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| 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:** | **ESP** |
| **Teaching Dates and Time:** | **DECEMBER 12 – 16, 2022 (WEEK 6)** | **Quarter:** | **2ND QUARTER** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |

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| **I.LAYUNIN** |  | | | | |
| **A.Pamantayang Pangnilalaman** | Naipamamalas ang pag-unawa sa kahalagahan ng pakikipagkapwa tao at pagganap ng mga inaasahang hakbang, pahayag at kilos para sa kapakanan ng pamilya at kapwa | | | | |
| **B.Pamantayan sa Pagganap** | Naisasagawa ang inaasahang hakbang , kilos at pahayag na may paggalang at pagmamalasakit para sa kapakanan at kabutihan ng pamilya at kapwa | | | | |
| **C.Mga Kasanayan sa Pagkatuto** | Nakapagpapaubaya ng pansariling kapakanan para sa kabutihan ng kapwa **(EsP5P-IIf-26)** |  |  |  | Lingguhang Pagsususlit |
| II.NILALAMAN | Pagpapaubaya ng Pansariling Kapakanan para sa Kabutihan ng Kapwa |  |  |  |  |
| **III.KAGAMITANG PANTURO** |  | | | | |
| A.Sanggunian |  |  |  |  |  |
| 1.Mga pahina sa Gabay ng Guro | CG p.26 | CG p.26 | CG p.26 | CG p.26 | CG p.26 |
| 2.Mga pahina sa kagamitang pang-mag-aaral |  |  |  |  |  |
| 3.Mga pahina sa teksbuk |  |  |  |  |  |
| 4.Karagdagang kagamitan mula sa portal ng Learning Resource |  |  |  |  |  |
| B.Iba pang kagamitang panturo | Kuwento (*powerpoint presentation/* tsart*),* larawan |  |  |  |  |
| **IV.PROCEDURES** |  | | | | |
| A.Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin | Paano ninyo maipakikita ang pagpapahalaga sa opinyon ng iba? | Bago simulan ang gawain, magkakaroon ng maikling talakay tungkol sa nakaraang aralin. Muling ipaunawa sa mga bata na sa pamamagitan ng pagpapaubaya ay naipahahayag ang pagmamahal at pagmamalasakit sa iba | Bago simulan ang gawain, magkakaroon ng maikling talakay tungkol sa nakaraang aralin. Muling ipaunawa sa mga bata na sa pamamagitan ng pagpapaubaya ay naipahahayag ang pagmamahal at pagmamalasakit sa iba | Bago simulan ang gawain, magkakaroon ng maikling talakay tungkol sa nakaraang aralin. Muling ipaunawa sa mga bata na sa pamamagitan ng pagpapaubaya ay naipahahayag ang pagmamahal at pagmamalasakit sa iba |  |
| B.Paghahabi sa layunin ng aralin | Minsan, dumarating sa ating buhay na kailangan nating unahin ang kapakanan ng iba at isantabi ang pansarili nating kapakanan.Karamihan sa atin ay nakakaranas ng ganitongpangyayari at sa bandang huli, nararamdaman natin ang kasiyahan sa ating sarili sa pagsasaalang-alang natin ng kapakanan ng iba |  |  |  |  |
| C.Pag-uugnay ng mga halimbawa sa bagong ralin | 1. Magpapakita ng larawan ang guro na may kaugnayan sa kuwentong ibabahagi. (larawan ng magkapatid na lalaki na pasan sa likod ang kapatid na may kapansanan)    Magtatanong ang guro tungkol sa larawan  3. Ilalahad ng guro ang isang maikling kuwento na pinamagatang “Para sa Kapakanan Mo, Handa Ako”  **Para sa Kapakanan Mo, Handa Ako**  Ni: Galileo L. Go  Mahal na mahal ni Leon ang kanyang kapatid na si Bobby na may kapansanan. Naputol ang mga paa nito dahil sa isang isang aksidente kaya lagi siyang nasa wheelchair. Simula noon ay si Leon na ang umaalalay kay Bobby. Minsan nga ay pinapasan niya ito sa kanyang likod. Minsan, habang sakay niya si Bobby sa kanyang likuran, tinanong si Leon ng isa nilang kapitbahay.  “Hindi ka ba nabibigatan kay Bobby?”  “Hindi po. Kapatid ko po siya at lagi po akong handang tulungan siya,” ang nakangiting sagot ni Leon.  