

 GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	V
	Teacher:	File created by Ma'am MELLANIE A. TAMARES	Learning Area:	MAPEH
	Teaching Dates and Time:	MARCH 13 – 17, 2023 (WEEK 5)	Quarter:	3 RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner... demonstrates understanding of the uses and meaning of musical terms in Form	The learner... demonstrates understanding of the uses and meaning of musical terms in Form	The learner... demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths.	The learner... understands the nature and effects of the use and abuse of caffeine, tobacco and alcohol	The learner . . . demonstrates understanding of participation and assessment of physical activity and physical fitness
B. Performance Standards	The learner... performs the created song with appropriate musicality	The learner... performs the created song with appropriate musicality	The learner... creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.	The learner... practices appropriate first aid principles and procedures for common injuries	The learner . . . participates and assesses performance in physical activities. assesses physical fitness
C. Learning Competencies/Objectives Write the LC code for each	describes the characteristics of each type of voice MU5TB-IIIe-1	describes the characteristics of each type of voice MU5TB-IIIe-1	explores new printmaking technique using a sheet of thin rubber (used for soles of shoes), linoleum, or any soft wood that can be carved or gouged to create different lines and textures A5EL-IIIb	discusses the nature of caffeine, nicotine and alcohol use and abuse H5SU-IIIc-9	describes the skills involved in the dance PE5RD-IIIb-2
II. CONTENT	Iba't Ibang Uri ng Timbre Ayon sa Tinig	Iba't Ibang Uri ng Timbre Ayon sa Tinig	Paglilimbag	Pinagmula ng Caffeine, Nikotina at Alcohol	STUNTS (tatluhan, pangkatan,)
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Material pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources					
IV. PROCEDURES					

A. Reviewing previous lesson or presenting the new lesson	Gamit ang player. pakinggan awitin. Ilarawan ang mga narinig na tinig ng mga mang-aawit.	Gamit ang player. pakinggan awitin. Ilarawan ang mga narinig na tinig ng mga mang-aawit.	Ang bagong pamamaraan ng paglilimbag ay sa pamamagitan ng pag-iwan ng bakas sa ipinintan bagay.	Pagmasdan at pag-aralang mabuti ang mga larawan sa ibaba.	Alin sa mga larawan ang nasubukan ninyong gawin? Alin sa mga larawan ang may kaugnayan sa katatagan ng katawan?
B. Establishing a purpose for the lesson	Ilarawan angiba’t-ibang uri ng timbre	Ilarawan angiba’t-ibang uri ng timbre	explores new printmaking technique using a sheet of thin rubber (used for soles of shoes),linoleum, or any soft wood that can be carved or gouged to create different lines and textures	discusses the nature of caffeine, nicotine and alcohol use and abuse	describes the skills involved in the dance
C. Presenting examples/instances of the new lesson	Pakinggan ang tinig ng mang-aawit na narinig sa player. Suriin ang mga katangian ng tinig n gbabae at lalaki.	Pakinggan ang tinig ng mang-aawit na narinig sa player. Suriin ang mga katangian ng tinig n gbabae at lalaki.	Pangkatang Gawain	Ano ang tawag ninyo sa mga larawan? Saan madalas nakikita ang mga ito? Alam b ninyo na nagtataglay sila ng mga mahahalagang substansya? Anu-anong mga larawan ang makikita ninyo sa titik A, B at C? sa palagay ninyo ano ang maaring magmula sakanila kapag sila ay idinaan sa mga proseso.? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Ang stunt ay gawaing nagpapatibay ng katawan. Sa pamamagitan din ng mga ito ay nalalaman ang katatagan ng katawan lalung-lalo na ang mga braso at binti na nakatutulong sa pagsasagawa sa ating pang araw-araw na gawain. Ang stunt ay maaaring gawing laro o kompetisyon. Hindi kailanman dapat sinusubukan ang anumang uri ng stunt kung walang sapat kasanayan o kakayahan.
D. Discussing new concepts and practicing new skills #1	Ang iba’t-ibang uri ng timbre ng tinig ay nahahati sa apat: soprano ay tinig ng babae na magaan at manipis ang tinig kaya nakaaabot ng mataas na antas. Alto ang tinig na babae na makapal ang boses at ang iba’y halos boses lalaki. Tenor ay boses ng lalaki na magaan at kung minsa’y manipis at matili ang timbre kaya nakaaabot ng mataas na antas. Baho ay makapal at kung minsan ay magaralgal kung kaya’t nakaaabot ng mababang antas.	Ang iba’t-ibang uri ng timbre ng tinig ay nahahati sa apat: soprano ay tinig ng babae na magaan at manipis ang tinig kaya nakaaabot ng mataas na antas. Alto ang tinig na babae na makapal ang boses at ang iba’y halos boses lalaki. Tenor ay boses ng lalaki na magaan at kung minsa’y manipis at matili ang timbre kaya nakaaabot ng mataas na antas. Baho ay makapal at kung minsan ay magaralgal kung kaya’t nakaaabot ng mababang antas.	Ang paglilimbag ay isa sa mga gawaing pansining na magagawa sa pamamagitan ng pag-iwan ng bakas ng isang kinulayang bagay. Ito’y maaaring isagawa sa pamamagitan ng iba’t ibang bagay na matatagpuan natin sa paligid at pamayanan halimbawa ang linoleum, softwood,rubber(soles of shoes). Sa pamamagitan ng pagkulay,mapagyayaman ang ganda ng mga gawaing pansining. Sa kulay,maipakikita rin nang lubusan ang damdamin at imahinasyon ng likhang-sining kung paano nagbabago ang mga nakulob na bagay upang makalikha ng linya o texture gamit ang mga bagong paraan ng paglilimbag.	Nikotina, kapeina, at alcohol Ang nikotina ay isang alkaloid na matatagpuan sa nightshade plants partikular sa tabako plant na tinatawag ding Nicotiana tabacum. Ang ibang nightshade plants, gaya ng patatas, kamatis, at talong, ay mayroon ding nicotine ngunit mas mababa ang kanilang nicotine content kung ihahambing sa tabako. Ang nicotine ay matatagpuan sa sigarilyo at iba pang produktong tabako. Ang bawat piraso ng sigarilyo ay tinatayang may 1 mg nicotine. Ang caffeine o <i>kapeina</i> ay nilalaman ng ilang mga halaman at ito ay mapait. Kadalasang matatagpuan ito sa maraming inumin na tulad ng kape, tsaa, <i>soft</i>	Pag-aralan ang mga sumusunod na pamantayan at tuntunin sa pagsasagawa ng iba pang uri ng stunt. 1. TANDEM BICYCLE a. Tatlo o apat na bata ang tatayo nang sunud-sunod na nakaharap sa isang direksyon na ang pinakamaliit na bata ay nasa harap. b. Ang batang nasa unahan ay uupo sa ibabang bahagi ng hita ng batang nasa kanyang likuran. Hahawakan naman sa baywang ang batang nakaupo ng batang nasa kanyang likuran. Gagawin rin ito ng mga batang nasa likuran ng batang 1 at 2.

