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| **C:\Users\Nhanie\Pictures\deped logo.pngKINDERGARTEN**  **DAILY LESSON LOG** | **SCHOOL:** |  | **TEACHING DATES:** |  |
| **TEACHER:** |  | **WEEK NO.** | **27** |
| **CONTENT FOCUS:** | Maraming iba’t ibang uri ng hayop. | **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: **LL**  **(Language, Literacy and Communication)**  **SE (Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)**  **KA (Kagandahang-Asal )**  **KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)-Kasanayang “Gross Motor” (GM)**  **M (Mathematics)-**  Number and Number Sense (NNS)  Measurement (ME)  **SINING-Malikhaing Pagpapahayag (Creative Expression)**  **PNE (Understanding the physical and natural environment)-**Earth Science:Environment and the Weather (E) | 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:*   * increasing his/her conversation skills * sariling ugali at damdamin * konsepto ng mga sumusunod na batayan upang lubos na mapahalagan ang sarili   -paggalang   * kanyang kapaligiran at naiuugnay ditto ang angkop na paggalaw ng katawan * the sense of quantity and numeral relations * conceptof size, length, weight, time, and money * pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan * different types of weather and changes that occur in the environment |
| PS: *The child shall be able to:*   * confidently speaks and expresses his/her feelings and ideas in words that makes sense * kakayahang maipahayag ang kaisipan, damdamin, saloobin, at imahinasyon sa pamamagitan ng pagsasayaw * tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang-alang sa sarili at sa iba * maayos na galaw at koordinasyon ng mga bahagi ng katawan * perform rote counting, recognize and identify numerals * tell the number of days in a week and the names of the days in a week * talk about the different kinds of weather |
| LCC:  **LLKOL-Ia-1; SEKPSE-If-2**  **KPKGM-Ia-1; KPKPF-Ia-2**  **KPKGM-Ie-2; KPKGM-Ig-3**  **MKSC-00-12; MKC-00-2**  **SKMP-00-9; PNEKE-00-1**  **KAKPS-00-13-15** |
| **MEETING TIME 1** | LA:  **PNE (Understanding the physical and natural environment)**  A (Life Science Animals)  **LL(Language, Literacy and Communication)**  **M (Mathematics)-**  Number and Number Sense (NNS) | **Mensahe**:Iba’tiba ang uri ng mga hayop.May mga hayop na nakatira sa lupa. **Tanong**: :Saan nakatira ang ibang mga hayop? | Mensahe : May mga hayop na nakatira sa tubig. May mga nakatira sa ilog at sapa o tubig tabang. Mayroon din sa tubig-alat o sa mga dagat at karagatan. May mga hayop din na maaring mabuhay sa tubig at lupa  **Tanong**: Ano-anong mga hayop ang nakatira sa tubig?Ano namang mga hayop ang maaaring mabuhay sa lupa at sa tubig? Maaring mabuhay sa lupa at tubig?    Maaring  mabuhay sa  lupa at tubig Nakatira  satubig  nakatira  sa lupa | Ang mga hayop ay may iba’t ibang bahagi ng katawan. May mga hayop na may espesyal na bahagi ng katawan. Ang mga bahaging ito ay makakatulong sa mga hayop sa iba’t ibang paraan | Mensahe: Ang mga hayop ay magkakaiba ng dami ng paa..  ⇒ May mga hayop na 2 ang paa.  ⇒ May mga hayop na 4 ang paa..  ⇒ May mga hayop na walang paa. Tanong Ang mga hayop ba ay may pareparehong bilang ng mga paa? | Mensahe:Ang mga hayop ay may iba’t ibang balot sa katawan na nakakatulong upang sila ay maprotektahan.  Note: Magdrowing ng habi ng iba’tibang panakip katawan ng mga hayop.Isulat ang mga sagot ng mga bata habang pinag uusapan ang mga panakip katawan ng mga hayop. Ang habi ng hibla ng panakip katawan ng hayop ay depende sa mapag-uusapan ng klase. |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*   * characteristics and needs of animals and how they grow * konsepto ng komunidad bilang kasapi nito * the sense and quantity and numeral relations |