Sa isa namang pagkakataon, nagkaroon ng camping ang mga *Boy Scouts*. Biyernes ng hapon ang alis ng kawan nina Leon. Bigla namang kailangang isugod sa pagamutan ang lolo ni Leon. “Papaano iyan, sino ang kasama ni Bobby habang nasa pagamutan kami? Pupunta si Leon sa camping nila,” ang nag-aalalang tanong ni Nanay.  “Huwag kayong mag-alala, Nanay, Tatay. Ako na ang maiiwan dito sa bahay. Sasabihin ko na lang na hindi ako makasasama sa *camping* dahil sa may nangyaring hindi inaasahan sa atin,” ang sagot naman ni Leon.  “ Salamat, anak. Napakabait mo,” ang sabi naman ni Nanay.  Pagdating ng Lunes, nakita si Leon ng mga kasamahang *boy scouts*. “Leon, sayang hindi ka sumama. Ang saya ng *camping*. Marami kaming natutuhan at nakilalang mga *boy scout* na galing pa sa ibang bansa,” ang masayang pagbabalita ni Eric.  “Sayang nga pero, kailangan kong iukol ang aking panahon para sa kapakanan ng aking kapatid at lolo,” ang sagot ni Leon. |  |  |  |  |
| D.Pagtalakay ng bagong konspto at paglalahad ng bagong kasanayan #1 | Talakayin ang nilalaman ng kuwento sa pamamagitan ng mga sumusunod na tanong:  a. Paano ipinakita ni Leon ang pagmamahal sa kanyang kapatid?  b. Paano naapektuhan ng biglaang pagkakasakit ng lolo ni Leon ang kanilang camping?  c. Ano ang maaaring nangyari kung itinuloy ni Leon ang pagsama sa camping?  d. Ano ang naging bunga ng pagpapaubaya ni Leon para sa kapakanan ng kanyang pamilya?  e. Bilang mag-aaral na tulad ni Leon, gagawin mo rin ba ang ginawa niya? Bakit? |  |  |  |  |
| E.Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2 |  |  |  |  |  |
| F.Paglinang na Kabihasaan | Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | 1. Magtatanong ang guro tungkol sa nakaraang aralin.   Ano ang aral na inyong napulot sa kuwentong “Para sa Kapakanan Mo, Handa Ako”?  2. Gawain   Ipabasa at ipasuri sa mga bata ang sitwasyon na naka-*powerpoint/* naka-tsart tungkol sa pagpapaubaya ng sariling kapakanan para sa kapakanan ng iba.  **Kagamitan:** sitwasyon na naka-tsart/ naka- *powerpoint*  Sina Reiza at Valerie ay magkapatid. Mahirap lamang ang kanilang pamilya. Isang araw, kinausap sila ng kanilang mga magulang at sinabing hindi na sila kayang papasukin ng magkasabay ngayong taon sapagkat nasalanta ng bagyo ang kanilang pananim. Si Reiza ay tapos na sa hayskul samantalang si Valerie ay nasa elementarya pa lamang. Kaagad namang naintindihan ni Reiza ang mga magulang kaya’t sinabi niya sa kanyang mga magulang na siya na muna ang hihinto upang maipagpatuloy ni Valerie ang kanyang pag-aaral. Tama ba ng naging pasya ni Valerie? Bakit?  Hikayatin ang mga bata na magbigay ng kanilang sariling opinyon at saloobin tungkol sa binasang sitwasyon  Iproseso ang mga nakuhang kasagutan sa mga bata. Bigyang diin ang kahalagahan ng pagpapaubaya ng sariling kapakanan para sa iba lalo’t higit sa ating mga mahal sa buhay. |  |  |  |
| G.Paglalapat ng aralin sa pangaraw-araw na buhay |  |  | 1. Magbalik-aral tungkol sa nakaraang aralin. Itanong ang sumusunod:   Bilang mga mag-aaral, ano ang kahalagahan sa inyo ng pagpapaubaya para sa kapakanan ng iba?  2. Iproseso ang sagot ng mga bata at magkaroon ng palitan ng opinyon hinggil sa mga naging kasagutan ng mga bata.  3. Gabayan ang mga bata sa pagsasagawa ng pangkatang gawain.  **Pangkat 1-** Sumulat ng isang saknong na tula na tumutukoy sa kahalagahan ng pagpapaubaya para sa kapakanan ng kapwa.  **Pangkat 2-** Magpakita ng maikling dula-dulaan na may temang pagmamahal sa kapwa sa pamamagitan ng pagsasaalang- alang sa kapakanan ng ibang tao.  **Pangkat 3-** Sumulat ng isang islogan na may kaugnayan sa pagpapaubaya ng pansariling kapakanan para sa iba  **Pangkat 4-** Gumawa ng isang poster na nagpapakita ng pagpapaubaya ng sariling kapakanan para sa mga mahal sa buhay. |  |  |
