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| **C:\Users\Nhanie\Pictures\deped logo.pngKINDERGARTEN**  **DAILY LESSON LOG** | SCHOOL: |  | TEACHING DATES: |  |
| TEACHER: |  | WEEK NO**.** | **21** |
| **CONTENT FOCUS:** | Ang mga miyembro ng pamilya ay maaring magkakatulad o magkakaiba . | QUARTER: | THIRD |

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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 | LA: **LLC**  **(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* |
| 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 | LA:**(SE)** **PAGPAPAUNLAD SA KAKAYAHANG SOSYO-EMOSYUNAL** | Mensahe:  Ang mga miyembro ng pamilya  ay maaring lalaki o babae. Ang iba  ay matanda at ang iba naman ay  bata.  Tanong:  Ilang miyembro ng inyong pamilya  ay lalaki ?  Ilang naman ang babae?  Ilan naman ang matanda? | Mensahe:  Ang mga miyembro ng pamilya ay  maaaring magkamukha at mayroon  namang magkaiba.  Tanong:  Sino ang kamukha mo sa iyong  pamilya? | Mensahe:  Ang isang pamilya ay maaring may  magkakaparehong gusto at maaari  ding magkakaiba sa ibang bagay na  gagawin.  Tanong:  Ano-ano ang mga gawaing  sinasalihan ng iyong pamilya na  magkakasama? | Mensahe:  Ang isang pamilya ay maaring  magkasundo at hindi sa mga gawain.  Maaaring gusto ng isa subalit ayaw  ng iba.  Tanong:  Ano ang mga laro ng mga kapatid  mo? Nagugustuhan mo ba ang mga  laro nila? | Mensahe:  Ang ibang miyembro ng pamilya ay  may magkatulad na pangalan.Ang  iba naman ay magkakaiba.  Tanong:  Sino sa inyo ang may kapangalan sa  ibang kasapi ng pamilya? |
| 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.** |
| 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):  Grap: Ilan  ang babae at lalaki sa inyong  pamilya?  KMKPPam-00-3  MKSC-00-6  Malayang Paggawa:  (Mungkahing Gawain)  Family Portraits-Family activities  KMKPPam-00-6  LLKV-00-6  Pagsasadula: Bahay-bahayan  KMKPPam-00-6  SEKPSE-If-2  Playdough: People in my family  KPKFM-00-1.6  KMKPPam-00-2  Letter Collage: Oo  LLKAK-Ih-3  KPKFM-00-1.3  Letter Mosaic: Oo  LLKAK-Ih-3  KPKFM-00-1.3 | Pamamatnubay ng Guro:  (Teacher-Supervised):  Target Letter: Oo  LLKAK-Ih-3  Malayang Paggawa:  (Mungkahing Gawain)  Family Portraits-Family activities  KMKPPam-00-6  LLKV-00-6  Pagsasadula: Bahay-bahayan  KMKPPam-00-6  SEKPSE-If-2  Playdough: People in my family  KPKFM-00-1.6  KMKPPam-00-2  Letter Collage: Oo  LLKAK-Ih-3  KPKFM-00-1.3  Letter Mosaic: Oo  LLKAK-Ih-3  KPKFM-00-1.3 | Pamamatnubay ng Guro:  (Teacher-Supervised):  Target Letter: Oo  LLKAK-Ih-3  Malayang Paggawa:  (Mungkahing Gawain)  Family Portraits-Family activities  KMKPPam-00-6  LLKV-00-6  Pagsasadula: Bahay-bahayan  KMKPPam-00-6  SEKPSE-If-2  Playdough: People in my family  KPKFM-00-1.6  KMKPPam-00-2  Letter Collage: Oo  LLKAK-Ih-3  KPKFM-00-1.3  Letter Mosaic: Oo  LLKAK-Ih-3  KPKFM-00-1.3 | Pamamatnubay ng Guro:  (Teacher-Supervised):  Isulat Natin: Letter Oo  LLKAK-Ih-3  LLKH-00-3  Malayang Paggawa:  (Mungkahing Gawain)  Family Portraits-Family activities  KMKPPam-00-6  LLKV-00-6  Pagsasadula: Bahay-bahayan  KMKPPam-00-6  SEKPSE-If-2  Playdough: People in my family  KPKFM-00-1.6  KMKPPam-00-2  Letter Collage: Oo  LLKAK-Ih-3  KPKFM-00-1.3  Letter Mosaic: Oo  LLKAK-Ih-3  KPKFM-00-1.3 | Pamamatnubay ng Guro:  (Teacher-Supervised):  Isulat Natin: Letter Oo  LLKAK-Ih-3  LLKH-00-3  Malayang Paggawa:  (Mungkahing Gawain)  Family Portraits-Family activities  KMKPPam-00-6  LLKV-00-6  Pagsasadula: Bahay-bahayan  KMKPPam-00-6  SEKPSE-If-2  Playdough: People in my family  KPKFM-00-1.6  KMKPPam-00-2  Letter Collage: Oo  LLKAK-Ih-3  KPKFM-00-1.3  Letter Mosaic: Oo  LLKAK-Ih-3  KPKFM-00-1.3 |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*   * **konsepto ng pamilya, paaralan at komunidad bilang kasapi nito** * **sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag** * **pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan.** |
