|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **C:\Users\Nhanie\Pictures\deped logo.pngKINDERGARTEN**  **DAILY LESSON LOG** | SCHOOL: |  | TEACHING DATES: |  |
| TEACHER: |  | WEEK NO**.** | **30** |
| **CONTENT FOCUS:** | Makakakita tayo ng halaman sa ating pamayanan | QUARTER: | **THIRD** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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)** | 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** * **paggalang** |
| PS: *The child shall be able to:*   * **confidently speaks and expresses his/her feelings and ideas in words that makes sense** |
| LCC: **LLKVPD-Ia-13**  **KAKPS-00-14**  **KAKPS-OO-15** |
| MEETING TIME 1 | LA: **SE** **(Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)** | Mensahe:  May mga lugar sa ating komunidad  na maaari nating  bilhan katulad ng sari-sari store.  Tanong: Anu-ano ang binibili niyo sa sari-sari store? | Mensahe:  Ngayon, Tayo ay bibisita sa isang sari-sari store.  Awit: Off we go to a Sari – Sari Store | Mensahe:  Madami tayong mabibili sa sari-sari store. May mga mabibili tayodoon ng tingi o sa kaunting dami katulad ng mantika, asukal, candy atbp.  Tanong: Anu – anoang mga tinda sa isang sari-sari store? | Mensahe:  May mga taong nagtatrabahosa sari-sari store. May mgabagay nakailangan sa loob ng isang sari-sari store. (hal. Refrigerator, containers, weighing scale)  Tanong: Anu- anoang mga trabaho sa isang sari-sari store? | Mensahe:  May mga paninda na nabibili pa sa malayong lugar at mayroon ding mgapaninda na sinusupply o dinadala sa sari-sari store.  Tanong: Anu-ano angmgapaninda na nanggagaling sa ating komunidad? Sa ibang komunidad? |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*   * **sariling ugali at damdamin** |
| PS: *Ang bata ay nagpapamalas ng:*   * **kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain** |
| LCC: SEKPSE 00-1  SEKPSE – Ia – 1.1  SEKPSE – Ia – 1.2  SEKPSE – Ia – 1.3 |
| WORK PERIOD 1 | LA: **SE (Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)**  **LL (Language, Literacy and Communication)** | Pamamatnubay ng Guro:  Target Letter: Y  LLKH-00-3  Malayang Paggawa:  (Mungkahing Gawain)  -Trip chart  MKAP-00-1  -Letter Poster  LLKH-00-3  -Letter Collage  KPKFM-00-1-4  -Sari-sari store collage  KPKFM-00-1-4  -Dramatic Play  SEKPSE-if-2 | Pamamatnubay ng Guro:  Field Trip to a sari-sari store  LLKH-00-3  Malayang Paggawa:  (Mungkahing Gawain)    -Trip chart  MKAP-00-1  -Letter Poster  LLKH-00-3  -Letter Collage  KPKFM-00-1-4  -Sari-sari store collage  KPKFM-00-1-4  -Dramatic Play SEKPSE-if-2 | Pamamatnubay ng Guro:  Field Trip to a sari-sari store  LLKH-00-3  Malayang Paggawa:  (Mungkahing Gawain)  -Trip chart  MKAP-00-1  -Letter Poster  LLKH-00-3  -Letter Collage  KPKFM-00-1-4  -Sari-sari store collage  KPKFM-00-1-4  -Dramatic Play  SEKPSE-if-2 | Pamamatnubay ng Guro:  Bottle Graph  MKAP-00-3  Malayang Paggawa:  (Mungkahing Gawain)  -Trip chart  MKAP-00-1  -Letter Poster  LLKH-00-3  -Letter Collage  KPKFM-00-1-4  -Sari-sari store collage  KPKFM-00-1-4  -Dramatic Play  SEKPSE-if-2 | Pamamatnubay ng Guro:  Poster: Saan Nanggaling  Ang mga paninda?  LLKH-00-3  Malayang Paggawa:  (Mungkahing Gawain)  -Trip chart  MKAP-00-1  -Letter Poster  LLKH-00-3  -Letter Collage  KPKFM-00-1-4  -Sari-sari store collage  KPKFM-00-1-4  -Dramatic Play SEKPSE-if-2 |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*   * **sariling ugali at damdamin** * **similarities and differences in what he/she can see** |
| PS: *Ang bata ay nagpapamalas ng:*   * **kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain** * **critically observes and makes sense of things around him/her** |
| LCC: SEKPSE 00-1  SEKPSE – Ia – 1.1  SEKPSE – Ia – 1.2  SEKPSE – Ia – 1.3  LLKV-00-2 |
| MEETING TIME 2 | LA: **SE** **(Pagpapaunlad sa Kakayahang**  **Sosyo-Emosyunal)** | Talakayin ang trip chart.  MKAP-00-1  SEKPSE-IIIc-6  KMKPKom-00-1 | Awit: Ang tindahan  LCC: SEKPSE 00-1  SEKPSE – Ia – 1.1  SEKPSE – Ia – 1.2  SEKPSE – Ia – 1.3 | Play: Round Robin Rhyme  LCC: SEKPSE 00-1  SEKPSE – Ia – 1.1  SEKPSE – Ia – 1.2  SEKPSE – Ia – 1.3 | Laro:  Ano Ang nawawala?  KPKGM-le-3  KPKGM-lg-3 | Awit: Twinkle, Twinkle Little Star  LCC: SEKPSE 00-1  SEKPSE – Ia – 1.1  SEKPSE – Ia – 1.2  SEKPSE – Ia – 1.3 |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*  **sariling ugali at damdamin** |