| PS: *Ang bata ay nagpapamalas ng:*   * communicate the usefulness of animals and practice ways to care for them * pagmamalaki   at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng komunidad   * perform rote counting, recognize and identify numerals |
| LCC:  PNEKA-Ie-1  PNEKA-IIIh-2  PNEKA-IIIi-4  LLKOL-00-10  MKC-00-8 |
| **WORK PERIOD 1** | LA**: PNE (Understanding the physical and natural environment)**  **SINING –Malikhaing Pagpapahayag (Creative Expression)**  **M (Mathematics)-**  Number and Number Sense (NNS)  Logic (L)  **SE (Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)**  **KA (Kagandahang-Asal )**  **KP (Kalusugang pisikal at pagpapaunlad ng kakayahang motor)-Kasanayang “Fine Motor” (FM)**  **LL (Language, Literacy and Communication )** | Pamamatnubay ng Guro:  Poster: Mga Hayop na nabubuhay sa Lupa.  PNEKA-Ie-1  PNEKA-IIIi-4  Malayang Paggawa:  (Mungkahing Gawain)  1. Hand Antler Headbands  KPKFM-00-1.3  SKMP-00-2  2. Animal Match (picture-word)  PNEKA-Ie-1  MKAT-00-1  3.CVC Memory Game  LLKVPD-00-6  LLKVPD-Ie-4  KAKPS-00-5  KAKPS-00-12  4.Letter Collage-Vv  LLKAK-Ih-3  KPKFM-00-1.3  SKMP-00-7  KAKPS-00-5  • Make me an animal  KPKFM-00-1.5  SKMP-00-6 | Pamamatnubay ng Guro:  Poster: ng Hayop sa ating pamayanan  SKMP-00-2  PNEKA-Ie-1  PNEKA-IIIi-4  Malayang Paggawa:  (Mungkahing Gawain)  1. Hand Antler Headbands  KPKFM-00-1.3  SKMP-00-2  2. Animal Match (picture-word)  PNEKA-Ie-1  MKAT-00-1  3.CVC Memory Game  LLKVPD-00-6  LLKVPD-Ie-4  KAKPS-00-5  KAKPS-00-12  4.Letter Collage-Vv  LLKAK-Ih-3  KPKFM-00-1.3  SKMP-00-7  KAKPS-00-5  • Make me an animal  KPKFM-00-1.5  SKMP-00-6 | Pamamatnubay ng Guro:  Tsart: Ilan ang paa ng mga hayop?  MKC-00-8  PNEKA-IIIi-4  PNEKA-Ie-1  Malayang Paggawa:  (Mungkahing Gawain)  1. Hand Antler Headbands  KPKFM-00-1.3  SKMP-00-2  2. Animal Match (picture-word)  PNEKA-Ie-1  MKAT-00-1  3.CVC Memory Game  LLKVPD-00-6  LLKVPD-Ie-4  KAKPS-00-5  KAKPS-00-12  4.Letter Collage-Vv  LLKAK-Ih-3  KPKFM-00-1.3  SKMP-00-7  KAKPS-00-5  • Make me an animal  KPKFM-00-1.5  SKMP-00-6 | Pamamatnubay ng Guro:  Tayo ay sumulat ng titik Vv  LLKH-00-6  LLKH-00-3 to 4  Tsart ng Animal Body Covering  PNEKA-IIIi-4  PNEKA-Ie-1  Malayang Paggawa:  (Mungkahing Gawain)  1. Hand Antler Headbands  KPKFM-00-1.3  SKMP-00-2  2. Animal Match (picture-word)  PNEKA-Ie-1  MKAT-00-1  3.CVC Memory Game  LLKVPD-00-6  LLKVPD-Ie-4  KAKPS-00-5  KAKPS-00-12  4.Letter Collage-Vv  LLKAK-Ih-3  KPKFM-00-1.3  SKMP-00-7  KAKPS-00-5  • Make me an animal  KPKFM-00-1.5  SKMP-00-6 | Pamamatnubay ng Guro:  Fish Mobile  SKMP-00-2  SKMP-00-5  KPKFM-00-1.3  KPKFM-00-1.4  Malayang Paggawa:  (Mungkahing Gawain)  1. Hand Antler Headbands  KPKFM-00-1.3  SKMP-00-2  2. Animal Match (picture-word)  PNEKA-Ie-1  MKAT-00-1  3.CVC Memory Game  LLKVPD-00-6  LLKVPD-Ie-4  KAKPS-00-5  KAKPS-00-12  4.Letter Collage-Vv  LLKAK-Ih-3  KPKFM-00-1.3  SKMP-00-7  KAKPS-00-5  • Make me an animal  KPKFM-00-1.5  SKMP-00-6 |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*   * characteristics and needs of animals and how they grow * kahalagahan at kagandahan ng kapaligiran * pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan * konsepto ng mga sumusunod na batayan upang lubos na mapahalagahan ang sarili * sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag   • letter representation of  sounds- that letters as  symbols have names and  distinct sounds |
