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:	APRIL 1 – 5, 2024 (WEEK 1)	Quarter:	4TH QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
I. LAYUNIN	Pagsasaalang-alang sa Kapakanan ng Kapuwa at sa Kinabibilangang pamayanan (EsP5PD-IV-a-d-14)				
A. Pamantayang Pangnilalaman	Naipamamalas ang pag-unawa sa kahalagahan ng pananalig sa Diyos na nagbigay ng buhay				
B. Pamantayan sa Pagaganap	Naisasabuhay ang tunay na pasasalamat sa Diyos na nagkaloob ng buhay Hal. - palagiang paggawa ng mabuti sa lahat				
C. Mga Kasanayan sa Pagkatuto (Isulat ang code ng bawat kasanayan)	Nakapagpapakita nang tunay na pagmamahal sa kapwa tulad ng: 1. pagsasaalang-alang sa kapakanan ng kapwa at sa kinabibilangang pamayanan 2. pakikiisa sa pagdarasal para sa kabutihan ng lahat 3. pagkalinga at pagtulong sa kapwa				
II. NILALAMAN					
KAGAMITANG PANTURO					
A. Sanggunian					
1. Mga pahina sa Gabay ng Guro					
2. Mga pahina sa Kagamitang Pang-Mag-aaral					
3. Mga pahina sa Teksbuk	*Wastong Pag-uugali sa* *Makabagong Panahon* Edukasyon sa Pagpapahalaga 5				
4. Karagdagang Kagamitan mula sa portal ng Learning Resource					
B. Iba pang Kagamitang Panturo	Larawan ng kalamidad at mga biktima,Kuwaderno, bond paper, papel na sulatan ng tanong tulad ng makikita sa Kagamitan ng mag-aaral, mga sinaliksik tungkol sa programa ng iba't ibang ahensiya ng pamahalaan para sa biktima ng kalamidad at para sa mahihirap. Wastong Pag-uugali sa Makabagong Panahon, pah. 183				
III. PAMAMARAAN					
A. Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Simulan ang aralin sa pamamagitan ng isang pagninilay(reflection) tungkol sa	Isagawa Natin (Day 2) 1. Balikan sandali ang nakaraang talakayan. Sikaping maipaliwanag			

	mga nangyayari sa ating kapaligiran.	ng mga mag-aaral ang kanilang nalaman na mga programa ng pamahalaan para sa mahihirap at mga biktima ng trahedya.			
B. Paghahabi sa layunin ng aralin	Pagsasaalang-alang sa Kapakanan ng Kapuwa at sa Kinabibilangang pamayanan (EsP5PD-IV-a-d-14)	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more			
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Hingan ng halimbawa ang mag-aaral sa mga nangyayaring kalamidad sa ating bansa. Ano ang karanasan nila sa pagtulong sa mga biktima ng kalamidad?	"Ano-anong ahensiya ng pamahalaan ang nagbibigay ng tulong sa mga naging biktima ng kalamidad?			
D. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	Ipasulat muna ang kanilang tanong sa papel na sulatan ng tanong. Gabayan sila sa pagtatanong upang mailabas ng mag-aaral ang tunay na pag-unawa sa damdamin ng kapuwa. Hayaang pumili ng lider upang mapag-usapan ang mga sagot sa mga tanong sa Kagamitan ng Mag-aaral.	Magdagdag ng kaalaman sa mga mag-aaral tungkol sa mga programa ng pamahalaan. Maaari itong makita sa Internet o diyaryo.	Isapuso Natin (Day 3) 1. Ang sulat para sa DSWD ay gagawin ng magkapareha. Maaari pang pumili ng ibang ahensiya ng pamahalaan na may kaparehong programa. Ipabasa at i-proseso ang nakasaad sa kanilang liham. Itanong:" Bakit ang ahensiyang ito ang napili ninyong sulatan upang ilapit ang mga biktima ng kalamidad?(tanggapin ang iba't ibang katuwiran ng bata		
E. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2		Mahalagang ipaunawa sa mag-aaral na hindi mabuti na laging umaasa sa bigay ng mga ahensiya ng pamahalaan. Bigyang diin na mas	2.Napakahalaga ng aspektong ito sapagkat dito mararamdaman ng mga mag-aaral ang tunay na kahulugan ng pakikipagkapuwa-tao.		

		mabuting kumikilos sa sariling pagsisikap,	Itanong: " Ano ang iyong nararamdaman tuwing nagbibigay ka ng tulong sa iyong kapuwa? Asahan ang iba't ibang sagot		
F. Paglinang sa Kabihasan (Tungo sa Formative Assessment)	Matapos ang limang minuto, magpapalitan ng ginawang plano ang mga mag-aaral. Gabayan sila kung paano bibigyang puna ang ginawang plano.	Pangkatin ang klase sa apat. Suriin ang sitwasyon sa Kagamitan ng Mag-aaral. Gawin ng bawat grupo kung ano ang maaari mong gawin bilang katugunan sa bawat sitwasyon.	Itanong: "Paano natin maipakikita ang pagmamahal at malasakit sa kapuwa." Inaasahang sagot: "Ang pagbibigay sa kapuwa ay ginagawa nang bukal sa loob at may pag-unawa sa kanilang damdamin?		
G. Paglalapat ng aralin sa pang-araw-araw na buhay				Isabuhay Natin (Day 4) Sa puntong ito ay naipakikita na ng mga mag-aaral ang pagdamay sa kapuwa at handa na silang magbigay ng tulong ng bukal sa loob. Bilang mag-aaral, makakatulong din tayo at ang ating paaralan sa mga taong nangangailangan. Bukod sa pagkain, salapi, at damit na ibinibigay, mabuti rin na turuan natin sila ng mga gawaing mapagkakakitaan upang makapagsarili sa mga darating na araw.	
H. Paglalahat ng Arallin			. Ipabasa ng may pang-unawa sa mga mag-aaral ang Tandaan Natin sa Kagamitan ng mga ag-aaral.		
I. Pagtataya ng Aralin					Subukin Natin (Day 5) Pasagutan ang mga tanong na nasa Kagamitan ng Mag-aaral.

J. Karagdagang gawain para sa takdang-aralin at remediation	Bilang gawaing bahay, Ipasaliksik ang mga ginagawa ng Department of Social Welfare and Development (DSWD) para sa mga biktima ng kalamidad. Ipasaliksik din ang mga ahensiya at programa ng pamahalaan para sa kalamidad.at mahihirap.				
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 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 istratehiyang 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?	*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. ___**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	*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. ___**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	*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. ___**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	*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. ___**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	*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. ___**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?***

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