| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** | **DepEdClub.com** | **Grade Level:** | **V** |
| --- | --- | --- | --- | --- |
| **Teacher:** | **File Created by Ma’am EDNALYN D. MACARAIG** | **Learning Area:** | **ARALING PANLIPUNAN** |
| **Teaching Dates and Time:** | **NOVEMBER 7 - 11, 2022 (WEEK 1)** | **Quarter:** | **2ND QUARTER** |

|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | | **FRIDAY** |
| --- | --- | --- | --- | --- | --- | --- |
| **I. LAYUNIN** |  | | | | | |
| **A. Pamantayang Pangnilalaman** | Naipamamalas ang mapanuring pag- unawa sa konteksto ang bahaging ginagampanan ng simbahan sa layunin at mga paraan ng pananakop ng Espanyol sa Pilipinas at ang epekto ng mga ito sa lipunan. | Naipamamalas ang mapanuring pag- unawa sa konteksto ang bahaging ginagampanan ng simbahan sa layunin at mga paraan ng pananakop ng Espanyol sa Pilipinas at ang epekto ng mga ito sa lipunan. | Naipamamalas ang mapanuring pag- unawa sa konteksto ang bahaging ginagampanan ng simbahan sa layunin at mga paraan ng pananakop ng Espanyol sa Pilipinas at ang epekto ng mga ito sa lipunan. | Naipamamalas ang mapanuring pag- unawa sa konteksto ang bahaging ginagampanan ng simbahan sa layunin at mga paraan ng pananakop ng Espanyol sa Pilipinas at ang epekto ng mga ito sa lipunan. | |  |
| **B. Pamantayan sa pagganap** | Nakapagpapahayag ng kritikal na pagsusuri at pagpapahalaga sa konteksto at dahilan ng kolonyalismong Espanyol at ang epekto ng mga paraang pananakop sa katutubong populasyon. | Nakapagpapahayag ng kritikal na pagsusuri at pagpapahalaga sa konteksto at dahilan ng kolonyalismong Espanyol at ang epekto ng mga paraang pananakop sa katutubong populasyon. | Nakapagpapahayag ng kritikal na pagsusuri at pagpapahalaga sa konteksto at dahilan ng kolonyalismong Espanyol at ang epekto ng mga paraang pananakop sa katutubong populasyon. | Nakapagpapahayag ng kritikal na pagsusuri at pagpapahalaga sa konteksto at dahilan ng kolonyalismong Espanyol at ang epekto ng mga paraang pananakop sa katutubong populasyon. | |  |
| **C. Mga Kasanayan sa Pagkatuto**  Isulat ang code ng bawat kasanayan | Natatalakay ang kahulugan ng kolonyalismo at ang konteksto nito kaugnay sa pananakop ng Espanya sa Pilipinas  AP5PKE-IIa-1 | Natatalakay ang kahulugan ng kolonyalismo at ang konteksto nito kaugnay sa pananakop ng Espanya sa Pilipinas  AP5PKE-IIa-1 | Natatalakay ang kahulugan ng kolonyalismo at ang konteksto nito kaugnay sa pananakop ng Espanya sa Pilipinas  AP5PKE-IIa-1 | Natatalakay ang kahulugan ng kolonyalismo at ang konteksto nito kaugnay sa pananakop ng Espanya sa Pilipinas  AP5PKE-IIa-1 | | Lingguhang Pagsusulit |
| **II. Nilalaman** | Konteksto at Dahilan ng Pananakop sa Bansa  1. Kahulugan at layunin ng kolonyalismo | Konteksto at Dahilan ng Pananakop sa Bansa  1. Kahulugan at layunin ng kolonyalismo | Konteksto at Dahilan ng Pananakop sa Bansa  1. Kahulugan at layunin ng kolonyalismo | Konteksto at Dahilan ng Pananakop sa Bansa  1. Kahulugan at layunin ng kolonyalismo | |  |
| **III. KAGAMITANG PANTURO** | Video Clips tungkol sa pananakop sa bansa ng mga Espanyol | Video Clips tungkol sa pananakop sa bansa ng mga Espanyol | Video Clips tungkol sa pananakop sa bansa ng mga Espanyol | Video Clips tungkol sa pananakop sa bansa ng mga Espanyol | |  |
| A. Sanggunian |  |  |  |  | |  |
| 1. Mga Pahina sa Gabay ng Guro |  |  |  |  | |  |
| 2. Mga Pahina sa Kagamitang Pang-  Mag-aaral |  |  |  |  | |  |
| 3. Mga Pahina sa Teksbuk | AP ph.104-105 | Kasaysayang Pilipino 5  Bigkis ng Lahi 5 | Kasaysayang Pilipino 5  Bigkis ng Lahi 5 | Kasaysayang Pilipino 5  Bigkis ng Lahi 5 | |  |
| 4. Karagdagang Kagamitan mula sa  portal ng Learning Resource |  |  |  |  | |  |
| B. Iba pang Kagamitang Panturo | Tsart, manila paper, pentel pen | Tsart, manila paper, pentel pen | Tsart, manila paper, pentel pen | Tsart, manila paper, pentel pen | |  |
| **IV. PAMAMARAAN** |  | | | | | |
| A. Balik-Aral sa nakaraang aralin at/o  pagsisimula ng bagong aralin | Pagbabalik aral ukol sa kabihasnan/kultura ng sinaunang Pilipino | Ano ang Kolonyalismo? | Bakit ang Pilipinas ang sinakop ng mga Espanyol? |  | |  |