| PS: *Ang bata ay nagpapamalas ng:*  **kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain** |
| LCC: SEKPSE 00-1  SEKPSE – Ia – 1.1  SEKPSE – Ia – 1.2  SEKPSE – Ia – 1.3 |
| 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)** | **Story :**  Talakayin ang trip chart. | **Story:**  Alphabet in the sari-sari store | **Story:**  Play: Round Robin Rhyme | **Story:** At the market (adapted | **Story:** At the market (adapted) |
| 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:  Pictograph of preferred products  LLKSS-00-1  Malayang Paggawa:  (Mungkahing Gawain)  -CALL OUT: Subtraction (9) MKSC- 00-12  MKC-00-7 TO 8  MKC-00-2 TO 6  -Find 9  MKAT-00-9  MKAT-00-11  - Roll and count up to 9  SEKPKN-00-1  -Block Play  MKSC-00-4  -Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)  MKC-00-3 | Pamamatnubay ng Guro: Field trip to the sari-sari store batch 2  LLKOL-Ig-3  Malayang Paggawa:  (Mungkahing Gawain)  -CALL OUT: Subtraction (9) MKSC- 00-12  MKC-00-7 TO 8  MKC-00-2 TO 6  -Find 9  MKAT-00-9  MKAT-00-11  - Roll and count up to 9  SEKPKN-00-1  -Block Play  MKSC-00-4  -Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)  MKC-00-3 | Pamamatnubay ng Guro:  Subtraction cards (writing number sentence)  MKAT-00-11  Malayang Paggawa:  (Mungkahing Gawain)  -CALL OUT: Subtraction (9) MKSC- 00-12  MKC-00-7 TO 8  MKC-00-2 TO 6  -Find 9  MKAT-00-9  MKAT-00-11  - Roll and count up to 9  SEKPKN-00-1  -Block Play  MKSC-00-4  -Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)  MKC-00-3 | Pamamatnubay ng Guro:  Measuring Mass  MKME-00-1  Malayang Paggawa:  (Mungkahing Gawain)  -CALL OUT: Subtraction (9) MKSC- 00-12  MKC-00-7 TO 8  MKC-00-2 TO 6  -Find 9  MKAT-00-9  MKAT-00-11  - Roll and count up to 9  SEKPKN-00-1  -Block Play  MKSC-00-4  -Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)  MKC-00-3 | Pamamatnubay ng Guro  Train ride balloons  LCC: KPKGM-Ia-1 to 3  SEKPSE-00-8  Malayang Paggawa:  (Mungkahing Gawain)  -CALL OUT: Subtraction (9)  MKSC- 00-12  MKC-00-7 TO 8  MKC-00-2 TO 6  -Find 9  MKAT-00-9  MKAT-00-11  - Roll and count up to 9  SEKPKN-00-1  -Block Play  MKSC-00-4  -Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)  MKC-00-3 |
| CS: CS: *The child demonstrates an understanding of:*  \* **the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease** |
| PS: *The child shall be able to:*  **\* perform simple addition and subtraction of up to 10 objects or pictures/drawings** |
| LCC: **MKSC- 00-12**  **MKC-00-7 TO 8**  **MKC-00-2 TO 6** |
| INDOOR/OUTDOOR | LA: **KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)** | Build a castle  Pamamaraan:  1. Pagbigay ng pamatayan  2. Pagbigay ng direksyon ng laro.  3. Paglalaro  4. Pagsasabi ng nanalo  Sa laro.  5. Pagbibigay ng aral sa ginawang laro.  LCC: KPKGM-Ia-1 to 4  SEKPSE-IIIc-6  SEKPSE-00-8 | Gossip  Pamamaraan:  1. Pagbigay ng pamatayan  2. Pagbigay ng direksyon ng laro.  3. Paglalaro  4. Pagsasabi ng nanalo  Sa laro.  5. Pagbibigay ng aral sa ginawang laro.  LCC: KPKGM-Ia-1 to 3  SEKPSE-00-8 | To market To market  Pamamaraan:  1. Pagbigay ng pamatayan  2. Pagbigay ng direksyon ng laro.  3. Paglalaro  4. Pagsasabi ng nanalo  Sa laro.  5. Pagbibigay ng aral sa ginawang laro.  LCC: KPKGM-Ia-1 to 3  SEKPSE-00-8 | : Relay Game  Pamamaraan:  1. Pagbigay ng pamatayan  2. Pagbigay ng direksyon ng laro.  3. Paglalaro  4. Pagsasabi ng nanalo  Sa laro.  5. Pagbibigay ng aral sa ginawang laro.  LCC: KPKGM-Ia-1 to 4  SEKPSE-00-8 | Train ride balloons  Pamamaraan:  1. Pagbigay ng pamatayan  2. Pagbigay ng direksyon ng laro.  3. Paglalaro  4. Pagsasabi ng nanalo  Sa laro.  5. Pagbibigay ng aral sa ginawang laro.  LCC: KPKGM-Ia-1 to 3  SEKPSE-00-8 |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*  **\* kanyang kapaligiran at naiuugnay ditto 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 | | | | | |

|  |  |
| --- | --- |
| **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? |  |