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| **C:\Users\Nhanie\Pictures\deped logo.pngKINDERGARTEN****DAILY LESSON LOG** | SCHOOL: |  | TEACHING DATES:  |  |
| TEACHER: |  | WEEK NO**.**  | **20** |
| **CONTENT FOCUS:**  | Ang mga kasapi ng mag- anak ay may iba’t ibang tungkulin sa tahanan. Ang mga mag- anak ay nagtatakda ng kanilang sariling panuntunan. | 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(10 mins) | LA: **LLC****(Language, Literacy and Communication)** | Daily Routine:National AnthemOpening PrayerExercise*Kamustahan*Attendance *Balitaan* | Daily Routine:National AnthemOpening PrayerExercise*Kamustahan*Attendance *Balitaan* | Daily Routine:National AnthemOpening PrayerExercise*Kamustahan*Attendance *Balitaan* | Daily Routine:National AnthemOpening PrayerExercise*Kamustahan*Attendance *Balitaan* | Daily Routine:National AnthemOpening PrayerExercise*Kamustahan*Attendance *Balitaan* |
| CS: *The child demonstrates an understanding of:** **kahalagahan ng pagkakaroon ng masiglang pangangatawan**
* **kanyang kapaligiran at naiiugnay dito ang angkop na paggalaw ng katawan**
* **increasing his/her conversation skills**
* **paggalang**
 |
| PS: *The child shall be able to:** **sapat na lakas na magagamit sas pagsali sa mga pang-araw-araw na gawain**
* **maayos na galaw at koordinasyon ng mga bahagi ng katawan**
* **confidently speaks and expresses his/her feelings and ideas in words that makes sense**
 |
| LCC: **KPKPF-Ia-2, KPKGM-Ia-1****KPKGM-Ie-2, KPKGM-Ig-3**  **LLKVPD-Ia-13****KAKPS-00-14****KAKPS-OO-15** |
| MEETING TIME 1(10mins) | LA:**(SE)** **PAGPAPAUNLAD SA KAKAYAHANG SOSYO-EMOSYUNAL**  | Mensahe: Ang mga magulang atnakatatandang kapatid aynaghahanapbuhay para sa mag-anak.Tanong: Paano nakakatulong angiyong nakakatandang kapatid atmagulang sa iyongpangangailangan? | Mensahe: Kung minsan ang ibangkasapi ng mag- anak ay tumutulongsa mga magulang sa kanilanghanapbuhay.Tanong: Paano nakakatulong angibang kasapi ng mag- anak sa inyongmagulang?? | Mensahe: Ang mga tao aynaghahanap-buhay sa iba’t ibangparaan.May ibang tao na naghahanapbuhaysa pamamagitan ng paggawaat pagtitinda ng mga gamit.Tanong: Paano naghahanap- buhayang mga tao sa iba’t ibang paraan? | Mensahe: Ang mga tao aynaghahanap buhay sa iba’t ibangparaan.May mga tao na ang hanap- buhayay pagbibigay ng serbisyo opaglilingkod sa iba.Tanong: Anong mga serbisyo angibinibigay ng ibang tao para sa iyo? | Mensahe : Ang mag-anak aygumagawa ng sariling patakaran nadapat sundin sa loob ng tahanan.Tanong Ano ang mga patakaran nadapat sundin sa loob ng tahanan?Bakit importante na sundin ang mgapatakaran sa loob ng tahanan? |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:** **konsepto ng pamilya, paaralan at komunidad bilang kasapi nito**
 |
| PS: *Ang bata ay nagpapamalas ng:** **pagmamalaki at kasiyahang makapagkwento ng sarling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.**
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| LCC: **KMKPAra-00-1 to 5****KMKPKom-00-2 to 5** |
| WORK PERIOD 1 | LA: **SE (Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)****KP (Kalusugang pisikal at pagpapaunlad ng kakayahang motor)**  | Pamamatnubay ng Guro:(Teacher-Supervised):Poster: People Earn a Living in Different Ways KMKPKom-00-2SKMP-00-2Malayang Paggawa:(Mungkahing Gawain)Letter Collage: RrLLKAK-Ih-3KPKFM-00-1.3Letter MosaicLLKAK-Ih-3KPKFM-00-1.3Finger PaintingSKMP-00-2MKAT-00-2Sound-OKAKPS-00-5LLKPA-Ig-7Letter MakingLLKAK-Ih-3KPKFM-00-1.3 to 1.4 | Pamamatnubay ng Guro:(Teacher-Supervised):Shape Poster: Our Rules At HomeSKMP-00-1 to 2KMKPAra-00-4 Malayang