



GRADES 1 to 12
DAILY LESSON LOG

School:	Visit DepEdResources.com for More	Grade Level:	V
Teacher:		Learning Area:	ARALING PANLIPUNAN
Teaching Dates and Time:	APRIL 29 – MAY 3, 2024 (WEEK 5)	Quarter:	4 TH QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
I. LAYUNIN					
A. Pamantayang Pangnilalaman	mapanuring pag-unawa sa bahaging ginampanan ng kolonyalismong Espanyol at pandaigdigang konteksto ng reporma sa pagusbong ng kamalayang pambansa attungo sa pagkabuo ng Pilipinas bilang isang nasyon				Lingguhang Pagsusulit
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 kalakalang galyon at ang epektionito sa bansa AP5PKB-IVg-5/Pahina 55 ng 120				
II. NILALAMAN	Implikasyon ng mga Naunang Pag-aalsa				
KAGAMITANG PANTURO					
A. Sanggunian					
1. Mga pahina sa Gabay ng Guro					
2. Mga pahina sa Kagamitang Pang-Mag-aaral					
3. Mga pahina sa Teksbuk	Banghay Aralin sa MAKABAYAN 5, Hekasi V Pokus: Kasayasayan 2003 Edition Huminada B. Balbuena pp. 44 – 46 Ang Lahing Pilipino, Dakila at Marangal Lazelle Rose Plingo at Ela Rose Sablaon pp. 32 – 36				
4. Karagdagang Kagamitan mula sa portal ng Learning Resource					
B. Iba pang Kagamitang Panturo	mga larawan, chart, video clips, manila paper, tiled print-outs				

III. PAMAMARAAN					
A. Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Balitaan – pag-usapan ang mga kasalukuyang pangyayari sa paligid sa pamamagitan ng isang pag-uulat Magpakita ng mga larawan ng mga Pilipinong hindi nalipat ng tirahan noong unang panahon. Hayaang tukuyin ng mga mag-aaral kung anu-ano ang kanilang mga napansin o napapansin sa mga larawang Pilipinas . Balik aral – Magpakita ng larawan ng daungan ng Maynila. Ipaliwanag na dati ay hindi pa ito nabubuksan. Talakayain sa mga mag-aaral kung anu-ano ang mga maaring naging epekto ng pagbubukas ng daungan ng Maynila sa kalakalan ng bansa. .				
B. Paghahabi sa layunin ng aralin	 Pagpapakita ng larawan tungkol sa aralin tulad ng sistema ng sinaunang kalakalan sa bansa (barter), merkantilismo, daungan ng Maynila, galyon, iba’t ibang uri ng halaman na dala ng kalakalang galyon				
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Sabihin sa mga mag-aaral na sa loob ng 5 araw ay pag-aaralan ng klase ang kalakalang galyon at mga epekto nito sa mga Pilipino at sa bansa at sa susunod na lingo naman ay ang pagkakawatak-watak at pagkakaisa ng mga Pilipino sa mga mahahalagang pangyayari at ang mga epekto nito sa naunang mga pag-aalsa ng mga Pilipino.				
D. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	. Ilahad ang aralin sa pagsasagot sa mga tanong sa Alamin Mo, LM, pahina _____ Pakinggan ang mga sagot ng mga mag-aaral. Tanggapin ang lahat ng kanilang mga kasagutan. 3. Ipasagot sa mga mag-aaral ang ga sumusunod na mga katanungan: a. Nakinabang ba ang mga katutubo sa kalakalang galyon? Sa paanong paraan kaya? b. Bakit napabayaang ng mga pinunong _____-bayan ang pagpapaunlad sa agrikultura at industriya ng bansa? c. Anu-ano ang mga naging epekto ng kalakalang galyon sa mga Pilipino lalo’t higit sa kanilang pamumuhay?	Pag-uulat b. kalikasan ndustriya Pag—uulat sa gabay ng guro. Pagsusuri at pagtatalakay sa mga iniulat ng bawat pangkat. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Pag-uulat Pamilya Pakikipagkalakalan Pag-uulat sa gabay ng guro Pagsusuri at pagtatalakay sa mga iniulat ng bawat pangkat	Ayon sa mga napag-usapan, pabunutin ng salita na nakasulat sa mga papel na tiniklop ang bawat pinuno ng pangkat. Ang kanilang nabunot ay gagawan nila ng isang role play batay sa kung anu-ano ang mga naging epekto ng kalakalang galyon sa Pilipinas gayundin sa mga Pilipino	

