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| 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:** | **ESP** |
| **Teaching Dates and Time:** | **MARCH 9 – 13, 2020 (WEEK 8)** | **Quarter:** | **4TH QUARTER** |

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|  | **LUNES** | **MARTES** | | **MIYERKULES** | | **HUWEBES** | **BIYERNES** |
| 1. ***LAYUNIN*** | Nakapagpapakita ng iba’t-ibang paraan ng pasasalamat sa Diyos**(EsP5PD - IVe-i - 15)** | | | | | | |
| 1. **Pamantayang Pangnilalaman** | Naipamamalas ang pag-unawa sa kahalagahan ng pananalig sa Diyos na nagbigay ng buhay | | | | |  | |
| 1. **Pamantayan sa Pagaganap** | Naisasabuhay ang tunay na pasasalamat sa Diyos na nagkaloob ng buhay  Hal.  **-** palagiang paggawa ng mabuti sa lahat | | | | |  |  |
| 1. **Mga Kasanayan sa Pagkatuto (Isulat ang code ng bawat kasanayan)** | Nakapagpapakita ng iba’t-ibang paraan ng pasasalamat sa Diyos  (EsP5PD - IVe-i - 15) | | | | |  |  |
| 1. ***NILALAMAN*** | Paggawa ng kabutihan, Pagmamahal sa Diyos | | | | |  |  |
| ***KAGAMITANG PANTURO*** |  | | | | | | |
| 1. **Sanggunian** |  | |  | |  |  |  |
| 1. **Mga pahina sa Gabay ng Guro** |  | |  | |  |  |  |
| 1. **Mga pahina sa Kagamitang Pang-Mag-aaral** |  | |  | |  |  |  |
| 1. **Mga pahina sa Teksbuk** |  | |  | |  |  |  |
| 1. **Karagdagang Kagamitan mula sa portal ng Learning Resource** |  | |  | |  |  |  |
| 1. **Iba pang Kagamitang Panturo** | islogan, bond paper | |  | |  |  |  |
| 1. ***PAMAMARAAN*** |  | | | | | | |
| 1. **Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin** | Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin  Itanong:  1. Paano mo maipapakita ang tunay mong pagmamahal sa iyong  kapwa? Magbigay ng halimbawa.  2. Itaas ang kanang kamay kung ang mga sumusunod ay  nagpapakita ng pagmamahal sa kapwa at kaliwang kamay kung hindi.  1. Iwasan ang mga kamag-aaral na mahirap.  2. Magbigay ng tulong kung kinakailangan.  3. Ipagmaramot ang mga lumang kagamitan.  4. Isakripisyo ang sarili para sa iba.  5. Ipagmalaki ang mga bagong kagamitan. | |  | |  |  |  |
| 1. **Paghahabi sa layunin ng aralin** | Sabihin:  Ang Dakilang Lumikha ang ating sandigan sa lahat ng pagkakataon. Ang mga ibinibigay Niyang biyaya sa ating lahat ay hindi matatawaran. Marapat lamang na tayo ay laging magpasalamat sa Kanyang mga pagpapalang ipinagkakaloob sa atin. Huwag nating kalimutan ang magpasalamat lagi sa Kanya sa patuloy niyang paggabay sa atin | |  | |  |  |  |
| 1. **Pag-uugnay ng mga halimbawa sa bagong aralin** | Ipabasa ang isang sulat ni Emmanuel sa Diyos na nakasulat sa tsart/tarpapel o sa pamamagitan ng powerpoint presentation.  *Ika-14 ng Marso, 2016*  *Silid-Aralan, 2:00 N.H.*  *Mahal kong Hesus,*  *Kumusta na po kayo? Alam ko po na lagi Kayong nasa mabuting kalagayan dahil sabi ng tatay at nanay ko, Kayo ang pinakamagaling sa lahat.