| B. Paghahabi sa layunin ng aralin | Pag-usapan ang napapanahong isyu. | Magkaroon ng dugtungan tanungan ukol sa nakaraang aralin | Magkaroon ng dugtungan tanungan ukol sa nakaraang aralin | Magkaroon ng dugtungan tanungan ukol sa nakaraang aralin | |  |
| C. Pag-uugnay ng mga halimbawa sa  bagong aralin | Magpanood ng video tungkol sa Pananakop ng Espanyol sa Pilipinas | Magpanood ng video tungkol sa Pananakop ng Espanyol sa Pilipinas | Magpanood ng video tungkol sa Pananakop ng Espanyol sa Pilipinas | Magpanood ng video tungkol sa Pananakop ng Espanyol sa Pilipinas | |  |
| D. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1 | Pagtalakay sa napanood na video | Ipabasa at ipaunawa ukol sa pagsakoip ng Espanya sa Pilipinas | Pag-usapan ang mga layunin ng Espanyol sa pananakop sa Pilipinas. | Ipabasa sa mga bata ang mga dahilan o layunin ng mga Espanyol sa Pagsakop sa bansa. | |  |
| E. Pagtalakay ng bagong konsepto at  paglalahad ng bagong kasanayan #2 | Ano ang Kolonyalismo? | Pag-usapan ang mga layunin ng pananakop ng mga Espanyol sa Pilipinas | Magkaroon ng kuro- kuro ukol sa aralin | Pag- usapan at magkaroon ng kuro- kuro tungkol sa aralin | |  |
| F. Paglinang sa Kabihasnan  (Tungo sa Formative Assessment) | Magkaroon ng pangkatang Gawain | Magkaroon ng pangkatang Gawain | Magkaroon ng pangkatang Gawain | Magkaroon ng pangkatang Gawain | |  |
| G. Paglalapat ng aralin sa pang-araw-  araw na buhay |  |  |  | Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | |  |
| H. Paglalahat ng Aralin | Magkaroon ng pagbubuod sa napag- usapang aralin. | Hayaan ang mga bata na magkaroon ng pagbubuod ukol sa aralin | Magkaroon ng pagbubuod ukol sa aralin | Hayaan ang mga bata na magkaroon ng pagbubuod ukol sa aralin | |  |
| I. Pagtataya ng Aralin | Tukuyin ang inilalarawan sa bawat bilang.  \_\_\_\_\_\_\_\_\_\_1. Ito ang sistemang pangkabuhayan tungkol sa akumulasyon ng ginto at pilak, pagtatatag ng kolonya, at regulasyon ng kalakalang panlabas upang pakinabangan ng bansang mananakop.  \_\_\_\_\_\_\_\_\_\_2. Ito ay tuwirang pananakop ng isang bnasa sa ibang bansa o lugar upang makakuha ng kagamitan at likas na yaman o makuha ang iba pa nitong pangangailangan.  \_\_\_\_\_\_\_\_\_\_3. Ang mga bansa sa bahaging ito ng mundo ay naging tanyag noon sa mga taga- Europa dahil sa saganang mga likas na yaman.  \_\_\_\_\_\_4. Nais na Espanya na palaganapin ang pananampalatayang ito upang matiyak ang paglakas ng kapangyarihan ng Imperyong Espanya.  \_\_\_\_\_\_\_\_5. Ito ang tawag sa bansang nasakop ng isang malaki at malakas na bansa. | Sagutin ang Tanong:    Sa iyong palagay, alin sa tatlong dahilan o layunin ng pananakop ng mga Espanyol sa Pilipinas ang matagumpay nilang naisakatuparan?  Bakit? Ipaliwanag sa sariling pangungusap ang sagot. | Kumuha ng kapareha. Magsaliksik kung paano ginamit ng mga Espanyol ang Kristiyanismo sa kanilang pananakop sa Pilipinas at ang naging epekto nito sa buhay ng mga Pilipino. Iulat sa klase ang mga impormasyong nakalakap. | Sagutin sa sariling opinyon o pangungusap ang sumusunod na mga tanong.  1. Makatuwiran ba o di- makatuwiran ang ginawang pananakop ng mga Espanyol sa Pilipinas?  2. Nakatulong ba o di- nakatulong ang pangyayaring ito sa kasaysayan sa buhay ng mga Pilipino? | |  |
| J. Karagdagang Gawain para sa takdang- aralin at remediation | Buuin ang Graphic Organizer. Tukuyin at ilarawan ang mga layunin at dahilan ng Espanya ng pananakop ng ibang bansa. |  |  |  | |  |
| **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 mga-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 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 ang 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 nasolusyunan 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 kagamitan 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  \_\_\_ 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 | *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. * 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