Paggawa:(Mungkahing Gawain)Letter Collage: RrLLKAK-Ih-3KPKFM-00-1.3Letter MosaicLLKAK-Ih-3KPKFM-00-1.3Finger PaintingSKMP-00-2MKAT-00-2Sound-OKAKPS-00-5LLKPA-Ig-7Letter MakingLLKAK-Ih-3KPKFM-00-1.3 to 1.4 | Pamamatnubay ng Guro:(Teacher-Supervised):Poster: At the (work place of parent)Malayang Paggawa:(Mungkahing Gawain)Letter Collage: RrLLKAK-Ih-3KPKFM-00-1.3Letter MosaicLLKAK-Ih-3KPKFM-00-1.3Finger PaintingSKMP-00-2MKAT-00-2Sound-OKAKPS-00-5LLKPA-Ig-7Letter MakingLLKAK-Ih-3KPKFM-00-1.3 to 1.4 | Pamamatnubay ng Guro:(Teacher-Supervised):Puppets: People Who Do Things for Others/ People Who Make or Sell thingsMalayang Paggawa:(Mungkahing Gawain)Letter Collage: RrLLKAK-Ih-3KPKFM-00-1.3Letter MosaicLLKAK-Ih-3KPKFM-00-1.3Finger PaintingSKMP-00-2MKAT-00-2Sound-OKAKPS-00-5LLKPA-Ig-7Letter MakingLLKAK-Ih-3KPKFM-00-1.3 to 1.4 | Pamamatnubay ng Guro:(Teacher-Supervised):Picture Walk Malayang Paggawa:(Mungkahing Gawain)Letter Collage: RrLLKAK-Ih-3KPKFM-00-1.3Letter MosaicLLKAK-Ih-3KPKFM-00-1.3Finger PaintingSKMP-00-2MKAT-00-2Sound-OKAKPS-00-5LLKPA-Ig-7Letter MakingLLKAK-Ih-3KPKFM-00-1.3 to 1.4 |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:** **pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan**
* **sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag**
* **pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan.**
* **konsepto ng mga sumusunod na batayan upang lubos na mapahalagahan ang sarili:**

**-Disiplina** * **letter representation of sounds – that letters as symbols have names and distinct sounds**
 |
| PS: *Ang bata ay nagpapamalas ng:** **kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyon sa pamamagitan ng malikhaing pagguhit/pagpinta**
* **kakayahang gamitin ang kamay at daliri**
* **kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyob sa pamamagitan ng malikhaing pagguhit/pagpinta**
* **tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang-alang sa sarili at sa iba**
* **identify the letter names and sounds**
 |
| LCC: ***KAKPS-00-1-3******KPKFM-00-1.5*** ***KPKFM-00-1.6*** ***SKMP-00-6***  ***SKMP-00-7*** ***KMKPara-00-2*** ***LKPA-Ig-1*** |
| MEETING TIME 2 | LA: **SE** **(Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)** | Gawain: Ipakita ang family mobilessa klase. Tanungin ang mga bata ngmga bagay na natutunan natin mulasa ating pamilya.Awit: Mag- anak (PEHT, p. 153)Masayang Pamilya (PEHT p.15) | Mag-imbita ng ilang bata upang ikuwento ang mga trabaho ngkanilang magulang at nakakatandangkapatid. | Pagsulat ng titik Rr | (Mungkahing Gawain)Pag- usapan ang mga gawaing bahaysa inyong tahanan. Ibahagi sa klaseang mga tungkuling ginagampanansa tahanan.KMKPKom-00-6 | Gawain:Hayaan ang mga bata na magbahaging mga dapat sundi sa kanilangtahana. Ikumpara ito sa paaralan. Atpaano ito nakakatulong para sa iyo? |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:** **sariling ugali at damdamin**
* **increase his/her conversation skills**
 |
| PS: *Ang bata ay nagpapamalas ng:** **kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain**
* **confidently speaks and expresses his/her feelings and ideas in words that make sense.**
 |
| LCC:***LLKH-00-3 to 4*** ***LLKOL-00-5******LLKOL-1a-2******KMKPKom-00-6***   |
| SUPERVISED RECESS | LA: **PKK Pangangalaga sa Sariling Kalusugan at Kaligtasan** | SNACK TIME |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:***\* kakayahang pangalagaan ang sariling kalusugan at kaligtasan** |
| PS:*Ang bata ay nagpapamalas ng:***\* pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan** |
| LCC: ***KPKPKK-Ih-1*** |
| NAP TIME |