| H.Paglalahat ng aralin |  |  |  | Gawain  Basahin ang sumusunod na sitwasyon. Sagutin ang mga tanong tungkol dito.  1. Araw ng Sabado at wala kang pasok. Naisipan mong maligo na. Nakita mo na halos isang timba na lang ang natitirang tubig na inyong inipon kagabi. Hapon pa ibabalik ang serbisyo ng tubig sa inyong pamayanan. Naghahanda na ring maligo ang iyong ate para pumasok sa kanyang trabaho. Ano ang gagawin mo?  2. Oras ng recess at nakapila ka sa kantina. Gutom na gutom ka na. Mahaba ang pila. Nang ikaw na ang susunod na bibili ng pagkain, nakita mo ang isang bata na may saklay sa likuran mo. Ano ang gagawin mo?  3. Mahilig kang magbasa ng mga kuwentong pambata. Mayroon kang matagal nang inaabangang kwento isinulat ng paborito mong manunulat. Laking tuwa mo nang malaman mong mayroon nito sa inyong silid- aklatan. Nang kinakausap mo na ang librarian, narinig mo na nagtatanong ang isa pang bata tungkol sa aklat na hinihiram mo. Narinig mo rin na ang aklat ay kailangang basahin ng bata para sa kanyang ulat kinabukasan. Ano ang gagawin mo?   Iproseso ang sagot ng mga bata.   Ipabasa ang Tandaan Natin  **Tandaan Natin**  Ipaubaya ang pansariling layunin para sa kapakanan ng iyong kapwa kung kinakailangan.  Sa pamamagitan ng pagpapaubaya ay naipahayag ang pagmamahal at pagmamalasakit sa kapwa |  |
| I.Pagtataya ng aralin |  |  |  | 1. Sa pagkakataong ito, nababatid kong nagkaroon na kayo nang sapat na kaalaman tungkol sa kahalagahan ng pagpapaubaya ng sariling kapakanan para sa kapwa.  2. Basahin ang bawat pangungusap. Isulat ang T kung tama ang ipinahahayag ng pangungusap at M kung hindi tama.  \_\_\_\_\_1. Ang pagpapaubaya ng sariling kapakanan para sa kapwa ay gawaing kinalulugdan ng lahat.  \_\_\_\_\_2. Dapat unahin ang sariling kapakanan upang umunlad.  \_\_\_\_\_3. Ang pagpapaubaya alang-alang sa kapwa ay nagdudulot ng kasiyahan di lamang sa iba kundi pati na rin sa ating sarili.  \_\_\_\_\_4. Kapag tumulong sa mga nangangailangan kailangang maghintay ng kapalit  \_\_\_\_\_5. Ugaliing isaalang-alang ang kapakanan ng nakatatanda at may mga kapansanan sa lahat ng pagkakataon.  3. Magkaroon ng maikling talakayan tungkol sa kinalabasan ng pagtataya upang maging lubos ang pagkaunawa ng mga bata tungkol sa kahalagahan ng pagpapaubaya ng sariling kapakanan para sa kapwa. |  |
| J.Karagdagang Gawain para sa takdang aralin at remediation |  |  |  |  Gumawa ng poster na nagpapakita ng pagpapaubaya ng sariling kapakanan para sa kapwa |  |
| **V.MGA TALA** |  | | | | |
| **VI.PAGNINILAY** |  | | | | |
| A.Bilang ng mag-aaral na nakauha ng 80% sa pagtatayao. | \_\_\_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-aaralna 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 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 estratehiyang 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 sulioranin ang aking naranasan na solusyunansa 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 nanais kong ibahagi sa 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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