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| **C:\Users\Nhanie\Pictures\deped logo.pngKINDERGARTEN**  **DAILY LESSON LOG** | SCHOOL: |  | TEACHING DATES: |  |
| TEACHER: |  | WEEK NO**.** | **14** |
| **CONTENT FOCUS:** | Kailangan nang kasuotan upang protektahan ang katawan. Mayroong iba’t ibang uri ng kasuotan na maaring suotin. | QUARTER: | **SECOND** |

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| **BLOCKS OF TIME** | **Indicate the following:**  **Learning Area (LA)**  **Content Standards (CS)**  **Performance Standards (PS)**  **Learning Competency Code (LCC)** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **ARRIVAL TIME** | **Developmental Domain(s):**  **(Language, Literacy and Communication)** | Daily Routine:  National Anthem  Opening Prayer  Exercise  *Kamustahan*  Attendance  *Balitaan* | Daily Routine:  National Anthem  Opening Prayer  Exercise  *Kamustahan*  Attendance  *Balitaan* | Daily Routine:  National Anthem  Opening Prayer  Exercise  *Kamustahan*  Attendance  *Balitaan* | Daily Routine:  National Anthem  Opening Prayer  Exercise  *Kamustahan*  Attendance  *Balitaan* | Daily Routine:  National Anthem  Opening Prayer  Exercise  *Kamustahan*  Attendance  *Balitaan* |
| **Content Standard:**  The child exhibits an understanding of increasing his/her conversation skills |
| **Performance Standard:**  The child shall be able to confidently speaks his/her feelings and ideas in words that make sense |
| **Learning Competency Code:**  LLKVPD-la-13, LLKOL-la-1-2,  LLKOL-lg-3 & LLKOL -00-1 |
| **MEETING TIME 1** | **Developmental Domain(s):**  Pagpapaunlad ng Kakayahang Sosyo-emosyonal  LA: Pagpapahalaga sa Pagkakaiba | Mensahe:  Kailangan ko ng kasuotan.  Kailangan ko ng mga kasuotan  upang protektahan ang aking  katawan.  Tanong:  Bakit kailangan natin  magsuot ng kasuotan? | Mensahe:  May espesyal na  kasuotan para sa iba’t ibang uri ng klima.  Ang ilan ay nagsusuot ng jacket kapag taglamig. Ang ilan ay nagsusuot ng kapote kapag umuulan. Ang ilan ay gumagamit ng sombrero  upang protektahan ang kanilang ulo  sa init.  Tanong:  Anong uri ng damit ang  sinusuot ng tao sa iba’t ibang klima  ng panahon? | Mensahe:  May mga taong nagsusuot ng espesyal na kasuotan para sa kanilang paghahanap buhay. (Maaaring mag- imbita ng resource  speaker. E.g. construction worker na magsasalita tungkol sa iba’t ibnag  kasuotan niya sa kanyang trabaho.)  Tanong:  Bakit ang ilang tao ay  nagsusuot ng espesyal na kasuotan  sa kanilang trabaho? | Mensahe:  Ang kasuotan ay may  iba’t ibang hitsura.  Ang ilan ay may bulsa, ang ilan ay may butones at ang ilan ay may  zipper. | Mensahe :  Ang mga kasuotan ay  may iba’t ibang disenyo. |
| **Content Standard:**  Ang bata ay ay nagkakaroon ng pag-unawa sa pagkakaiba at pagkilala ng mga tao |
| **Performance Standard:**  Ang bata ay nagpamalas ng pagkilala ng pagkakapareho at pagkakaiba ng tao |
| **Learning Competency Code:**  PNEKE-00-2, SEKPP-Ib-1 |
| **WORK PERIOD 1** | **Developmental Domain(s):**  Kagandahang Asal  ( Pagpapahalaga sa Sarili ) | Pamamatnubay ng Guro:  Three – Sound Word Building  LLKPA-Ig-1  Malayang Paggawa:  (Mungkahing Gawain)  1. Stick Puppets:Iba’t ibang uri ng kasuotan  SEKPP-Ib-1  2. CVC Connect/ CVC Word Cover All  KAKPS-00-2  3. Collage – There are different parts of clothes.  PNEKE-00-2  4. Clothes Connect  SEKPP-Ib-1  5. Sand play  KAKPS-00-2 | Pamamatnubay ng Guro:  Poster: “Mayroong iba’t-ibang uri ng kasuotan.”  • Pictograph: Mga kasuotan para sa iba’t ibang uri ng  panahaon  PNEKE-00-2  Malayang Paggawa:  (Mungkahing Gawain)  1. Sand play  KAKPS-00-2  2. Stick Puppets: Iba’t ibang uri ng kasuotan  SEKPP-Ib-1  3. CVC Connect/ CVC Word Cover All  SEKPP-Ib-1  4. Collage – There are  different parts of  clothes.  