

 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:	EPP
	Teaching Dates and Time:	NOVEMBER 4 - 8, 2024 (WEEK 6)	Quarter:	2 ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. Layunin	1.Nakapagsasaliksik gamit ang internet, magasin, aklat at iba pa. 2. Nalalaman ang kasalukuyang kalakaran sa pamilihan ng kagamitang pambahay tulad ng kurtina, table runner, glass holder, cover, throw pillow, table napkin	1 Nakagagawa ng plano ng kagamitang pambahay tulad ng apron. 2.Naipakikita ang kasanayan sa pagpaplano ng kagamitang pambahay. 3.Nakagagawa ng padron at nailalatag ito upang matabas sa wastong pamamaraan. 4. Napahahalagahan ang pagpaplano para sa pagbuo ng kagamitang pambahay.	1.Natutukoy ang mga bahagi ng makinang de padyak. 2.Naiisa isa ang mga bahagi ng makina. 3.Nalalaman ang kahalagahan ng bawat bahagi nito.	1.Natatalakay at naipapakita ang wasto at maingat na paggamit ng makina. 2.Napahahalagahan ang mga paraan sa paggamit ng makina.	LINGGUHANG PAGSUSULIT
A. Pamantayang Pangnilalaman	Naipapamalas ang pang-unawa sa kaalaman at kasanayan sa “gawaing pantahanan” at tungkulin at pangangalaga sa sarili.	Naipapamalas ang pang-unawa sa kaalaman at kasanayan sa “gawaing pantahanan” at tungkulin at pangangalaga sa sarili.	Naipapamalas ang pang-unawa sa kaalaman at kasanayan sa “gawaing pantahanan” at tungkulin at pangangalaga sa sarili.	Naipapamalas ang pang-unawa sa kaalaman at kasanayan sa “gawaing pantahanan” at tungkulin at pangangalaga sa sarili.	
B. Pamantayan sa Pagganap	Naisasagawa ang kasanayan sa pangangalaga sa sarili at gawaing pantahanan na nakakatulong sa pagsasaayos ng tahanan.	Naisasagawa ang kasanayan sa pangangalaga sa sarili at gawaing pantahanan na nakakatulong sa pagsasaayos ng tahanan.	Naisasagawa ang kasanayan sa pangangalaga sa sarili at gawaing pantahanan na nakakatulong sa pagsasaayos ng tahanan.	Naisasagawa ang kasanayan sa pangangalaga sa sarili at gawaing pantahanan na nakakatulong sa pagsasaayos ng tahanan.	
C. Mga Kasanayan sa Pagkatuto (Isulat ang code ng bawat kasanayan)	K to 12- EPP5HE-Of-15	K to 12- EPP5HE-Of-16	K to 12- EPP5HE-Of-17	K to 12- EPP5HE-Of-17	
II. NILALAMAN	Paggamit ng Internet, Magasin, Aklat sa Pagsasaliksik ng Kasalukuyang Kalakaran sa Pamilihan ng Kagamitang Pambahay	Paggawa ng Plano para sa Apron	Mga Bahagi ng Makina	Wastong Paraan ng Paggamit ng Makina	
III. KAGAMITANG PANTURO					
A. Sanggunian					
1. Mga pahina sa Gabay ng Guro	Quarter2 Week 6 pp.____	Quarter2 Week 6 pp.____	Quarter2 Week 6 pp.____	Quarter2 Week 6 pp.____	
2. Mga pahina sa Gabay ng Pang-mag-aaral	Quarter2 Week 6 pp.____	Quarter2 Week 6 pp.____	Quarter2 Week 6 pp.____	Quarter2 Week 6 pp.____	
3. Mga pahina Teksbuk		Makabuluhang Gawaing Pantahanan at Pangkabuhayan 5 pp. 128- 129	Manwal ng Guro sa Makabuluhang Gawaing Pantahanan at Pangkabuhayan 5 pp. 121-222		