| PS: *Ang bata ay nagpapamalas ng:*  • kakayahang gamitin ang kamay at daliri  • kakayahang magmasid at magpahalaga sa ganda ng kapaligiran  • kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyon sa pamamagitan ng malikhaing pagguhit/pagpinta  • identify the letter  names and sounds |
| LCC: SKMP-00-2  SKPK-00-1  KMKPKom-00-5  KAKPS-00-5  KAKPS-00-19  MKSC-00-5  KPKFM-00-1.3  KPKFM-00-1.4  KPKFM-00-1.5 |
| **MEETING TIME 2** | LA: **SE(Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)**  **PNE (Understanding the physical and natural environment)**  A (Life Science Animals)  **M (Mathematics)-**  Number and Number Sense (NNS)  **LCC (Language, Literacy and Communication** | Gawain: Bugtungan: Mga Hayop sa Paligid (Mga hayop na nakatira sa lupa) Bumilang at ulitin (9) | Gawain Bugtungan: Mga Hayop sa Paligid (Animal live in land) Break the Code | Magpakita ng tsart ng Uri ng mga hayop. Tanong: May mga hayop ba na tatlo (3) ang paa? Gawain: Tumayo at Maupo (9) | Sound it Out | Snap and Clap (9) |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*  **•**sariling ugali at damdamin  **•**konsepto ng komunidad bilang kasapi nito  • characteristics and needs of animals and how they grow  • the sense and quantity and numeral relations |
| PS: *Ang bata ay nagpapamalas ng:*  **•**kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain  **•**pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng komunidad  **•** communicate the usefulness of animals and practice ways to care for them  **•** perform rote counting and count with one-to-one correspondence |
| LCC:  PNEKA-Ie-1, PNEKA-IIIh-2  PNEKA-IIIi-4,  LLKOL-Ia-2  SEKPSE-If-2  MKSC-00-12, MKC-00-7 |
| **SUPERVISED RECESS** | LA: **PKK Pangangalaga sa Sariling Kalusugan at Kaligtasan**  **KA (Kagandahang-Asal )**  **SE(Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)** | SNACK TIME | | | | |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*  konsepto ng mga   * kakayahang pangalagaan ang sariling kalusugan at kaligtasan * konsepto ng mga sumusunod na batayan upang lubos na mapahalagahan ang sarili   -paggalang   * sariling ugali at damdamin |
| 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 * tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang-alang sa sarili at sa iba * kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain |
| LCC: **KPKPKK-Ih-1**  **KAKPS-00-14**  **SEKPSE-Ie-5** |
| NAP TIME | | | | | | |
| **STORY** | LA: **BPA (Book and Print Awareness)** | Kuwento:  Miss Moo Goes to the Zoo | Kuwento:  Sa Ilalim ng Dagat | Kuwento:  Si Langgam at si Tipaklong | Kuwento:  Ang Isang Mayang Uhaw | Kuwento:  Si Pilandok at ang Buwaya |