PNEKE-00-2  5. Clothes Connect  SEKPP-Ib-1 | Pamamatnubay ng Guro:  Poster: Espesyal na mga kasuotat para sa mga espesyal na trabaho  SEKPP-Ib-1  Malayang Paggawa:  (Mungkahing Gawain)  1. Clothes Connect  SEKPP-Ib-1  2. Sand play  KAKPS-00-2  3. Stick Puppets: Iba’t  ibang uri ng kasuotan  SEKPP-Ib-1  4. CVC Connect/ CVC Word Cover All SEKPP-Ib-1  5. Collage – There are  different parts of  clothes.  PNEKE-00-2 | Pamamatnubay ng Guro:  Target Letter: Ss  • Letter Collage: Ss  SKMP-00-7  Malayang Paggawa:  (Mungkahing Gawain)  1. Collage – There are  different parts of  clothes.  PNEKE-00-2  2. Clothes Connect  SEKPP-Ib-1  3. Sand play  KAKPS-00-2  4. Stick Puppets: Iba’t  ibang uri ng kasuotan  SEKPP-Ib-1  5. CVC Connect/ CVC Word Cover All  SEKPP-Ib-1 | Pamamatnubay ng Guro:  Target Letter Ss  • Pagsulat ng titik Ss  KAKPS-00-1  Malayang Paggawa:  (Mungkahing Gawain)  1. CVC Domino/ CVC  Word Lotto  SEKPP-Ib-1  2. Collage – There are  different parts of  clothes.  PNEKE-00-2  3. Clothes Connect  SEKPP-Ib-1  4. Sand play  KAKPS-00-2  5. Stick Puppets: Iba’t  ibang uri ng kasuotan  SEKPP-Ib-1 |
| **Content Standard:**  Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng disiplina na batayan upang lubos na mapahalagahan ang sarili |
| **Performance Standard:**  Ang bata ay nakapagpamalas ng tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang-alang sa sarili at sa iba |
| **Learning Competency Code:**  KAKPS-00-1, KAKPS-00-2,  KAKPS-00-3, KAKPS-00-5,  KAKPS-00-7, KAKPS-00-9 |
| **MEETING TIME 2** | **Developmental Domain(s):**  Sining  ( Malikhaing Pagpapahayag ) | Gawain:  Pagpapakita ng stick  puppets. Pag- usapan ang mga iba’t-ibang kasuotan na suot ng mga puppet | Awit:  “What’s the sound” (pamalit ang mga salitang may tunog ng Ss)  isulat ito sa pisara | Awit:  “Can you say the first sound?” (gamit ang mga salitang may titik  Ss)  Gawain:  Mag- isip ng mga  pangalan ng tao at lugar na nagsisimula sa titik Ss. | Pamatnubay ng Guro:  Show the  chart: How Many Pockets? Zippers?  Buttons? – Talk about who got the most or the least number in each  feature. | Show the Dress Me Up Paper Doll  Pag-usapan ang mga iba’t ibang disenyo na isinusuot ng mga papel  na manyika. |
| **Content Standard:**  Ang bata ay nagkakaroon ng pag-unawa sa pagpapahayag ng kaisipan at imahinasyon sa  malikhain at malayang  pamamaraan |
| **Performance Standard:**  Ang bata ay nakapagpamalas ng kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyon |
| **Learning Competency Code:**  SKMP-00-1, SKMP-00-4  SKMP-00-7, SKMP-00-1O |
| **SUPERVISED RECESS** | **Developmental Domain(s):**  Pangangalaga sa Sariling Kalusugan at Kaligtasan | **SNACK TIME** | | | | |
| **Content Standard:**  Ang bata ay nagkakaroon ng pag-unawa sa kakayahang pangalagaan ang sariling kalusugan at kaligtasan |
| **Performance Standard:**  Ang bata ay nakapagpamalas ng pagsasagawa ng pangunahing kasanayan ukol sa pansariling kalinisan sa pang araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan |
| **Learning Competency Code:**  KPKPKK-Ih-1  KAKPS-00-16 |
| **NAP TIME** | | | | | | |

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| **STORY** | **Developmental Domain(s):**  Language, Literacy and Communication  ( Listening Comprehension ) | Kuwento:  The Emperor and His  New Clothes” | Kuwento:  “ Mario’s Special Day” | Kuwento:  “Ang Madyik Banig” | Kuwento:  “Ang Pagong at Matsing” | Kuwento:  “Si Tipaklong” |
| **Content Standard:**  The child demonstrates an understanding of information received by listening to stories and be able to relate within the context of their own experience |