	Ipabasa at talakayin sa klase kung anu-ano ang dahilan kung bakit hindi napaunlad ang mga lupang sakahan ng mga Pilipino noong panahon ng pananakop ng mga espanyol				
E. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Talakayin ang mga naging epekto ng kalakalang galyon sa buhay ng mga Pilipino. Pangkatin ang mga mag-aaral upang mapag-usapan nila ang mga naging epekto ng kalakalang galyon sa mga Pilipino at hayaang iulat ng bawat pangkat ang kanilang napag-usapan. Ang bawat pangkat ay bibigyan ng nakatalagang kanilang pag-uusapan sa pangkat a. agrikultura (pananim)	Hayaang tukuyin at pangkatin ng mga mag-aaral kung alin sa kanilang mga nabanggit ang mabubuti at hindi mabuting epekto ng kalakalang galyon sa mga Pilipino.		Pagsasadula ng bawat pangkat sa bagay ng guro	
F. Paglinang sa Kabihasan (Tungo sa Formative Assessment)				Matapos ang pagpapakita ng dula ng bawat pangkat, itanong sa mga mag-aaral kung ano ang kanilang saloobin dito	Ipagawa ang mga Gawain sa Gawain Mo, pp. ____ Gawain A Pasagutan sa mga mag-aaral ang mga katanungan sa Gawain A kapag natapos na ang aralin tungkol sa panimula ng kalakalang galyon. Gawain B o Ipagawa sa mga mag-aaral ang pagpapangkat at hayaang pag-usapan ng pangkat ang mga epekto ng kalakalang galyon sa bansa. o Bigyan ng panahon na makapag-isip at makapaghanda ang bawat pangkat para sa kanilang pag-uulat. Gawain C Ipasagot sa mga

					mag-aaral ang mga katanungan Gawain D Ipasagot sa mga mag-aaral ang mga katanungan.
G. Paglalapat ng aralin sa pang-araw-araw na buhay					Pangwakas na Gawain Punan ang tsart na nasa ibaba kung anu-ano ang mga mabubuti at hindi mabuting naidulot ng Kalakalang Galyon sa mga Pilipino at sa bansa.
H. Paglalahat ng Arallin	13. Bigyang-diin ang mga kaisipan sa Tandaan Mo, pp. ____ ng LM. 🌀Nagbukas ang daungan ng Maynila at nabuo ang Kalakalang Galyon sa pagitan ng Maynila at Acapulco Mexico 🌀Nagdala ang galyon ng iba’t ibang kalakal na hhalaman at hayop mula sa Acapulco at mula naman sa Maynila ay nadala ang mga palamuti, pagkain, halaman, spices at iba pang mga kasangkapan sa Mexico 🌀Nagkaroon ng sapilitang pagtatanim ng mga kalakal sa mga sakahan na naging sanhi ng kakulangan sa bigas 🌀Napabayaang ng mga alcalde mayor at gobernadorcillo ang kanilang mga nasasakupan dahil na rin sa Galyon 🌀Nanatili sa loob ng 250 taon ang Kalakalang Galyon				
I. Pagtataya ng Aralin	Pagtataya Pasagutan ang Natutuhan Ko sa pp. ____ ng LM.				
J. Karagdagang gawain para sa takdang-aralin at remediation	Takdang Aralin Bumuo ng isang maikling awit / rap / jingle na naglalaman ng aralin.				
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 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	____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 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	____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

	___ 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.	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 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.	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.	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 punongguro 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.	<i>Strategies used that work well:</i> ___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.	<i>Strategies used that work well:</i> ___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.	<i>Strategies used that work well:</i> ___ Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.	<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.	___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.	___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.	___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.	___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.
	___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.	___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.
	___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.	___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.	___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.	___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.	___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.
	___Text Representation: Examples: Student created drawings, videos, and games.	___Text Representation: Examples: Student created drawings, videos, and games.	___Text Representation: Examples: Student created drawings, videos, and games.	___Text Representation: Examples: Student created drawings, videos, and games.	___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.	___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	___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: ___ <i>Explicit Teaching</i> ___ 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	Other Techniques and Strategies used: ___ <i>Explicit Teaching</i> ___ 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	Other Techniques and Strategies used: ___ <i>Explicit Teaching</i> ___ 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	Other Techniques and Strategies used: ___ <i>Explicit Teaching</i> ___ 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	Other Techniques and Strategies used: ___ <i>Explicit Teaching</i> ___ 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	___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	collaboration/cooperation in doing their tasks ___ AudioVisual Presentation of the lesson
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