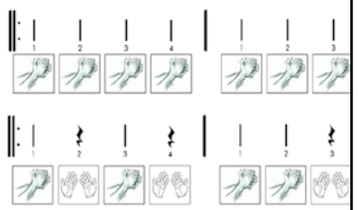
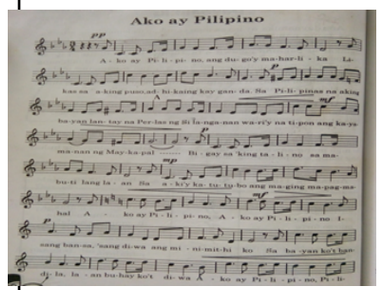
GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:		Learning Area:	MAPEH
	Teaching Dates and Time:	MAY 1 – 5, 2023 (WEEK 1)	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner… demonstrates understanding of concepts pertaining to volume in music	The learner… demonstrates understanding of concepts pertaining to volume in music	**The learner…** demonstrates understanding of colors, shapes, space, repetition, and balance through sculpture and 3-dimensional craft.	The learner… demonstrates understanding of basic first aid principles and procedures for common	The learner . . . demonstrates understanding of participation and assessment of physical activity and physical fitness
B. Performance Standards	The learner… applies dynamics to musical selections	The learner… applies dynamics to musical selections	**The learner…** demonstrates fundamental construction skills in making a 3-dimensional craft that expresses balance, artistic design, and repeated variation of decorations and colors 1. papier-mâché jars with patterns 2. paper beads constructs 3-D craft using primary and secondary colors, geometric shapes, space, and repetition of colors to show balance of the structure and shape	The learner… practices appropriate first aid principles and procedures for common injuries	The learner . . . participates and assesses performance in physical activities. assesses physical fitness
C. Learning Competencies/Objectives Write the LC code for each	identifies the different dynamic levels used in a song heard **MU5DY-IVa-b-1**	Napahahalagahan ang Dynamics sa madamdaming pagpapahayag ng musika. **MU5DY-IVa-b-1**	Natutukoy at naiisa-isa ang mga kagamitan sa paglikha ng 3 dimensyonal craft na paper beads **A5EL-IVa**	a.Naipaliliwanag ang mga layunin ng mga pangunang lunas b.Naibibigay ang mga pangunahing kasanayan sa pangunang lunas H5IS-IVa-34 / Page 35 of 66	describes the Philippines physical activity pyramid **PE5PF-IVa-16/ Page 29 of 6**
II. CONTENT	ANG PAGKAKAIBA-IBA NG MGA TEMPO GINAMIT SA AWITING MUSIKAL	: Dynamics sa madamdaming pagpapahayag ng musika	Mga Kagamitansa Paggawa ng 3 Dimensyonal Craft na Paper Beads	Pinagmulan at Layunin ng mga Pangunang Lunas	Pagpapanatili at Pagpapaunlad ng Physical Fitness
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages		K to 12 Curriculum Guide,			
2. Learner's Material pages		Umawit at Gumuhit 5			
3. Textbook pages					