| STORY | LA: **BPA (Book and Print Awareness)** | Kwento: Si Hinlalaki | Kwento: Si Monica Dalosdalos | Kuwento: “Araw sa Palengke” | Kuwento: “Ang Tikbalang KungKabilugan ng Buwan” | Kwento: Sina Dosal at Makopoy sa Paanan ng Bundok Pinatubo |
| CS: *The child demonstrates an understanding of:** **book familiarity, awareness that there is a story to read with a beginning and an en, written by author(s), and illustrated by someone**
 |
| PS: *The child shall be able to:** **use book – handle and turn the pages; take care of books; enjoy listening to stories repeatedly and may play pretend-reading and associates him/herself with the story**
 |
| LCC: **LLKBPA-00-2 to 8** |
| WORK PERIOD 2 | LA: **M (Mathematics)** | Pamamatnubay ng Guro:Paglalarawan (Descriptions)LLKV-002KAKPS-00-7Malayang Paggawa:(Mungkahing Gawain)Laruang Blocks MKSC- 00-4Six ConcentrationMKAT-00-3, 8,10,14Writing NumeralsMKC-00-3Subtraction CardsMKAT-00-3, 8,10,14Pattern Block or Card DesignMKSC-00-19 | Pamamatnubay ng Guro:Subtraction Cards (writing number sentences)MKAT-00-4MKAT-00-9Malayang Paggawa:(Mungkahing Gawain)Laruang Blocks MKSC- 00-4Six ConcentrationMKAT-00-3, 8,10,14Writing NumeralsMKC-00-3Subtraction CardsMKAT-00-3, 8,10,14Pattern Block or Card DesignMKSC-00-19 | Pamamatnubay ng Guro:Subtraction Cards (writing number sentences)MKAT-00-4MKAT-00-9Malayang Paggawa:(Mungkahing Gawain)Laruang Blocks MKSC- 00-4Six ConcentrationMKAT-00-3, 8,10,14Writing NumeralsMKC-00-3Subtraction CardsMKAT-00-3, 8,10,14Pattern Block or Card DesignMKSC-00-19 | Pamamatnubay ng Guro:Pattern Block/ Card PattersMKSC-00-19Malayang Paggawa:(Mungkahing Gawain)Laruang Blocks MKSC- 00-4Six ConcentrationMKAT-00-3, 8,10,14Writing NumeralsMKC-00-3Subtraction CardsMKAT-00-3, 8,10,14Pattern Block or Card DesignMKSC-00-19 | Pamamatnubay ng Guro:BalloonsMKAT-00-4,8,9,26Malayang Paggawa:(Mungkahing Gawain)Laruang Blocks MKSC- 00-4Six ConcentrationMKAT-00-3, 8,10,14Writing NumeralsMKC-00-3Subtraction CardsMKAT-00-3, 8,10,14Pattern Block or Card DesignMKSC-00-19 |
| CS: CS: *The child demonstrates an understanding of:** **Objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes**
* **concepts of size, length, weight, time, and money**
* **acquiring new words/ widening his/her vocabulary links to his/her experiences**
* **the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease**
 |
| PS: *The child shall be able to:** **manipulate objects based on properties or attributes**
* **use arbitrary measuring tools/means to determine size, length, weight of things around him/her.**
* **actively engage in meaningful conversation with peers and adults using varied spoken vocabulary**
* **perform simple addition and subtraction of up to 10 objects or pictures/drawings**
 |
| LCC: ***MKSC- 00-4******MKME -00-1******MKC-00-2 TO 6******MKAT-00-1*** |
| INDOOR/OUTDOOR | LA: **KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)** | Face to FaceKAKPS-00-19PNEKBS-Id-1KPKPF-00-1 | Snake ChasePNEKBS-Ic-3KAKPS-00-19KPKPF-00-1 | Cat and Mouse TrapKPKPF-00-1KAKPS-00-19 | Leap FrogsKPKPF-00-1KPKGM-Ie-2 | Roll the Ball Through the TunnelKPKPF-Ia-2KPKPF-00-1 |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:** **kanyang kapaligiran at naiuugnay dito ang angkop na paggalaw ng katawan**
* **konsepto ng mga sumusunod na batayan upang lubos na mapahalagahan ang sarili:**
* **Pakikipagkapwa**
 |
| PS: *Ang bata ay nagpapamalas ng:** **maayos na galaw at koordinasyon ng mga bahagi ng katawan**
* **tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang-alang sa sarili at sa iba**
 |
| LCC: **KPKGM-Ia-1 to 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?
 |  |