| CS: *The child demonstrates an understanding of:*   * **book familiarity, awareness that there is a story to read with a beginning and an ending, 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)**  Number and Number Sense (NNS)  Logic (L)  **KP (Kalusugang pisikal at pagpapaunlad ng kakayahang motor)-Kasanayang “Fine Motor” (FM)** | Pamamatnubay ng Guro:  Number Stations (napapakita ng 9; gamit ang toothpicks o squares)  MKSC-00-23  KPKFM-00-1.6  Malayang Paggawa:  (Mungkahing Gawain)  1.Paglalaro ng “Table Blocks”  MKSC-00-4  MKSC-00-2  KPKFM-00-1.6  2.Pagsulat ng Numero (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)  MKC-00-3  KPKFM-00-1.4  3.Number Concentration (0-9)  MKC-00-2  4.Mixed Up Number  MKC-00-2  MKC-00-5  5.It’s A Match (0-9)  MKC-00-2  MKAT-00-14 | Pamamatnubay ng Guro:  Sino ang may mas marami? (nagpapakita ng 9)  MKC-00-7  MKC-00-8  Malayang Paggawa:  (Mungkahing Gawain)  1.Paglalaro ng “Table Blocks”  MKSC-00-4  MKSC-00-2  KPKFM-00-1.6  2.Pagsulat ng Numero (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)  MKC-00-3  KPKFM-00-1.4  3.Number Concentration (0-9)  MKC-00-2  4.Mixed Up Number  MKC-00-2  MKC-00-5  5.It’s A Match (0-9)  MKC-00-2  MKAT-00-14 | Pamamatnubay ng Guro:  Hand game (up to quantities of 9)  MKAT-00-26  MKAT-00-3  MKAT-00-8-10  Malayang Paggawa:  (Mungkahing Gawain)  1.Paglalaro ng “Table Blocks”  MKSC-00-4  MKSC-00-2  KPKFM-00-1.6  2.Pagsulat ng Numero (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)  MKC-00-3  KPKFM-00-1.4  3.Number Concentration (0-9)  MKC-00-2  4.Mixed Up Number  MKC-00-2  MKC-00-5  5.It’s A Match (0-9)  MKC-00-2  MKAT-00-14 | Pamamatnubay ng Guro:  Hand game (up to quantities of 9)  MKAT-00-26  MKAT-00-3  MKAT-00-8-10  Malayang Paggawa:  (Mungkahing Gawain)  1.Paglalaro ng “Table Blocks”  MKSC-00-4  MKSC-00-2  KPKFM-00-1.6  2.Pagsulat ng Numero (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)  MKC-00-3  KPKFM-00-1.4  3.Number Concentration (0-9)  MKC-00-2  4.Mixed Up Number  MKC-00-2  MKC-00-5  5.It’s A Match (0-9)  MKC-00-2  MKAT-00-14 | Pamamatnubay ng Guro:  Hand game (up to quantities of 9)  MKAT-00-26  MKAT-00-3  MKAT-00-8-10  Malayang Paggawa:  (Mungkahing Gawain)  1.Paglalaro ng “Table Blocks”  MKSC-00-4  MKSC-00-2  KPKFM-00-1.6  2.Pagsulat ng Numero (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)  MKC-00-3  KPKFM-00-1.4  3.Number Concentration (0-9)  MKC-00-2  4.Mixed Up Number  MKC-00-2  MKC-00-5  5.It’s A Match (0-9)  MKC-00-2  MKAT-00-14 |
| 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 * the sense of quantity and numeral relations, that adition results in increase and subtraction results in decrease * sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag |
| PS: *The child shall be able to:*  • manipulate objects based on properties or attributes  • kakayahang gamitin ang kamay at daliri |
| LCC: **MKSC- 00-4**  **MKSC-00-7 to 8**  **MKSC-00-23**  **MKAT-00-26**  **MKC-00-2 to 5**  **KPKFM-00-1.4**  **KPKFM-00-1.6** |
| **INDOOR/OUTDOOR** | LA: **KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)**  **KA (Kagandahang-Asal )**  **LL(Language, Literacy and Communication)** | ACTIVITY:  Calling the Kittens | ACTIVITY:  A Fish Story | ACTIVITY:  Duck... Duck..... Goose | ACTIVITY:  Animal Relay (galaw ng mga hayop) | ACTIVITY:  Animal Relay (galaw ng mga hayop ) |
| 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  -disiplina  -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 KPKGM-Ie-2 KPKGM-Ig-3**  **KAKPS-00-5 KAKPS-00-9 KAKPS-00-19 LLKOL-Ia-2** |
| **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? |  |