

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

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
I. LAYUNIN	Natututukoy ang mga oportunidad na maaaring mapagkakitaan (products and services) sa tahanan at pamayanan.				
A. Pamantayang Pangnilalaman	naipamamalas ang kaalaman at kasanayan upang maging matagumpay na entrepreneur				
B. Pamantayan sa Pagaganap	mapahusay ang isang produkto upang maging iba sa iba				
C. Mga Kasanayan sa Pagkatuto (Isulat ang code ng bawat kasanayan)	1.Natututukoy ang mga oportunidad na maaaring mapagkakitaan (products and services) sa tahanan at pamayanan. 1.1. Spotting opportunities for products and services 2. Napahalagahan ang wastong paggamit ng pera o kinita. EPP5IE-0a-1 /Page 16 of 41	1. Naipapaliwanag ang kahulugan at pagkakaiba ng produkto at serbisyo. 2. Masabi ang kahalagahan ng pabibigay ng isang de-kalidad na produkto o serbisyo. EPP5IE -0a-2/ Page 16 of 41	Natutukoy ang mga taong nangangailangan ng angkop na produkto at serbisyo. 2. Masasabi ang mga pangangailangan ng isang kostumer. EPP5IE -0a-3/ Page 16 of 41		
II. NILALAMAN	Entrepreneur Mgapamamaraan (processes) sa matagumpay na entrepreneur Pagtukoy sa mga oportunidad na maaaring mapagkakitaan (products and services) sa tahanan at pamayanan	1.Naipaliwanag ang kahulugan at pagkakaiba ng produkto at serbisyo. 2. Masabi ang kahalagahan ng pagbibigay ng isang de-kalidad na Produkto o serbisyo.	Pagtukoy sa mga taong nangangailangan ng angkop na produkto at serbisyo. 2. Masabi ang mga pangangailangan ng isang kostumer		
KAGAMITANG PANTURO					
A. Sanggunian					
1. Mga pahina sa Gabay ng Guro					
2. Mga pahina sa Kagamitang Pang-Mag-aaral					
3. Mga pahina sa Teksbuk	K to 12 – EPP5IE-a-1, TG. dd. _____, LM. dd ._____	K to 12 – EPP5IE-a-1, TG. dd. _____, LM. dd ._____	K to 12 – EPP5IE-a-1, TG. dd. _____, LM. dd ._____		
4. Karagdagang Kagamitan mula sa portal ng Learning Resource					
B. Iba pang Kagamitang Panturo	larawan ng mga matagumpay na entrepreneur at mga tingiang tindahan, tsart, tarpapel, pentel pen, manila paper		larawan ng mga produkto , tsart, manila paper, tarpapel, pentel pen		: larawan, tsart, manila paper, tarpapel, pentel pen
III. PAMAMARAAN					
A. Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Itanong sa mga bata kung ano ang pinagkakakitaan ng kanilang mga magulang.		Paano ka pumipili ng produkto na iyong bibilhin? Ano-ano kaya ang dapat isaalang-alang sa pagpili ng produkto at serbisyo?		Ano ang pagkakaiba ng produkto at serbisyo?
B. Paghahabi sa layunin ng aralin	Napahalagahan ang wastong paggamit ng pera o kinita.		Naipapaliwanag ang kahulugan at pagkakaiba ng produkto at serbisyo.		PAGGANYAK Magaling ka bang manghula? Kaya mo bang hulaan o