| PS: *Ang bata ay nagpapamalas ng:*   * **pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad** * **kakayahang gamitin ang kamay at daliri** * **kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyob sa pamamagitan ng malikhaing pagguhit/pagpinta** |
| 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)** | Mensahe:  Inaanyayahan ang mga bata na  tingnan ang tsart ng pamilya. Pagusapan  kung ilan ang bumubuo sa  pamilya.  Tanong:  Sino sa inyo ang may maraming babaeng kasapi sa pamilya? Lalake? Pantay ba ang bilang ng lalake at babae? | Gawain:  Phonemic Awareness Activities | Anyayahan ang  mga bata na ipakita  ang kanilang larawan ng pamilya saa  klase. | Pakikinig sa Huling Tunog | Gawain:  Awit: Brother, Sister, Help Me Do-  PEHT p. 162 with my family |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*   * **sariling ugali at damdamin** * **increase his/her conversation skills** * **letter representation of sounds – that letters as symbols have names and distinct sounds** |
| 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.** * **identify the letter names and sounds** |
| LCC: ***LLKOL-00-5***  ***LLKOL-1a-2***  ***LLKAK-Ih-7*** |
| 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: The Family-Teenagers | Kwento: Big World, Small World | Kuwento: Chenelyn! Chenelyn! | Kuwento: Milly, Molly and Heidi  Untidy | Kwento: Papa’s House, Mama’s  House |
| 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:  Number Station (quanities of 7; using toothpicks)  MKC-00-4  Malayang Paggawa:  (Mungkahing Gawain)  Playdough Numerals  (0-7)  KPKFM-00-1.5  Mixed Up Numbers  (0-7)  MKC-00-4  It’s a Match  MKC-00-3 to 4  Number Concentration  ( 0-7)  MKC-00-2 and 4  Number Call-out (0-7)  MKSC-00-2 and 4 | Pamamatnubay ng Guro:  Who has  more? (quantities of 7) Comparing  Quantities  MKC-00-8  Malayang Paggawa:  (Mungkahing Gawain)  Playdough Numerals  (0-7)  KPKFM-00-1.5  Mixed Up Numbers  (0-7)  MKC-00-4  It’s a Match  MKC-00-3 to 4  Number Concentration  ( 0-7)  MKC-00-2 and 4  Number Call-out (0-7)  MKSC-00-2 and 4 | Pamamatnubay ng Guro:  Hand Game (concrete; quantities  of 7)  MKC-00-26  MKAT-00-4  MKAT-00-8  Malayang Paggawa:  (Mungkahing Gawain)  Playdough Numerals  (0-7)  KPKFM-00-1.5  Mixed Up Numbers  (0-7)  MKC-00-4  It’s a Match  MKC-00-3 to 4  Number Concentration  ( 0-7)  MKC-00-2 and 4  Number Call-out (0-7)  MKSC-00-2 and 4 | Pamamatnubay ng Guro:  Number Books  MKC-00-2  Malayang Paggawa:  (Mungkahing Gawain)  Playdough Numerals  (0-7)  KPKFM-00-1.5  Mixed Up Numbers  (0-7)  MKC-00-4  It’s a Match  MKC-00-3 to 4  Number Concentration  ( 0-7)  MKC-00-2 and 4  Number Call-out (0-7)  MKSC-00-2 and 4 | Pamamatnubay ng Guro:  Shape  Patterns  MKSC-00-19  Malayang Paggawa:  (Mungkahing Gawain)  Playdough Numerals  (0-7)  KPKFM-00-1.5  Mixed Up Numbers  (0-7)  MKC-00-4  It’s a Match  MKC-00-3 to 4  Number Concentration  ( 0-7)  MKC-00-2 and 4  Number Call-out (0-7)  MKSC-00-2 and 4 |
| 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** |
| 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.** |
| 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)** | Movement Counting  MKSC-00-12  KPKGM-Ie-2 | House to rent  KAKPS-00-19 | Body Letters  LLKAK-Ih-3 | People Counting Games (7)  KAKPS-00-19  MKSC-00-2 | Count and Turn  KAKPS-00-19  MKSC-00-2 |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*  **\* kanyang kapaligiran at naiuugnay dito ang angkop na paggalaw ng katawan** |
| PS: *Ang bata ay nagpapamalas ng:*  **\* maayos na galaw at koordinasyon ng mga bahagi ng katawan** |
| 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? |  |