4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources		tsart ng mga awit, mga larawan, CD/CD player	Paper (magazine pages, wrapping paper, wallpaper, coloured and art paper), Pencil, ruler, scissors, thin wooden dowel, 2 soft paint brush, glue, wooden sticks, varnish		
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Pakinggang mabuti ang awiting “Kalesa”.	1. Pagsasanay a. Rhythmic i. Clapping/Paagpalakpak 	1.Balik-aral Pagpapakita ng mga larawan ng mga kagamitang ginamit sa paggawa ng 3 dimensyonal craft na paper mache. IIsa-isahin muli ang mga ito sa pamamagitan ng paglalagay ng pangalan sa guhit na nasa ibaba ng larawan.	Ipakita ang mga larawan ng isang masigla at malusog na pamilya na di gumagamit ng gateway drugs.	Ano ang masasabi ninyo sa imbentaryo ng inyong gawaing pisikal?
B. Establishing a purpose for the lesson	identifies the different dynamic levels used in a song heard	Gawain 1.Pagganyak Panoorin ang video ng awit Ako ay Pilipino/ Pakinggan ang pyesa ng awit Ako ay Pilipino.	Pagganyak Pagpapakita ng larawan ng Paper Beads Itanong: 1.Ano ang nasa larawan? 2.Ano ang panagalan ng likhang –sining na ito/ 3.Ano-ano ang mga kagamitan ginamit sa paglikha nito?	Pagpapakita ng larawan tungkol sa paunang panlunas.	describes the Philippines physical activity pyramid
C. Presenting examples/instances of the new lesson	Anong uri ng transportasyon ang kalesa? Sa anong uri ng pamayanan makikita ang kalesa? Ano ang mabuting naidudulot sa kapaligiran ang paggamit ng kalesa? Kung kayo ay mabibigyan ng pagkakataong makagamit pa ng kalesa, nanaisin ba ninyo? Bakit? Paano ninyo maipakikita ang pagpapahalaga sa kapaligiran? Sa awiting “Kalesa”, ano ang inyong napansin sa tempo nito? Aling bahagi ng awitin ang may mabagal na tempo? May mabilis na tempo?	2.Paglalahad Higit na gumaganda ang isang awit o tugtugin kapag naipahayag ng maayos ang isinasaad sa pamamagitan ng wastong paglakas at paghina nito sa mga bahagi ng komposisyon na kakikitaan ng antas. Ang pagsunod sa mga sagisag ng dynamics ay nagbibigay ng kakaibang sigla at kahulugan nito	1.Paglalahad Ang paggawa ng paper bead ay isang gawaing nakakalibang na maaring pagkakitaan kung gagamitan ng kaalaman sa paglikha ng mga palamuti. Ito ay nagmula pa sa bansang Inglatera na kung saan ang mga kababaihan ay matiyagang nagbibilot ng maliliit na papel upang makulayan at matuhog para gawing palamuti sa katawan gayundin upang maging palamuti sa bahay tulad kurtinang gawa sa tinuhog na beads. Nangangailangan ng masusing at matiyagang pagbibilot o	Pag-usapan sa klase ang larawan sa “Pag-usapan Natin” sa LM. Pasagutan ang mga tanong sa ibaba Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Nalilinang ba ng mga gawaing ito ang mga sangkap ng *skill-related fitness*?

			pagrorolyo ng maliliit na papel upang makalikha ng beads na kukulayan ng pintura at didisenyuhan base sa nais. Maaaring tuhugin at gawing pulseras, kwintas, palawit sa hikaw at iba pang palamuti sa katawan at bahay ang nagawang tinuhog na beads.		
D. Discussing new concepts and practicing new skills #1	Pakinggan ang mga sumusunod na awitin at tukuyin ang tempo ng awiting napakinggan. 1. "Rikiting-kiting" C , so 2. 4. "Rock-a-Bye Baby" F, la 3. "Dandansoy" C, m 4. 5. "Daniw" C, so 5. "Pandangguhan" F, fa	Pagtalakay Pakinggang muli ang awit ng Ako ay Pilipino habang sumusunod sa Iskor ng awit na nakasulat sa Manila Paper.  	. mga kagamitan sa paggawa ng paper beads; 1.Papel – magasin , art paper at coloured ay maaaring gamitin 2.Lapis- para sa pagguhit sa korte ng papel 3.Ruler- para sa pagsusukat 4.Gunting- para sa paggupit ng mga papel 5.Mainipis na kahoy na dowel- para sa pagrorolyo ng papel 6.Malambot na brush ng pinta-para sa pag-aaplay ng glu sa papel 7.Glue/ pandikit- para sa pagdidikit ng mga paper beads 8.Patpat na kahoy-para sa pagpapatuyo ng beads pagkatpos barnisan 9.Soft paint brush- sa pagpapahid ng barnis 10.Barnis- para magkakulay at hindi kumapit ang dumi 11.Oasis florist block-para sa seguridad ng beads	Pag-usapan sa klase ang larawan sa "Pag-usapan Natin" sa LM. Pasagutan ang mga tanong sa ibaba. Ang 3 pangunahing mga layunin ng paunang tulong-panlunas, na mas kilala bilang 3 P (tatlong P) ang mga sumusunod: • Pagpapanatili ng buhay (Preserve life) • Pag-iwas mula sa pagkakaroon ng mga dagdag na pinsala o pag-iwas sa paglala ng kapinsalaan o karamdaman (Prevent further injury or illness) • Pagtataguyod sa paggaling (Promote recovery)	Muling bigyan ng pansin ang anim na sangkap ng *skill-related fitness*. Kagaya ng mga sangkap ng *health-related fitness*, mahalaga ring dapat pagtuunan ng pansin na linangin ang *skill-related fitness*. Ang mga sangkap na ito ang kalimitang ginagamit sa mga gawaing pang-isports. Ang iba't ibang laro at isports ay nagtataglay ng iba't ibang bahagi ng *skill-related fitness*. Karamihan sa mga isports na ito ay nangangailangan ng mas higit sa isang sangkap. Ang anim na sangkap ng *skill-related fitness* ay ang sumusunod:
E. Discussing new concepts and practicing new skills #2	Tukuyin ang tempo ng mga bahaging awiting "Pandangguhan".Awitin ng wastong may tamang tempo.	A.Sagutin ang mga tanong a.Saang parte ng awit ginamit ang paghina ng boses? b.Saang parte ng awit naramdaman ang paglakas ng awit?	3.Pagpapalalim ng Pag-unawa 1.Ano-ano ang mga kagamitang ginamit sa paggawa ng Paper Beads ? 2.Itala sa inyong mga papel ang mga kagamitang iyong nakikita na maaring gamitin sa paggawa ng paper beads	Bigyan ng oras ang mga bata na basahin at pag-aralan ang 3 mahahalagang layunin ng pangunang lunas. Mga Pangunahing kasanayan sa Pagbibigay ng Pangunahing Tulong-Panlunas	ilisan at naaayon sa pagkilos. Ang isang taong maliksi ay kalimitang mahusay sa mga isports na *wrestling, diving, soccer, tennis, badminton,* at iba pa. ***Balance*** (balanse) – ang kakayahan ng katawan na panatilihing nasa wastong tikas at kapanatagan habang nakatayo sa isa o dalawang paa (*static balance*), kumikilos sa sariling espasyo at patag na lugar (*dynamic balance*) o sa