				<i>drinks</i> o <i>soda</i>, cacao o tsokolate, <i>kola nuts</i> at ilang mga gamot na kung tawagin ay <i>stimulants</i>. Ito ay nagbibigay ng karagdagang enerhiya at pansamantalang tulong sa pagiging alerto. Alcohol ay nilikha mula sa katas ng prutas, o gulay na tinatawag na fermented. Ang alcohol ay parang tubig o Kristal dahil sa kulay nitong puti. Ang pagbuburo ay isang proseso na gumagamit ng yeast o bakterya upang baguhin ang sugars sa pagkain sa alak. Ang Pagbuburo ay ginagamit upang makagawa ng maraming mga kinakailangang mga item. Alcohol ay may iba't ibang mga form at maaaring magamit bilang isang malinis, o isang antiseptiko, o di kayay isang gamot na pampakalma.	c. Sabay-sabay na lalakad pasulong ang mga batang gumagamit ng magkakatulad na paa (salisihang kanan;kaliwa). d. Sa hudyat, hhinto ang mga bata sa paglakad. Ipagawa nang pangkatan ang stunt. Habang isinasagawa ng isang pangkat ang stunt, ang guro at ibang bata ay nagmamasid.
E. Discussing new concepts and practicing new skills #2	Pangkatang Gawain	Pangkatang Gawain	1. Ihanda ang mga kagamitan na gagamitin sa isasagawang paglilimbag na nakalap sa inyong tahanan. 2. Gayundin ilahad ang oslo paper na gagamitin,water paint o water color,brush. 3. Kulayan ang mga bagay na may bakas na bahagi na ipinadala ng guro at pagkatapos ay ilapat ito sa oslo paper kung ito ay di na gaanong basa ang pagkakapinta o kulay. 4. Lumikha ng magandang disenyo sa pamamagitan ng mga bakas na nasa mga kagamitan.	Pangkatang Gawain. Bumuo ng talong pangkat, pag-usapan ang mga pinagmulan ng mga sangkap na inihahalo sa mga produkto gaya ng kape ano ba ang mga sangkap na nakapaloob dito. Ibibigay ng guro ang mga pag-uusapan (caffeine, alcohol at nicotine). Gumuhit ng kahon sa inyong kwaderno at isulat kung ano ang ibig sabihin ng substansyang nabanggit at kung saan ito nagmula.	FERRIS WHEEL a. Bumuo ng isang malaking bilog. b. Magkahawak-hawak ang kamay nang mahigpit. c. Salitang maupo ang mga kasama sa grupo upang ang isang tao ay bubuhatin ng dalawang tao. d. Ang mga paa ng mga nakupo (upong pababa) ay magkakadikit sa gitna. e. Lumakad ang mga nakatayo ng paikot.

