|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **V** |
| **Teacher:** | **File created by Ma’am EDNALYN D. MACARAIG** | **Learning Area:** | **ARALING PANLIPUNAN** |
| **Teaching Dates and Time:** | **MARCH 9 – 13, 2020 (WEEK 8)** | **Quarter:** | **4TH QUARTER** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **LUNES** | **MARTES** | **MIYERKULES** | **HUWEBES** | **BIYERNES** |
| 1. ***LAYUNIN*** | Naipapaliwanag ang pananaw at paniniwala ng mga Sultanato (Katutubong Muslim) sa pagpapanatili ng kanilang kalayaan | | | | |
| 1. **Pamantayang Pangnilalaman** | Naipamamalas ang mapanuring pag-unawa sa bahaging ginampanan ng kolonyalismong Espanyol at pandaigdigang koteksto ng reporma sa pag-usbong ng kamalayang pambansa attungo sa pagkabuo ng Pilipinas bilang isang nasyon | | | | |
| 1. **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 pag-usbong ng kamalayang pambansa tungo sa pagkabuo ng Pilipinas bilang isang nasyon | | | |  |
| 1. **Mga Kasanayan sa Pagkatuto (Isulat ang code ng bawat kasanayan)** | 1.Nasusuri ang mga naunang pag—aalsa ng mga makabayang Pilipino  Natatalakay ang sanhi at bunga ng mga rebelyon at iba pang reaksyon ng mga Pilipino sa kolonyalismo (halimbawa : pagtutol ng mga katutubong Pilipino laban sa Kristyanismo , pagmamalabis ng mga Espanyol) AP5PKB-IVe-3/ Pahina 54 ng 120 | | | | Weekly Test |
| 1. ***NILALAMAN*** | Mga Reaksyon sa Kolonyalismo | | |  |  |
| ***KAGAMITANG PANTURO*** |  | | | | |
| 1. **Sanggunian** |  |  |  |  |  |
| 1. **Mga pahina sa Gabay ng Guro** | Kto 12 – AP5PKB IVe-3/ MISOSA Lesson  #14(GRADE V) | Kto 12 – AP5PKB IVe-3/ MISOSA Lesson  #14(GRADE V) | Kto 12 – AP5PKB IVe-3/ MISOSA Lesson  #14(GRADE V) | Kto 12 – AP5PKB IVe-3/ MISOSA Lesson  #14(GRADE V) |  |
| 1. **Mga pahina sa Kagamitang Pang-Mag-aaral** |  |  |  |  |  |
| 1. **Mga pahina sa Teksbuk** | Ang Lahing 110-111  Pilipinas Kong Hirang 5 p. 140-146 |  |  |  |  |
| 1. **Karagdagang Kagamitan mula sa portal ng Learning Resource** | larawan ng mga bayani, tsart, talambuhay, manila paper, panulat |  |  |  |  |
| 1. **Iba pang Kagamitang Panturo** |  |  |  |  |  |
| 1. ***PAMAMARAAN*** |  | | | | |
| 1. **Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin** |  |  |  |  |  |
| 1. **Paghahabi sa layunin ng aralin** | 1.Ipanuod sa mga bata ang isang video clip tungkol sa mga unang pag-aalsa.  2.Iproseso ang gawain sa pamamagitan ng pagtanong sa mga sumusunod:  a.Sino-sino ang mga unang Pilipino na nag-alsa laban sa mga Espanyol?  b.Anu-ano ang mga dahlan ng pag-aalsa ng mga Pilipino?  c.Magbigay ng mga lugar kung saan naganap ang ilang pag-aalsa laban sa mga Espanyol. | | | |  |
| 1. **Pag-uugnay ng mga halimbawa sa bagong aralin** | B.Paglinang  1.Bigay ang opinyon mo tungkol sa salitang nakalahad. Hayaan ang bata ang sumulat ng kanilang sagot. | | | |  |
| 1. **Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1** | 2.Ipabasa sa mga mag-aaral ang LM, pp. \_\_\_\_\_\_\_\_\_  3.Pangkatin ang mga mag-aaral sa tatlong grupo  4.Bigyan ang bawat grupo ng manila paper.  5.Pangkatin ang mga nag-alsang Pilipino ayon sa kanilang dahilan at ibigay ang naging bunga nito | | | |  |
| 1. **Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2** | 6.Ipabasa sa klase ang rubric ng pangkatang gawain upang mapanatili ang kaayusan sa klase.  7.Ipaulat ang mga gawa sa bawat pangkat ang kanilang output.  8.Ipagawa ang mga gawain sa Gawin Mo, p. \_\_\_\_\_\_\_\_\_ ng LM. | | | |  |
| 1. **Paglinang sa Kabihasan**   **(Tungo sa Formative Assessment)** | Gawain A  • Ipasagot sa bawat mag-aaral ang Gawain.  • Ipasulat ang mga sagot sa sagutang papel.  • Bigyan ng sapat na panahon ang mga mag-aaral sa pagsagot sa gawain.  • Ipawasto ang mga kasagutan. | | Gawain B  • Ipasagot sa bawat mag-aaral ang Gawain.  • Ipasulat ang mga sagot sa notbuk  • Bigyan ng sapat na panahon ang mga mag-aaral sa pagsagot sa gawain.  • Ipawasto ang mga kasagutan. | Gawain C  • Ipasagot ang tanong sa mga mag-aaral.  • Ipasulat ang sagot sa sagutang papel.  • Ipaulat sa klase ang mga sagot.  • Tanggapin lahat ng sagot. |  |
| 1. **Paglalapat ng aralin sa pang-araw-araw na buhay** | Pag-uulat ng pangkat | | Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more |  |  |
| 1. **Paglalahat ng Arallin** | Ano ang nagging epekto ng mgapag-aalsa ng mga makabayang Pilipino? | | 9.Bigyan diin ang mga kaisipan sa Tandaan Mo, p. \_\_\_\_\_\_\_ ng LM. |  |  |
| 1. **Pagtataya ng Aralin** | Sumulat ng isang talata tungkol sa mga Pag-aalsang tinalakay at epekto nito sa mga Pilipino | | Pagtataya  Ipasagot sa papel ang Natutuhan Ko, p. \_\_\_\_\_\_\_ ng LM. |  |  |
| 1. **Karagdagang gawain para sa takdang-aralin at remediation** |  |  |  |  |  |
| 1. **Mga Tala** |  |  |  |  |  |
| 1. **Pagninilay** |  | | | | |
| 1. **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 |
| 1. **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. |
| 1. **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 |
| 1. **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 |
| 1. **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 |
| 1. **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 |
| 1. **Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa mga 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. * **\_\_\_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. * **\_\_\_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. * **\_\_\_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. * **\_\_\_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  \_\_\_AudioVisual Presentation  of the lesson |