| **Performance Standard:**  The child shall be able to listen attentively and respond / interact with peers and teacher appropriately |
| **Learning Competency Code:**  LLKLC-00-1, LLKLC-00-2,  LLKLC-Ih-3, LLKLC-Ig-4 |
| **WORK PERIOD 2** | **Developmental Domain(s):**  Kalusugang Pisikal at Pagpapaunlad ng kakayahang motor  ( Kasanayang Fine Motor ) | Pamamatnubay ng Guro:  Number Stations and Number Books  (quantities of 5; gamit ang toothpicks o parisukat)  MKSC-00-23  Malayang Paggawa:  ( Mungkahing Gawain)  1. Block Play  KPKFM-00-1.6  2. Sand Play: Mark the Scoops  MKME-00-1  3. Number Cover All (0-5)  MKC-00-2  4. It’s a Match (0-5)  LLKVPD-Id-1  5. Don’t Rock the Boat  KAKPS-00-19 | Pamamatnubay ng Guro:  Who has More? (quantities of 5)  Comparing Quantities: A game for partners  MKC-00-8  Malayang Paggawa:  ( Mungkahing Gawain )  1. Don’t Rock the Boat  KAKPS-00-19  2. Block Play  KPKFM-00-1.6  3. Sand Play: Mark the Scoops  MKME-00-1  4. Number Cover All (0-5)  MKC-00-2  5. It’s a Match (0-5)  LLKVPD-Id-1 | Pamamatnubay ng Guro:  (Classroom Inventory)  Hand Game and Cave Game (concrete; quantities of 5)  MKAT-00-26  Malayang Paggawa:  ( Mungkahing Gawain )  1. It’s a Match (0-5)  LLKVPD-Id-1  2. Don’t Rock the Boat  KAKPS-00-19  3. Block Play  KPKFM-00-1.6  4. Sand Play: Mark the Scoops  MKME-00-1  5. Number Cover All (0-5)  MKC-00-2 | Pamamatnubay ng Guro:  Hand Game and Cave Game (concrete; quantities of 5)  MKAT-00-26  Malayang Paggawa:  ( Mungkahing Gawain )  1. Number Cover All (0-5)  MKC-00-2  2. It’s a Match (0-5)  LLKVPD-Id-1  3. Don’t Rock the Boat  KAKPS-00-19  4. Block Play  KPKFM-00-1.6  5. Sand Play: Mark the  Scoops  MKME-00-1 | Pamamatnubay ng Guro:  Measure It  MKME-00-2  Malayang Paggawa:  ( Mungkahing Gawain )  1. Sand Play: Mark the  Scoops  MKME-00-1  2. Number Cover All (0-5)  MKC-00-2  3. It’s a Match (0-5)  LLKVPD-Id-1  4. Don’t Rock the Boat  KAKPS-00-19  5. Block Play  KPKFM-00-1.6 |
| **Content Standard:**  Ang bata ay nagkakaroon ng pag-unawa sa sariling kakayahanng sumubok gamitin nang maayos ang kamay upang lumikha o lumimbag |
| **Performance Standard:**  Ang bata ay nakapagpamalas  ng kakayahang gamitin ang kamay at daliri |
| **Learning Competency Code:**  KPKFM-00-1.5, KPKFM-00-1.6  MKAT-00-1 |
| **INDOOR/**  **OUTDOOR** | **Developmental Domain(s):**  Kalusugang Pisikal at Pagpapaunlad ng kakayahang motor  ( Kasanayang Gross Motor ) | Move the Body- PEHT p.55  PNEKBS-Ic- | Ankle Walk  KPKGM-Ig-3 | Drop the handkerchief  KAKPS-00-19 | Clothes Relay  KAKPS-00-16 | Deep and Wide  KAKPS-00-13 |
| **Content Standard:**  Ang bata ay nagkakaroon ng pag-unawa sa kanyang kapaligiran at naiuugmay dito ang ankop na paggalaw ng katawan |
| **Performance Standard:**  Ang bata ay nakapagpamalas  ng maayos na galaw at koordinasyon ng mga bahagi ng katawan |
| **Learning Competency Code:**  KPKGM-Ie-2, KPKGM-Ig-3 |
| MEETING TIME 3 | DISMISSAL ROUTINE | | | | | |

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| **REMARKS** | |
| **REFLECTION** | Reflect on your teaching and assess yourself as a teacher. Think about your students’ progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions. |
| 1. No. of learners who earned 80% in the evaluation. |  |
| 1. No. of learners who require additional activities for remediation. |  |
| 1. Did the remedial lessons work? No. of learners who have caught up with the lesson. |  |
| 1. No. of learners who continue to require remediation |  |
| 1. Which of my teaching strategies worked well? Why did these work? |  |
| 1. What difficulties dis I encounter which my principal or supervisor can help me solve? |  |
| 1. What innovation or localized materials did I use/discover which I wish to share with other teachers? |  |