4. Karagdagang Kagamitan mula sa portal ng Learning Resource					
B. Iba pang Kagamitang pangturo	mga aktwal na kagamitang pambahay, tsart	halimbawa ng plano ng proyekto, tsart	makinang de-padyak, tsart ng mga bahagi ng makina	makinang de-padyak, tsart	
IV. PAMAMARAAN					
A. Balik –Aral sa nakaraang aralin at sa pagsisimula ng bagong aralin					
B. Paghahabi ng layunin ng aralin	Panggabay na Tanong: 1.Nakatulong ba ang paggamit ng internet sa pagsasaliksik? 2.Anong kabutihan at di-kabutihang dulot ng paggamit ng internet?	Panggabay na tanong: 1.Ano ang dapat tandaan sa pagbuo ng plano?	Panggabay na tanong: 1.Nakakita na ba kayo ng makina? 2.Saan kayo nakakita ng makina at ano ang gamit nito? 3.Mahalaga ba ang bawat bahagi ng makina?	Panggabay na tanong: 1.Mayroon ba kayong makina sa bahay? 2.Magbigay ng mga paraan ng paggamit ng makina? 3.Mahalaga bang malaman natin ang mga paraan na ito?	
C.Pag-uugnay ng mga halimbawa sa bagong aralin	Pangganyak: 1.Magpakita ng larawan:	Pangganyak: 1. Pagpapakita ng mga larawan ng kagamitan piliin kung ito ay pambahay o pampaaralan.	Pangganyak: 1.Pagpapakita ng isang isang aktwal na makinang de-padyak na panahian.	Pangganyak: Tumawag ng mag-aaral mula sa klase.	
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan # 1	2.Itanong sa mga mag-aaral: “ Alin dito ang halimbawa ng ng mga kagamitang pambahay (soft furnishing) Ipaliwanag ang sagot	2.Itanong sa mga mag-aaral:	2.Itanong sa mga mag-aaral; Ano ang kahalagahan ng makinang de padyak?	2. Itanong sa mga mag-aaral: Sino sa inyo ang marunong gumamit ng makina?	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	PAGPAPALALIM NG KAALAMAN 1.Hatiin ang klase sa apat na pangkat. 2.Magdaos ng dula-dulaan kung saan ipakikita ang sumusunod: a.Pangkat 1 paggamit ng internet sa pagsasaliksik b.Pangkat 2 paggamit ng aklat, magasin sa pagsasaliksik c.Pangkat 3 ipakita ang paraan ng paggawa ng kurtina. d.Pangkat 4 Paglilista ng mga halimbawa ng kasangkapang pambahay. 1.Isa-isang magtatanghal ang bawat pangkat.	PAGLALAHAD: Pagbuo ng plano para sa pagbuo ng kagamitang pambahay sa pamamagitan ng mga sumusunod nabalangkas: I.Pangalan ng Kagamitang Pambahay II.Mga Layunin III.Mga Kagamitan IV.Pamamaraan sa Paggawa	PAGLALAHAD: Magpapakita sa mga mag-aaral ng tsart ng makina at mga bahagi nito.	PAGPAPALALIM NG KAALAMAN 1.Pangkatin ang klase sa apat . 2.Sa unang pangkat ipapakita nila sa pamamagitan ng pagsasadula kung paano pangangalagaan ang makina 3.Sa ikalawang pangkat pagsusunud-sunurin ang wastong paraan ng paggamit ng makina sa tsart. 4.Ang ikatlong pangkat naman ay magtatalakay ng maingat na paggamit ng makina. 5.Ang huling pangkat naman ang magbibigay ng puna sa 3 pangkat na nagsagawa ng kani-kanilang gawain.	

	2.Habang nagsasagawa ang isang pangkat, ang ibang pangkat naman ay magmamasid. 3.Kapag tapos na ang lahat, magbibigay ng puna ang isang kasapi ng bawat pangkat at ang guro. Gabayan ang mga mag-aaral sa pagbibigay ng puna.				
F. Paglinang sa kabihasnan (Tungo sa Formative Assessment)		PAGPAPALALIM NG KAALAMAN 1.Gamit ang hakbang sa pagbuo ng plano, gawin ito ng may pagkakasunud-sunod.	PAGPAPALALIM NG KAALAMAN 1.Pangkatin ang klase. 2.Magpakita ng larawan ng makina na may mga bahagi nito. 3.Matapos mapag-aralan ang mga bahagi ng makina gamit ang tsart tutukuyin naman ng piling mag-aaral mula sa bawat pangkat ang mga bahagi ng makinang de padyak sa harap ng klase.		
G. Paglalapat ng aralin sa pang-araw araw na buhay		Ipagawa sa mag-aaral ang Pagyamanin Natin sa LM p_____.	Bakit mahalagang malaman ang mga bahagi na makina?	Basahin ang Tandaan Natin sa LM p_____.	
H. Paglalahat ng aralin	1.Anu-ano ang mga halimbawa ng kagamitang pambahay? 2.Ipaliwanag ang kahalagahan nito.	Itanong sa mag-aaral: 1.Ano ang dapat tandaan sa pagbuo ng plano? 2.Tumawag ng ilang mag-aaral at ipasabi sa kanila ang mga hakbang sa pagbuo ng plano.	Anu ano ang mga bahagi ng makina?	Mahalaga bang malaman natin ang mga paraan ng paggamit ng makina?	
I. Pagtataya ng aralin	1.Sagutan ang Subukin Mo sa LM p_____. 2.Pasagutan ang Kaya Mo na Ba sa LM _____.	Ipagawa sa mga mag-aaral ang Gawin Natin sa LM p_____.	Ipagawa sa mga mag-aaral ang Gawin Natin sa LM p_____.	Ipagawa sa mga mag-aaral ang Gawin Natin sa LM p_____.	
J. Karagdagan Gawain para sa takdang aralin at remediation	1.Magsaliksik tungkol sa paraan ng paggawa ng apron. 2.Ipagawa ang Pagyamanin Natin sa LM.	Ipagawa sa mag-aaral ang Pagyamanin Natin sa LM p_____.	Ipagawa sa mag-aaral ang Pagyamanin Natin sa LM p_____.	Ipagawa sa mag-aaral ang Pagyamanin Natin sa LM p_____.	
V.MGA TALA					
VI. 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 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 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 na 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 solusyon 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 ginamit/nadiskubre 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.	<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.	<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.	<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.	<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: ___ <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	___ 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: ___ <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	___ 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: ___ <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	___ 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: ___ <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	___ 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: ___ <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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