



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:	ARALING PANLIPUNAN
Teaching Dates and Time:	APRIL 8 – 12, 2024 (WEEK 2)	Quarter:	4 TH QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
I. LAYUNIN					
A. Pamantayang Pangnilalaman	Naipamamalas ang mapanuring pag-unawa sa bahaging ginampanan ng kolonyalismong Espanyol at pandaigdigang konteksto ng reporma sa pagusbong ng kamalayang pambansa at tungo sa pagkabuo ng Pilipinas bilang isang nasyon				
B. Pamantayan sa Pagaganap	Nakapagpapahayag ng pagmamalaki sa pagpupunyagi ng mga makabayang Pilipino sa gitna ng kolonyalismong Espanyol at sa mahalagang papel na ginagampanan nito sa pagusbong ng kamalayang pambansa tungo sa pagkabuo ng Pilipinas bilang isang nasyon				
C. Mga Kasanayan sa Pagkatuto (Isulat ang code ng bawat kasanayan)	Natatalakay ang mga pandaigdigang pangyayari bilang konteksto ng malayang kaisipan itungo sa pag-usbong ng pakikibaka ng bayan 2.1 Paglipas ng merkantilismo bilang ekonomikong batayan ng kolonyalismo AP5PKB-IVd- 2/Pahina 54 ng 120			Natatalakay ang mga pandaigdigang pangyayari bilang konteksto ng malayang kaisipan tungo sa pag-usbong ng pakikibaka ng bayan 2 Paglitaw ng kaisipang “La Ilustracion”	
II. NILALAMAN	Ang mga Pandaigdigang Pangyayari at Malayang Kaisipan			Ang Kaisipang “La Ilustracion	
KAGAMITANG PANTURO					
A. Sanggunian					
1. Mga pahina sa Gabay ng Guro					
2. Mga pahina sa Kagamitang Pang-Mag-aaral					
3. Mga pahina sa Teksbuk	Makabayan Kasaysayang Pilipino p. 108-109 Isang Bansa, Isang Lahi Evelina M. Viloría, Ed. D. et. al.	Makabayan Kasaysayang Pilipino p. 108-109 Isang Bansa, Isang Lahi Evelina M. Viloría, Ed. D. et. al.	Makabayan Kasaysayang Pilipino p. 108-109 Isang Bansa, Isang Lahi Evelina M. Viloría, Ed. D. et. al.	Makabayan Kasaysayang Pilipino p. 108-109 Isang Bansa, Isang Lahi Evelina M. Viloría, Ed. D. et. al.	

4. Karagdagang Kagamitan mula sa portal ng Learning Resource					
B. Iba pang Kagamitang Panturo	Task card, larawan	Task card, larawan	Task card, larawan	Task card, larawan	
III. PAMAMARAAN					
A. Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Balitaan	Pagsagot sa takdang Aralin	Pagsagot sa takdang Aralin	Pagsagot sa takdang Aralin	
B. Paghahabi sa layunin ng aralin	.Panimula 1.Ipasuri at ipahambing sa mga mag-aaral ang dalawang larawan. Maaaring ilagay sa Yenn nga sagot 			Panimula 1.Ipalarawan ang nasa ibaba.  2. Itanong: Anu-ano ang nalalaman mo tungkol sa kanila? Bakit kaya sila itinuturing na bayani? 3. Tanggapin lahat ng sagot ng mga mag-aaral.	
C. Pag-uugnay ng mga halimbawa sa bagong aralin	2.lugnay ang mga sagot sa aralin. Ang mga Pilipino noon ay wala pang konsepto ng nasyon o bansa. Bago pa dumating ang mga Espanyol ang pamahalaang mayroon sa bansa ay mga nagsasariling barangay lamang. Walang iisang wika, tradisyon, relihiyon, o gawaing maaaring magbuklod sa lahat ng mga Pilipino noon. May ilang pangyayari noong ika-19 na siglo na nagbunsod sa pagsilang ng diwang makabansa.			4.lugnay ang mga sagot sa aralin. Nadama ng bayan ang pangangailangan ng pagbabago. Sa pamumuno ng mga batambatang Pilipinong kabilang sa mga ilustrado, binuo ang isang pangkat na nagtaguyod nito	
D. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	. B.Paglinang 1.Ilahad ang aralin sa pagpapasagot sa mga tanong sa Alamin Mo, LM Pahina. 2.Pakinggan ang mga sagot ng mga mag-aaral. Tanggapin lahat ng sagot nila. 3.Ipabasa ang tekstong tumatalakay sa mga pandaigdigang pangyayari . 4. Ipasagot ang mga tanong tungkol sa binasang teksto sa LM. 5.Ipagawa ang mga sumusunod. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more			B.Paglinang 1.Ilahad ang aralin sa pagpapasagot sa mga tanong sa Alamin Mo, LM. 1.Pakinggan ang mga sagot ng mga mag-aaral. Tanggapin lahat ng sagot nila. 2.Ipabasa ang tekstong tumatalakay sa merkantilismo bilang ekonomikong batayan ng kolonyalismo. 3.Ipasagot ang mga tanong tungkol sa binasang teksto sa LM. 4.Ipagawa ang mga sumusunod.	

E. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Gawain A •Ipaliwanag ang pamamaraan sa paggawa ng Gawain A sa LM. • Ipasulat ang kanilang mga sagot sa notbuk.	Gawain B (Think Pair Share) • Ipaliwanag ang pamamaraan sa paggawa ng Gawain A sa LM. • Ipasulat ang kanilang mga sagot sa notbuk.	Group Work • Pangkatin ang mag-aaral sa apat. Bigyan ng taskcard ang bawat mag-aaral. Sabihin na dapat nilang sundin ang mga sumusunod na pamamaraang nakasulat sa taskard. Pagkatapos, ibalik ng mga lider ang taskcard sa guro, babalik sa upuan, mananatiling tahimik at hihintaying matapos ang ibang pangkat. Maaaring gumamit ng sariling rubric upang maging gabay sa pagmamarka sa gawain ng bawat pangkat.	Gawain A Individual Work • Ipaliwanag ang pamamaraan sa paggawa ng Gawain A sa LM. • Ipasulat ang kanilang mga sagot sa notbuk	Gawain C Group Work •Pangkatin ang mag-aaral sa apat. Bigyan ng taskcard ang bawat mag-aaral. Sabihin na dapat nilang sundin ang mga sumusunod na pamamaraang nakasulat sa taskard. Pagkatapos, ibalik ng mga lider ang taskcard sa guro, babalik sa upuan, mananatiling tahimik at hihintaying matapos ang ibang pangkat. Maaaring gumamit ng sariling rubric upang maging gabay sa pagmamarka sa gawain ng bawat pangkat
F. Paglinang sa Kabihasan (Tungo sa Formative Assessment)				Gawain B Think Pair Share •Ipaliwanag ang pamamaraan sa paggawa ng Gawain B sa LM pahina ____. •Ipasulat ang kanilang sagot sa meta cards. •Gawing gabay sa pagmamarka ng Facebook Profile ang sumusunod na rubric.	
G. Paglalapat ng aralin sa pang-araw-araw na buhay					
H. Paglalahat ng Aralin	6.Bigyang-diin ang kaisipan sa Tandaan Mo sa LM at talakayin ang sagot.			Bigyang-diin ang kaisipan sa Tandaan Mo sa LM at talakayin ang sagot.	
I. Pagtataya ng Aralin	Pagtataya Pasagutan ang bahaging Natutuhan Ko sa LM.			Pagtataya Pasagutan ang bahaging Natutuhan Ko sa LM.	
J. Karagdagang gawain para sa takdang-aralin at remediation	Takdang Gawain Sagutin ang mga sumusunod na katanungan. Ano ang merkantilismo? May kinalaman ba ito sa kolonisasyon?				
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 istrategiyang 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?	<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: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel	<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: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary	<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: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary	<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: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary	<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: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary

	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	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	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	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	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 AudioVisual Presentation of the lesson
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