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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 MELLANIE A. TAMARES** | **Learning Area:** | **FILIPINO** |
| **Teaching Dates and Time:** | **JANUARY 4 – 6, 2023 (WEEK 7)** | **Quarter:** | **2ND QUARTER** |

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

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| **I. LAYUNIN** |  | | | | |
| A. Pamantayang Pangnilalaman | Naipamamalas ang kakayahan sa mapanuring  pakikinig at pagunawa  sa napakinggan | Naisasagawa ang mapanuring pagbasa sa iba’t ibang uri ng teksto at napapalawak ang talasalitaan | Napauunlad ang kasanayan sa  pagsulat ng iba’t ibang uri ng  sulatin | Naipamamalas ang kakayahan  sa mapanuring panood ng iba’t ibang uri ng media |  |
| B. Pamantayan sa Pagganap | Nakagagawa ng isang travelogue o kuwento na maibabahagi sa iba | Naisasakilos ang katangian ng mga tauhan sa kuwentong binasa; nakapagsasadula ng maaaring maging wakas ng kuwentong binasa at  nakapagsasagawa ng charades ng mga tauhan | Nakasusulat ng talatang  naglalarawan ng isang tao o  bagay sa paligid, at ng talatang  nagsasalaysay ng sariling  karanasan | Nakasusulat ng tula batay sa  Pinanood |  |
| C. Mga Kasanayan sa Pagkatuto (Isulat ang code ng bawat kasanayan) | Naibibigay ang paksa ng  napakinggang kuwento/usapan/  talata **F5PN-IIg-17**  Naibabahagi ang isang pangyayaring nasaksihan  **F5PS-IId-g-3.1**  Nagagamit ang pang-uri sa  paglalarawan ng kilalang tao sa pamayanan **F5WG-IIfg-4.2** | Napapangkat ang mga salitang magkakaugnay  **F5PT-IIg-4.3** | Nakasusulat nang may  wastong baybay, bantas ang ng idiniktang talata  **F5PU-IIg-2.8** | Naipapakita ang pag-unawa sa  napanood sa pamamagitan ng  pagsulat sa buod nito | Nasasagot ang Lingguhang Pagsusulit |
| **II. NILALAMAN** | 1. Pagbibigay ng Paksa sa Napakinggan Kuwento/Usapan/Talata  2. Pagbabahagi ng isang pangyayaring nasaksihan  3. Paggamit ng pang-uri na naglalarawan sa kilalang tao sa isang pamayanan | 1. Pagpapangkat ng mga Salitang Magkakaugnay  2. Pagbibigay ng mga Mahahalagang Pangyayari sa Nabasang Talaarawan/Talambuhay  3. Pagbibigay Kahulugan ng Bar Graph | Pagsulat ng Idiniktang Talata na may Wastong Baybay at Bantas | Pag-unawa sa napanood sa pamamagitan ng pagsulat sa buod nito. |  |
| **III. KAGAMITANG PANTURO** |  | | | | |
| A. Sanggunian |  |  |  |  |  |
| 1. Mga pahina sa Gabay ng Guro |  |  |  |  |  |
| 2. Mga pahina sa Gabay ng Pang-mag-aaral |  |  |  |  |  |
| 3. Mga pahina Teksbuk |  |  | Pinagyamang Pluma p. 223, 231 |  |  |
| 4. Karagdagang Kagamitan mula sa portal ng Learning Resource | http://fil.wikipilipinas.org/index.php?title=Carlos\_%22Botong%22\_Francisco |  |  |  |  |
| B. Iba pang Kagamitang pangturo | Aklat ,Larawan, TV, Activity Card, Plaskard | metacard, graphic organizer, aklat, activity card | Plaskard, Activity Card | Larawan, Video Clips, plaskard, tunay na bagay, tsart, activity, Card , Graphic organizer |  |
| **IV. PAMAMARAAN** |  |  |  |  |  |
| A. Balik –Aral sa nakaraang aralin at/o pagsisimula ng bagong aralin | Pagbabaybay  1. ilustrador 4. sining  2. kumbensiyon 5. idyoma  3. modernistang  Balik-aral  Ano-ano ang mga pamantayan sa pagsulat ng isang salaysay? | Piliin sa loob ng kahon ang mga salitang may kaugnay ng salitang nasa loob ng bilog**.** TG d. 7 | Papangkatin ng guro sa lima ang mga bata at ipapatala sa bawat pangkat ang mga bantas na ginamit at mga gamit ng malaking titik ayon sa mga salitang may salungguhit. TG d 10. | Ipanood sa mga bata ang Video Clips- Paraan ng pagbubuod ng kuwento. (Knowledge Power Fil. Alikabok .31 |  |
| B. Paghahabi ng layunin ng aralin | Pagpapakita ng larawan ng isang pamayanan at isang kilalang tao sa pamayanan. | May babasahin tayong isang talaarawan alamin kung bakit mahalaga ang pagrerecycle? | Ipakita ang larawan ng mga kabataang nag –aaral at naghahanap buhay sa kalye.  Ano ang ipinahihiwatig ng larawan? | Pagpapakita ng larawan ng iba’t ibang bulkan na matatagpuan sa pilipinas.  Anu- ano ang tawag natin sa mga ito? |  |