					pag-ikot sa ere (*in flight*). Ang isang tao na nagtataglay ng kasanayan sa pagbalanse ay kalimitang mahusay sa mga gawain tulad ng *gymnastics* at *ice skating*. ***Coordination*** (koordinasyon) – ang kakayahang magamit ang mga pandama kasabay ng isang parte o higit pang parte ng katawan. Ito ang kakayahan ng iba't ibang parte ng katawan na kumilos nang sabay-sabay na parang iisa na walang kalituhan. Ang mga manlalaro ng basketbol, *baseball, softball, tennis*, at *golf* ay nagtataglay ng ganitong kakayahan. ***Power*** – ang kakayahang gamitin nang mabilis ang lakas. Ito ay kombinasyon ng bilis at lakas. Sinasabing ang puwersa ay *"combined part of fitness"* sa dahilang ang bilis ay *skill-related* at ang lakas naman ay *health-related*. Ang mga manlalaro ng *swimming, athletics,* at *football* ay ilan lamang sa mga gumagamit ng *power*. ***Speed*** (bilis) – ang kakayahan ng katawan na gumalaw o makasaklaw ng distansiya sa maikling takdang panahon. Ang lakas ay kalimitang ginagamit sa mga larong takbuhan, gayundin sa mabilisang pagpasa o pagbato at pagsalo ng bola. ***Reaction Time*** – ang sapat na oras na ginagamit sa paggalaw kapag naisip ang pangangailangan sa pagtugon sa galaw. Ito ang kakayahan ng mga bahagi ng katawan sa mabilisang pagkilos sa pagsalo, pag-abot at pagtanggap ng paparating na bagay o sa mabilisang pag-iwas sa hindi

					inaasahang bagay o pangyayari. Ang pagtugon ng katawan sa hudyat ng pito (*whistle*), gamit panimula sa pagtakbo (*starting gun*), o mga kagamitang tulad ng *flag* sa pagtakbo ay isang halimbawa ng pagpapakita ng *reaction time*.
F. Developing mastery (Leads to Formative Assessment 3)	Pangkatang gawain	Pangkatang gawain	2.Gawaing Pansining Sumangguni sa LM (GAWAIN)	Bumuo ng tatlong grupo kung saan ang bawat grupo ay tatalakayin ang bawat layunin ng pangunang lunas.	Hahatiin ang klase sa anim na pangkat. Bawat pangkat ay bibigyan ng isang sangkap ng *skill-related fitness*. Bibigyan ng laang oras ang bawat pangkat para umisip ng isang gawain, laro /isports, at sayaw na lumilinang sa ibinigay na sangkap sa grupo. Sa pamamagitan ng malikhaing presentasyon, ipapakita ng bawat pangkat ang naisip na gawain, laro/isports, at sayaw. Huhulaan ito ng iba pang pangkat. Ang sinumang makahula ay bibigyan ng karampatang puntos.
G. Finding practical applications of concepts and skills in daily living	Ano ang inyong naramdaman habang nakikinig kayo sa mga awitin na may iba't-ibang tempo?	5.Paglalapat Gawin ang Pangkatang Gawain Hatiin sa dalawang pangkat ang klase a.Pangkat 1- Pakinggan ang awit NA "Ako ay Pilipino" at awitin ito ng may wastong paghina at paglakas. b.Pangkat 2- Pakinggan ang "Ako ay Pilipino". Awitin ito nang may wastong damdamin gamit ang antas at simbolo ng dynamiks na nakasulat sa Iskor ng awit.	2.Repleksyon Paano mo mabibigyang halaga ang mga kagamitan na makikita sa iyong kapaligiran na maaari naman gamitin sa paggawa ng paper beads?		Pangkatang Gawain
H. Making generalizations and abstractions about the lesson	Ang tempong largo ay mabagal na matatag samantalang ang presto ay mabilis na nagmamadali. Ang allegro ay mabilis habang ang moderato ay may katamtamang bilis. Ang andante ay mabagal at ang vivace ay	4.Paglalahat Kung ang Dynamics ay tumutukoy sa paglakas at paghina ng pag-awit at pagtugtog. Anu-ano naman ang tatlong antas ng Dynamics?	1.Paglalahat Ang paggawa ng paper beads ay isa sa mga kapakipakinabang hindi lamang ito nakadaragdag ng palamuti ito rin ay pwede pagkakitaan.	.Ano ang paunang lunas at ang mahalagang layunin nito?	Ang *agility* (liksi), *balance* (balanse), *coordination* (koordinasyon), *power*, *speed* (bilis), at *reaction time* ay mga sangkap ng *skill-related fitness* na dapat linangin upang magawa ang