*  *Alam N’yo po, napatunayan ko na totoong napakagaling N’yo. Dati-rati ay hindi ako makatulog dahil halos araw-araw ay nag-aaway sina tatay at nanay. Madalas ay nagsisigawan sila bago kami magtungo sa simbahan. Kapag naman may nasalubong silang namamalimos ay binubulyawan pa nila. Ayaw ko na sana pong maniwala sa mga turo nila kasi simba nga po sila nang simba, eh, away naman sila ng away. Madalas nga ay nag-iisa lang ako sa bahay dahil dadalo raw sila sa mga gawaing pansimbahan.*  *Sa ngayon po ay labis-labis akong natutuwa sa napakalaking pagbabagong naganap sa kanila. Hindi na nila nakakaligtaan ang magdasal araw-araw para sa kapayapaan ng aming tahanan. Laging bukas ang kanilang palad sa sinumang nangangailangan at higit sa lahat may panahon na rin sila sa akin. Lagi na po nila akong kasama sa kanilang gawaing maka-Diyos.*  *Naniniwala po ako na dininig N’yo ang aking dalangin noong Araw ng mga Puso, na sana’y buksan N’yo ang isipan ng aking magulang at bigyang halaga naman nila ang mga gawaing maka-Diyos.*  *Dahil dito, tiyak na palagi nang mahimbing ang tulog ko. Maraming salamat po sa Inyo at lagi N’yong tandaan na mahal na mahal ko po Kayo.*  *Labis na nagagalak,*  *Emmanuel* | |  | |  |  |  |
| 1. **Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1** | Pasagutan ang sumusunod na katanungan  1. Para kanino ang sulat?  2. Anong suliranin ang dinadala ni Emmanuel hanggang sa  kanyang pagtulog?  3. Bakit tila ayaw nang maniwala ni Emmanuel sa turo ng  kanyang mga magulang?  4. Kung ikaw si Emmanuel, ano ang gagawin mo sa iyong  suliranin?  5. Ilarawan mo kung anong uri ng magulang mayroon si Emmanuel. Pangatuwiranan ito | | Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | |  |  |  |
| 1. **Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2** | Magbigay ng iba’t ibang paraan ninyo ng pasasalamat sa Diyos | | Magtanong tungkol sa mahahalagang datos na tinalakay kahapon. Talakayin ang mga dapat gawin sa mga sumusunod na gawain | |  |  |  |
| 1. **Paglinang sa Kabihasan**   **(Tungo sa Formative Assessment)** |  | | Mga kagamitan:   activity cards na naglalaman ng gawain ng bawat pangkat   manila paper, pentel pen, papel at bolpen  Mga hakbang sa pagsasagawa:  1. Ipapangkat ng guro sa apat ang mga mag-aaral.  2. Bigyan ng kani-kanilang activity cards ang bawat pangkat batay sa iba’t ibang paraan ng paglinang sa pangkatang gawain.  3. Bigyan ng sapat na oras ang mga bata sa pagsasagawa ng bawat gawain. Iproseso ito pagkatapos at bigyang-halaga gamit ang Rubrics sa pangkatang Gawain  Constructivism Approach  Pangkat I – Liham  Gumawa ng isang liham pasasalamat sa Diyos tungkol  sa pagkakaroon ninyo ng isang mabuting guro  Collaborative Approach  Pangkat II – Dula-Dulaan  Isadula ang inyong ginagawang pagpapasalamat sa Diyos kapag kayo ay sumisimba.  Inquiry-based Approach  Pangkat III – Interbiyu  Mag-interbiyu sa bawat kasapi tungkol sa kanilang paraan ng pagpapasalamat sa Diyos. Isulat ang sagot sa Manila paper  Integrative Approach  Pangkat IV – Awit  Bumuo ng isang awit na nagpapakita ng pagpapasalamat sa Diyos | |  |  |  |
