ay ang pagkakawatak-watak at pagkakaisa ng mga Pilipino sa mga mahahalagang pangyayari at ang mga epekto naunang mga pag-aalsa ng mga Pilipino.				
D. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	. Ilahad ang aralin sa pagsasagot sa mga tanong sa Alamin Mo, LM, pahina _____	Pag-uulat b. kalikasan ndustriya Pag—uulat sa gabay ng guro.	Pag-uulat Pamilya Pakikipagkalakalan Pag-uulat sa gabay ng guro	Ayon sa mga napag-usapan, pabunutin ng salita na nakasulat sa mga papel na tiniklop ang bawat pinuno ng pangkat. Ang kanilang	

	Pakinggan ang mga sagot ng mga mag-aaral. Tanggapin ang lahat ng kanilang mga kasagutan. 3. Ipasagot sa mga mag-aaral ang ga sumusunod na mga katanungan: a. Nakinabang ba ang mga katutubo sa kalakalang galyon? Sa paanong paraan kaya? b. Bakit napabayaang ng mga pinunong –bayan ang pagpapaunlad sa agrikultura at industriya ng bansa? c. Anu-ano ang mga naging epekto ng kalakalang galyon sa mga Pilipino lalo’t higit sa kanilang pamumuhay? Ipabasa at talakayin sa klase kung anu-ano ang dahilan kung bakit hindi napaunlad ang mga lupang sakahan ng mga Pilipino noong panahon ng pananakop ng mga espanyol	Pagsusuri at pagtatalakay sa mga iniulat ng bawat pangkat. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Pagsusuri at pagtatalakay sa mga iniulat ng bawat pangkat	nabunot ay gagawan nila ng isang role play batay sa kung anu-ano ang mga naging epekto ng kalakalang galyon sa Pilipinas gayundin sa mga Pilipino	
E. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Talakayin ang mga naging epekto ng kalakalang galyon sa buhay ng mga Pilipino. Pangkatin ang mga mag-aaral upang mapag-usapan nila ang mga naging epekto ng kalakalang galyon sa mga Pilipino at hayaang iulat ng bawat pangkat ang	Hayaang tukuyin at pangkatin ng mga mag-aaral kung alin sa kanilang mga nabanggit ang mabubuti at hindi mabuting epekto ng kalakalang galyon sa mga Pilipino.		Pagsasadula ng bawat pangkat sa bagay ng guro	

	kanilang napag-usapan. Ang bawat pangkat ay bibigyan ng nakatalagang kanilang pag-uusapan sa pangkat a. agrikultura (pananim)				
F. Paglinang sa Kabihasan (Tungo sa Formative Assessment)				Matapos ang pagpapakita ng dula ng bawat pangkat, itanong sa mga mag-aaral kung ano ang kanilang saloobin dito	Ipagawa ang mga tanong sa Gawin Mo, pp. 10-11. Gawain A Pasagutan: Mag-aaral ang mga katanungan sa C. kapag natapos mo ang aralin tungkol sa kabihasan ng kalakalang bansa. galyon. Gawain B o Ipagawa sa mga mag-aaral ang mga pagpapangkat at pag-usapan ng mga epekto ng kabihasan sa bansa. o Bigyan ng mga tanong na makapag-isip ng makapaghanda ng pangkat para sa kanilang pag-uulat. Gawain C Ipasagot sa mga tanong ang mga katanungan. Gawain D Ipasagot sa mga tanong ang mga katanungan.
G. Paglalapat ng aralin sa pang-araw-araw na buhay					Pangwakas na Gawain Punan ang mga tanong nasa ibaba kung ano ang mga mabubuhay.

					mabuting naidun sa Kalakalang Galyon ng Pilipino at sa buong mundo
H. Paglalahat ng Arallin	13. Bigyang-diin ang mga kaisipan sa Tandaan Mo, pp. ____ ng LM. ☞Nagbukas ang daungan ng Maynila at nabuo ang Kalakalang Galyon sa pagitan ng Maynila at Acapulco Mexico ☞Nagdala ang galyon ng iba’t ibang kalakal na hhalaman at hayop mula sa Acapulco at mula naman sa Maynila ay nadala ang mga palaman pagkain, halaman, spices at iba pang mga kasangkapan sa Mexico ☞Nagkaroon ng sapilitang pagtatanim ng mga kalakal sa mga sakahan na naging sanhi ng kakulangan sa bigas ☞Napabayaang ng mga alcalde mayor at gobernadorcillo ang kanilang mga nasasakupan dahil na rin sa Galyon ☞Nanatili sa loob ng 250 taon ang Kalakalang Galyon				
I. Pagtataya ng Aralin	Pagtataya Pasagutan ang Natutuhan Ko sa pp. ____ ng LM.				
J. Karagdagang gawain para sa takdang-aralin at remediation	Takdang Aralin Bumuo ng isang maikling awit / rap / jingle na naglalaman ng aralin.				
IV. Mga Tala					
V. Pagninilay					
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 mag-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 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 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 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 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 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 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 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 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 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 mgaistratehiyang pagtuturo 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 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	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
G. Anong kagamitang panturo 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.	<i>Strategies used that work well:</i> ___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.	<i>Strategies used that work well:</i> ___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.	<i>Strategies used that work well:</i> ___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.	<i>Strategies used that work well:</i> ___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.

	__ Bridging: Think-pair-share, quick-writes, and anticipatory charts.	__ Bridging: Think-pair-share, quick-writes, and anticipatory charts.	__ Bridging: Think-pair-share, quick-writes, and anticipatory charts.	__ Bridging: Think-pair-share, quick-writes, and anticipatory charts.	__ Bridging: Think-pair-share, quick-writes, and anticipatory charts.
	__ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	__ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	__ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	__ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	__ Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.
	__ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.	__ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.	__ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.	__ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.	__ Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.
	__ Text Representation: Examples: Student created drawings, videos, and games.	__ Text Representation: Examples: Student created drawings, videos, and games.	__ Text Representation: Examples: Student created drawings, videos, and games.	__ Text Representation: Examples: Student created drawings, videos, and games.	__ 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.	__ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	__ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	__ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	__ 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	Other Techniques and Strategies used: __ Explicit Teaching __ Group collaboration __ Gamification/Learning throuh play __ Answering preliminary activities/exercises __ Carousel __ Diads __ Differentiated Instruction	Other Techniques and Strategies used: __ Explicit Teaching __ Group collaboration __ Gamification/Learning throuh play __ Answering preliminary activities/exercises __ Carousel __ Diads __ Differentiated Instruction __ Role Playing/Drama	Other Techniques and Strategies used: __ Explicit Teaching __ Group collaboration __ Gamification/Learning throuh play __ Answering preliminary activities/exercises __ Carousel __ Diads __ Differentiated Instruction	Other Techniques and Strategies used: __ Explicit Teaching __ Group collaboration __ Gamification, throuh play __ Answering p activities/exerci __ Carousel __ Diads __ Differentiated Instruction __ Role Playing __ Discovery Me __ Lecture Meth	

	___ 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	___ 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	Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ AudioVisual Presentation of the lesson
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