	mas mabilis sa allegro samantalang ang ritardando ay papabagal at ang accelerando ay papabilis.	(p) – Mahinang pag-awit (mf) –Katamtamang lakas ng pag-awit (f) –Malakas na pag-awit			mga kasanayan sa paglalaro, pagsasayaw, o mga gawaing pang-araw-araw nang buong husay. Ang mga sangkap na ito ay bubuo sa wastong pagtupad ng kalusugang dapat matamo ng bawat isa. Sa pamamagitan ng pagbalik-tanaw sa mga sangkap na ito, ang lubos na pag-unawa sa mga konsepto at kasanayan ay kinakailangan para sa pagpapaunlad ng kaalaman sa *physical fitness*.
I. Evaluating learning	Sumangguni sa LM_____.	**Pagtataya** Isulat sa 5pangungusap ang kahalagahan ng pag-awit ng may wastong lakas at wastong hina gamit ang antas ng dynamics	SURIIN Punan ang patlang ng wastong sagot. 1.Ang _____ay ginagamit upang mairolyo ng maayos ang papel. 2.Ang _____ay para sa pag-aaplay ng glue sa papel. 3. Ginagamit ang _____sa pagsusukat 4. Ang barnis ay ay para magkaroon ng _____at upang maiwasan ang pagkapit ng dumi. 5. Ang malambot na Brush ng pinta ay ginagamit para sa pagpapahid ng _____.	Ulat Pangkalusugan Isulat ang Tama kung tama ang isinasaad ng Pangungusap at Mali kung ang isinasaad ay mali.	1. Basahin ang mga sumusunod na pangungusap na nasa kahon at sagutin ang tanong. 2. Gumuhit ng mga gawaing nakalilinang ng mga sumusunod na sangkap ng skill-related fitness. Gumawa ng isang islogan na naaayon kung paano ito mapauunlad: a. Agility (liksi) b. Speed (bilis) c. Power
J. Additional activities for application or remediation	Sumangguni sa LM_____.	**Takdang-aralin** Sumipi ng awit at isulat sa papel Ang Bayan ko.	Sumangguni sa LM_____.	Makipanayam sa mga “ Health Workers” sa Sentrong Pangkalusugan ng barangay tungkol sa pgbibigay ng pangunang lunas sa mga sanggol at matatanda na biglang nagkasakit o napinsala.	Takdang- aralin Laging isaisip na sa lahat ng ating pang-araw-araw na gawain ay ginagamit natin ang mga sangkap ng skill-related fitness upang mas maging madali at ligtas ang mga gawain. Gumawa ng personal na kontrata para sa paglinang ng mga sangkap na nabanggit. Ipasa ang kontrata sa susunod na pagkikita. All rights reserved. No part of this material may be reproduced or transmitted in any form or by any means - electronic or mechanical including photocopying – without written permission from the DepEd Central Office. First Edition, 2015. 71

V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation	___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. No. of learners who require additional activities for remediation who scored below 80%	___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. Did the remedial lessons work? No. of learners who have caught up with the lesson	___ 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. No. of learners who continue to require 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. Which of my teaching strategies worked well? Why did these work?	___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. What difficulties did I encounter which my principal or supervisor can help me solve?	___ 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. What innovation or localized materials did I use/discover which	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note

I wish to share with other teachers?	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 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	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 throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** 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	___ Audio Visual Presentation of the lesson	of the lesson	of the lesson		