| 1. **Paglalapat ng aralin sa pang-araw-araw na buhay** |  | |  | | Itanong sa mga bata ang kanilang mga natutunan sa mga isinagawang gawain kahapon. Linangin ang mga sumusunod na Gawain   1. Pagsulatin ang mga mag-aaral ng kanilang mga pangako at dapat gawin batay sa kanilang natutunan sa aralin   Reflective Approach  Lagyan ng kaukulang salita ang bawat  titik upang makabuo ng pangako.  A - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  K - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  O - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Lagda  b. Sumulat ng isang liham sa Diyos na naglalaman ng pasasalamat sa lahat ng mga biyayang inyong tinatanggap sa araw-araw.  c. Bigyang-halaga ang kanilang kasagutan gamit ang Rubrics. |  |  |
| 1. **Paglalahat ng Arallin** |  | |  | |  | Mga kagamitan: tsart o tarpapel na naglalaman ng Tandaan Natin  1. Magbalik-aral sa nakaraang gawain. Linangin ang mga dapat gawin sa pagbubuo at pagpapahayag sa anumang ideya o opinyon.  2. Hikayatin ang bawat isa na makapagbigay ng kani-kanilang kasagutan sa pamamagitan ng iba’t ibang pamamaraan ng pagpapahayag.  3. Ibigay ang mga gagawin ng bawat pangkat  Integrative Approach  Pangkat I – Halina’t Umawit  UConstructivism Approach  Pangkat II – Halina’t Manalangin  Bumuo ng isang panalangin sa pasasalamat sa Diyosmawit ng awit sa pasasalamat  Collaborative Approach  Pangkat III – Halina’t Umakto  Ipakita sa pamamagitan ng pantomina ang inyong pagpapasalamat sa Diyos |  |
| 1. **Pagtataya ng Aralin** |  | |  | |  |  | Panuto: Ilagay ang kung wasto ang ipinahahayag sa bawat bilang at kung hindi wasto.  1. \_\_\_\_\_\_\_ Ang pagdarasal ay tulad ng isang makina, kapag hinulugan mo ay sasagutin ka.  2. \_\_\_\_\_\_\_ Naipapaabot din ang pasasalamat sa Diyos sa pamamagitan ng isang awit na patungkol sa Kanya.  3. \_\_\_\_\_\_\_ Patuloy akong magpapasalamat, magpupuri, hihingi ng kapatawaran sa Panginoon sa aking mga nagagawang kasalanan.  4. \_\_\_\_\_\_\_ Tatawag lamang ako sa Panginoon kapag may kailangan.  5. \_\_\_\_\_\_\_ Kapag ang lahat ng mga materyal na bagay ay nasa pamilya na namin ay di na kailangan pang ako ay magpasalamat.  Tandaan Natin!  Patuloy na magpasalamat sa Dakilang Lumikha  Sa araw-araw nating pamumuhay, Siya ang  Panuto: Suriin ang bawat sitwasyon. Isulat ang iyong kaukulang saloobin sa iyong notebook.  1. Nanalo ang kapatid mong si Dea sa Science Quiz Bee sa inyong paaralan. Sino ang una mong pasasalamatan? Bakit?  2. Ang iyong ama ay matagal nang maysakit. Ikinunsulta ninyo sa doktor at ang sabi ay magaling na siya. Ano ang una mong gagawin? Bakit?  3. Ikaw at ang iyong mag-anak ay lumuwas patungong Maynila. Bago pa man umalis ang bus na inyong sinasakyan ay patuloy kayo na nananalangin na maging ligtas ang inyong biyahe. Sa kabutihang palad, kayo ay nakarating nang maluwalhati sa inyong patutunguhan. Paano mo mapapasalamatan ang Diyos sa pagkakataong ito? |
| 1. **Karagdagang gawain para sa takdang-aralin at remediation** |  | |  | |  |  | Gumuhit ng isang larawan na nagpapakita ng pagpapasalamat sa Diyos. Maaaring ang larawan ay makikita sa simbahan o sa isang tahanan |
| 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 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