			5. Upang lalong maging kaakit-akit ang iyong gagawin ay paganahin ang inyong imahinasyon sa paglilimbag sa pamamagitan ng pag-iwan ng bakas. 6. Kung ang gagamitin naman ay softwood. Umukit ng magandang larawan sa malambot na kahoy at pagkatapos ay pintahan at iwanan ang bakas sa malinis na papel.		
F. Developing mastery (Leads to Formative Assessment 3)	Pangkatang Gawain	Pangkatang Gawain	Pangkatang Gawain	Pangkatang Gawain	Hatiin sa iba't ibang pangkat ang klase upang gawin ang tatluhan at pangkatang stunt.
G. Finding practical applications of concepts and skills in daily living	Ano ang dapat gawin upang maging kaaya-aya sa pandiniga ng tinig habang umaawit?	Ano ang dapat gawin upang maging kaaya-aya sa pandiniga ng tinig habang umaawit?	Pangkatang Gawain	Pangkatang Gawain	Lagyan ng tsek (✓) ang angkop na hanay ayon sa iyong pagsasagawa ng tatluhan at pangkatang stunt.
H. Making generalizations and abstractions about the lesson	Anu-ano ang iba't-ibang uri ng timbre ng boses?	Anu-ano ang iba't-ibang uri ng timbre ng boses?	Ang paglilimbag ay isa sa mga gawaing pansining na magagawa sa pamamagitan ng pag-iwan ng bakas ng isang kinulayang bagay. Ito'y maaaring isagawa sa pamamagitan ng iba't ibang bagay na matatagpuan natin sa paligid at pamayanan halimbawa ang linoleum, softwood, rubber(soles of shoes). Sa pamamagitan ng pagkulay, mapagayayaman ang ganda ng mga gawaing pansining. Sa kulay, maipakikita rin nang lubusan ang damdamin at imahinasyon ng likhang-sining kung paano nagbabago ang mga nakulob na bagay upang makalikha ng linya o texture gamit ang mga bagong paraan ng paglilimbag.	Ano-ano ang mga natutunan sa aralin?	Ang pangmaramihang stunts ay dapat isagawa ng may pagsunod sa mga pamantayang pangkaligtasan, may pagtitiwala sa sarili, may pagtutulungan, at may pagkakaisa upang maisagawa ito nang matagumpay.

I. Evaluating learning	Pakingggan ang mga tinig ng mang-aawit at tukuyin ang timbre ng tinig. 1. Darrel Espanto 2. Jed Madela 3. KZ Tandingan 4. Angeline Quinto 5. Lea Salonga	Pakingggan ang mga tinig ng mang-aawit at tukuyin ang timbre ng tinig. 1. Darrel Espanto 2. Jed Madela 3. KZ Tandingan 4. Angeline Quinto 5. Lea Salonga	Bigyan ng kaukulang puntos ang inyong nagging pagganap gamit ang rubric na nasa kasunod na pahina.	Tukuyin ang mga uri ng prutas o gulay na pinagmulan ng mga substansya na inihahalo sa ilang produkto gaya ng kape. Buuin ang salita sa pamamagitan ng pagsulat sa patlang ng mga nawawalang titik. 1. Prutas na hugis puso at may kulay na pula, mayroong din berde ginagawang alcohol __a__s__na__ — 2. Ito ay prutas hugis bilog na maliliit na ginagawa ding alcohol ang katas __b__s 3. Isang prutas na malabot maraming buto at kulay pula na pinagmulan din caffeine K__m__ I ____ 4. Ito ay mahaba at may kulay ube na pinagmulan ng nikotina __a__o __g 5. Halaman na may maliliit na dahon ginagamit na sangkap sa sigarilyp __o__a __o	Sagutan ang tseklis.
J. Additional activities for application or remediation	Sumangguni sa LM_____.	Sumangguni sa LM_____.	Sumangguni sa LM_____.	Sumangguni sa LM_____.	Sa tulong ng isang kontrata na nasa ibaba, gumawa ng

					personal na kontrata para sa paglinang ng pagpapatibay ng katawan sa pamamagitan ng stants. Ipasa ang kontrata sa susunod na pagkikita.
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 istratohiyang 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?	<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. <i>Other Techniques and Strategies used:</i> ___ <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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	<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. <i>Other Techniques and Strategies used:</i> ___ <i>Explicit Teaching</i> 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