| C.Pag-uugnay ng mga halimbawa sa bagong aralin | Pangganyak na Tanong ***(FOUR PICS, GUESS THE NAME)***   * Itong taong ito ay kilala sa Angono, Rizal bilang isang magaling na modernistang pintor. TG d. 2 | Paghahawan ng balakid  Basahin ang pangungusap at ibigay ang kahulugan ng salitang may salungguhit TG d 6. | Ano ang mga dapat tandaan sa pagsulat ng talata? | May papanoorin tayong isang video clips ngunit bago natin ito panoorin, punan ang kahon ng inyong sagot.  alam  Gustong malaman  nalaman |  |
| D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan # 1 | Pakikinig ng kuwento, “Talambuhay ni Carlos “Botong” Francisco” TG d. 3. | Pagbasa ng talaarawan sa TG d. 6 at talakayin ang nilalaman ng talaarawan | Idikta ang talata sa TG d. 11 | Ipanood sa mga bata ang Alamat ng Bulkang Mayon |  |
| E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan # 2 | Hayaang sagutin ng mga bata ang mga tanong sa TG d. 3  Hal. Ano ang paksa ng napakinggan sa kwento?  Magbahagi ng isang nasaksihan na pangyayari sa inyong pamayanan na nakapagbigay ng malaking tulong sa ating bilang isang mamamayan. | Suriin ang bar graph LM d 14 at sagutin ang mga sumusunod na tanong. | Ihambing ang naisulat ng mga bata sa talatang nakasulat sa tsart. At suriin ang mga ginawa ng mga bata sa pamamagitan ng pagsagot sa mga katanungan sa TG d. 11. | Talakayin ang kanilang napanood.  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more |  |
| F. Paglinang sa kabihasnan (Tungo sa Formative Assessment) | Hahatiin ng guro ang mga bata sa apat na pangkat at ibibigay ang kanilang Gawain. TG d. 4 | Hahatiin ng guro ang mga bata sa tatlong pangkat at ibibigay ang kanilang gawain. TG d 8 | Panuto: Isulat ang ididikta ng guro. Hayaan ang mga mag – aaral ang magwasto sa pamamagitan ng Rubric sa TG d. 12. | Pangkatang Gawain  Pagsunud- sunurin ang mga pangyayari upang makabuo ng isang buod. |  |
| G. Paglalapat ng aralin sa pang-araw araw na buhay | Paano natin mabibigyan halaga ang mga sining na ginawa lalo na ng ating mga kapwa Pilipino? | Bakit mahalaga ang pagrerecycle? Magrerecycle ka din ba ng mga patapong bagay na pwede pa ninyong magamit? | Bakit mahalaga na tayo ay makinig nang mabuti sa taong nagsasalita? | Paano natin maipapakita ang pagmamahal sa ating kalikasan? |  |
| H. Paglalahat ng aralin | * Sa anong paraan mo maaaring maibahagi o matutukoy ang isang paksang napakinggan? * Paano mo mailalarawan ang mga taong kilala sa isang pamayanan gamit ang pang-uri? * Ano ba ang pang-uri? | Ano ang mga salitang magkakaugnay?  Ano ang talaarawan?  Ano ang bar graph? | Anu – ano ang mga dapat sundin at tandaan kapag susulat nang padikta? | Paano kayo nagbuod ng isang kuwento? |  |
| I. Pagtataya ng aralin | Gumawa ng isang talata ayon sa iyong napakinggan na kuwento/usapan /talata tungkol sa mga kilalang tao sa ating pamayanan at ilarawan ang kanilang mga katangian gamit ang pang-uri. | Suriin ang graph at sagutin ang mga tanong.  TG d. 9 | Panuto: Isulat ang ididikta ng guro TG d. 12. Hayaan ang mga mag – aaral ang magwasto sa pamamagitan ng Rubric sa TG d. 12. | Panoorin ang isang kuwento mula sa video clips. Gumawa ng buod ng kuwento. |  |
| J. Karagdagan Gawain para sa takdang aralin at remediation | Gumawa ng isang maikling salaysay tungkol sa mga kilalang tao sa ating bayan / probinsya at ilarawan ang kanyang katangian. Isulat sa kuwaderno sa Filipino. | Gumawa ng bar graph na nagpapakita ng pagkonsumo ng tubig ng inyong pamilya mula Enero-Abril. | Pag-aralan ang mga salita na sinulat ninyo na mali ang baybay. | Magsulat ang buod ng pelikula o teleseryeng napanood ninyo. |  |
| **V.MGA TALA** |  |  |  |  |  |
| **VI. PAGNINILAY** |  |  |  |  |  |

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| 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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