			tukuyin kung sino ang tinutukoy sa sumusunod na talata?
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Pagmasdang mabuti ang mga larawan sa puno. Piliin kung alin sa mga larawan ang mga pwedeng pagkakitaan sa tahanan o pamayanan. Pumili ng larawan at sabihin kung bakit ito ang napili na pwedeng pagkakikitaan.	Naghahanap ng mahusay na manggagawa ng kalamay ang isang malaking karinderya sa Siniloan. Dalawang aplikante ang nagprisinta, si Rina at Tina. Sino kaya sa kanila ang matatangap? Sinubukan silang pagawain ng kalamay. (Ipakita ang larawan) 	PAGLALAHAD - Magpakita ng larawan ng mag-aaral, pulis, at empleyado. - Ipatukoy ang mga pangangailangang produkto at serbisyo ng bawat isa.
D. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	Alam mo ba ang mga kasanayan at kaalaman na dapat taglayin upang maging matagumpay na entrepreneur?	Magbigay ng mga salita na tumukoy sa produktoat serbisyo gamit ang spider web.	Itanong ang mga sumusunod na tanong. A. Ano-ano ang mga pangangailangan ng mag-aaral? Pulis? Empleyado? B. Pare-pareho ba ang kanilang mga pangangailangang produkto at serbisyo? Bakit oo? Bakit hindi?
E. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Ano-ano ang mga maaaring pagkakitaan kahit nasa tahanan o pamayanan?	Base sa mga salita na ibinigay sa spider web. Ano ang ibig sabihin ng produkto? Serbisyo? Kalidad? Ano-ano ang pagkakaiba ng produkto at serbisyo? Ano-ano ang mga dapat isaalang-alang sa pagpili ng produktong may kalidad?	Bumuo ng 4 na grupo. Magbigay nang 2 larawan sa kada grupo. Isulat ang kanilang mga pangangailangang produkto at serbisyo?
F. Paglinang sa Kabihasan (Tungo sa Formative Assessment)	Tukuyin at suriin ang mga negosyo o pinagkakakitaan. Isulat ang mga kasanayan o kaalaman na dapat isagawa upang maging matagumpay na entrepreneur.	Punan ang ven diagram	. Tingnan sa LM dd. ____ ang mga katanungang dapat sagutin. . lulat ito sa klase.
G. Paglalapat ng aralin sa pang-araw-araw na buhay	Pangkatang Gawain	Mga dapat isaalang-alang sa pagpili ng may kalidad na produkto at serbisyo. - kapaki-pakinanaban - mapagkakatiwalaan - maaasahan - nagbibigay saya - pangmatagalan - ligtas - matatag - maganda - epektibo	Tukuyin kung kaninong pangangailangan ang mga sumusunod na produkto at serbisyo. Isulat sa inyong sagutang papel. Sumulat ng kaunting paliwanag ukol sa iyong sagot. Tingnan sa LM.
H. Paglalahat ng Arallin	Ano-ano ang mga oportunidad na maaaring mapagkakitaan sa tahanan at pamayanan? Paano kaya ito magtatagumpay? Ano ang dapat gawin sa mga kita o kinita?	Ipaliwanagan ang pagkakaiba ng produkto at serbisyo? Ano-ano ang mga dapat isaalang-alang sa pagpili ng may kalidad na produkto at	PAGLALAHAT

	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more		Serbisyo.		Paano natin matutukoy ang mga taong nangangailangan ng tamang produkto at serbisyo?
I. Pagtataya ng Aralin	Masdan ang mga larawan sa ibaba. Tukuyin ang mga larawan na maaaring pagkakitaan. Lagyan ng tsek. Pumili ng isang pagkakakitaan at sabihin ang mga kaalaman at kasanayan Upang maging matagumpay na entrepreneur.   		Tukuyin kung alin ang produkto at serbisyo. Ipaliwanag ang kanilang pagkakaiba. - Gumagawa ng sapatos si Mang Jose sa buong maghapon. - Gumagawa ng kaaya-ayang at maraming disenyong sapatos si Aling Maria.		PAGTATAYA Tukuyin kung sino ang taong nangangailangan ng produkto at serbisyo tinutukoy sa mga sumusunod na sitwasyon. Pumili sa loob ng kahon. pasyente mag-aaral guro sanggol dyanitor - Matibay, maganda at murang lapis at papel. - Sapat na gamit panturo sa paaralan. - Masustansayang, pagkain, gatas, bitamina at malinis na boteng pinagdedehan. - Matibay na kasangkapang panlinis ng paaralan. - Maayos na panggagamot ng mga kawani ng ospital.
J. Karagdagang gawain para sa takdang-aralin at remediation	Magmasid sa inyong barangay. Kapanayamin ang isang entrepreneur kungpaano nila napagyaman at nagpagtagumpayan ang kanilang tingiang tindihan. Iulat ito sa klase.		Sa inyong barangay, maghanap ng taong gumagawa ng kakanin at kapanayamin ito. Itanong kung ano-ano ang kanilang produkto at serbisyo na kanilang ginagawa. Iulat ito sa klase.		Tanungin ang kasapi ng iyong pamilya kung ano ang mga pangangailangangprodukto at serbisyo. Iulat ito sa klase.
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.	___Lesson carried. Move on to the next objective. ___Lesson not carried.	___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.	___Lesson carried. Move on to the next objective. ___Lesson not carried.

	____% of the pupils got 80% mastery	____% of the pupils got 80% mastery		____% of the pupils got 80% mastery	____% 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 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 mga istatehiyang 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 punongguro 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. ____ 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 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	___ 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 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	___ 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 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	___ 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 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	___ 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 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
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