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| **C:\Users\Nhanie\Pictures\deped logo.pngKINDERGARTEN****DAILY LESSON LOG** | SCHOOL: |  | TEACHING DATES:  |  |
| TEACHER: |  | WEEK NO**.**  | **WEEK 35** |
| **CONTENT FOCUS:**  | Ang mga tao ay pumupunta sa ibang lugar | QUARTER:  | **4TH QUARTER** |

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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)** | 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:** **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)PKom (Pakikisalamuha sa Iba Bilang Kasapi ng Komunidad) | Mensahe: Ang mga tao ay nakakapunta sa ibang lugar sa pamamagitan ng mga sasakyang panglupa. Tanong:Anong uri ng mga transportasyon ang pwedeng magamit sa lupa? | Mensahe: Ang mga tao ay nakakapunta sa ibang lugar sa pamamagitan ng mga sasakyang pangtubig. Tanong: Anong uri ng mga transportasyon ang pwedeng magamit sa tubig?  | Mensahe: Ang mga tao ay nakakapunta sa ibang lugar sa pamamagitan ng mga sasakyang panghimpapawid. Tanong: Anong uri ng mga transportasyon ang pwedeng magamit sa himpapawid?  | Mensahe: May iba’t ibang trabaho ang mga tao na may kaugnayan sa sasakyang pangserbisyo. Halimbawa: Drayber, konduktor, piloto, mekaniko, kapitan ng barko, dispatcher, flight attendant,at gas boy. Tanong: Anong mga halimbawa ng trabaho ang may kaugnayan sa transport service? | Mensahe: Sumusunod sa mga tuntunin ang mga tao tuwing silaay bumibiyahe sa iba’t ibang lugar. Tanong: Ano-anong mga tuntunin ang dapat nating sundin? Bakit napakahalaga ng pagsunod sa mga tuntunin?  |
| CS: *:Ang bata ay nagkakaroon ng pag-unawa sa** konsepto ng pamilya, paaralan at komunidad bilang kasapi nito
 |
| PS: *Ang bata ay nakapagpapamalas ng:** *pagmamalaki at kasiyahan makapagkuwento ng sariling karansan bilang kabahagi ng pamilya, paaralan at komunidad*
 |
| LCC: KMKPKom-00-2KMKPKom-00-3 |
| WORK PERIOD 1 | LA: **KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)****LL (Language, Literacy and Communication)****VPD (Visual Perception and Discrimination)****PA (Phonological Awareness)****AK (Alphabet Knowledge)****L(Logic)** | Pamamatnubay ng Guro:Call Out Word Game LLKVPD-Ie-4Malayang Paggawa:(Mungkahing Gawain)Transportation PuzzlesKPKFM-00-1.5Transportation Junk ModelsSKMP-00-8Syllable RaceLLKPA-Ig-8Wheel SequenceMKSC-00-8Boat Collage SKMP-00-7 | Pamamatnubay ng Guro:Call Out Word Gane LLKVPD-Ie-4Malayang Paggawa:(Mungkahing Gawain)Boat Collage SKMP-00-7Transportation PuzzlesKPKFM-00-1.5Transportation Junk ModelsSKMP-00-8Syllable RaceLLKPA-Ig-8Wheel SequenceMKSC-00-8 | Pamamatnubay ng Guro:Transportation Mobiles SKMP-00-4Malayang Paggawa:(Mungkahing Gawain)Wheel SequenceMKSC-00-8Boat Collage SKMP-00-7Transportation PuzzlesKPKFM-00-1.5Transportation Junk ModelsSKMP-00-8Syllable RaceLLKPA-Ig-8 | Pamamatnubay ng Guro: Blend It LLKAK –Ih-7Malayang Paggawa:(Mungkahing Gawain)Syllable RaceLLKPA-Ig-8Wheel SequenceMKSC-00-8Boat Collage SKMP-00-7Transportation PuzzlesKPKFM-00-1.5Transportation Junk ModelsSKMP-00-8 | Pamamatnubay ng Guro: Poster: Safety Rules SKMP-00-1Malayang Paggawa:(Mungkahing Gawain)Transportation Junk ModelsSKMP-00-8Syllable RaceLLKPA-Ig-8Wheel SequenceMKSC-00-8Boat Collage SKMP-00-7Transportation PuzzlesKPKFM-00-1.5 |
| **CS: *Ang bata ay nagkakaroon ng pag-unawa sa:**** **sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/ lumimbag**

**\* pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan****\*similarities and differences in what he/she can see****\* letter sound to name relations****\*letter representation of sounds-that letters as symbols have names and distinct sounds****\* objects in environment have properties or attributes (e.g color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes)** |
| **PS:*Ang bata ay nakapgpapamalas ng:*****\* kakayahang gamitin ang kamay at daliri****\* kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyon sa pamamagitan ng malikhaing paggupit/pagpinta****\*critically observes and makes sense of things around him/her****\* sound by listening to familiar poems and stories, and singing of rhymes and songs****\* identify the letter names and sounds** **\* manipulate objects based on properties or attributes** |
| LCC:  |
| MEETING TIME 2 | **LA: LL (Language, Literacy and Communication)****OL (Oral Language)** | Laro: Round Robin Awit “ Bike ride”  | Laro: “ What’s the word? “ (Opposite words)Awit: The Wheel on the Bus | Mensahe: May iba’t ibang katangian ang bawat sasakyan. Ikumpara ang bawat transportasyon. Ano ang kanilang pagkakatulad o pagkakaiba? –eroplano, | Awit: Twinkle Twinkle Traffic Lights Ipapakita ng mga bata ang ginawa nilang Transportation Junk Models.  | Awit: This is the way we cross the street…Segmentation Exercises  |
| CS: *The child demonstrates an understanding of:*\***Increasing his/her conversation skills** |
| PS: *The child shall be able to:** **confidently speaks and expresses his/her feelings and ideas in words that**
* **make sense**
 |
| LCC: LLKOL-Ia-2LLKOL-Id-4 |
| 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)****ATR (Attitude Towards Reading)**  | Story: Ang Barumbadong Bus | Story: Bus Stops | StorySnakes on the Bus | Story: Ang Bisikleta ni Momon | Story: Ang Ambisyosong Istetoskop |
| CS: *The child demonstrates an understanding of:** **book familiarity, awareness that there is a story to read with a beginning and an end, written by author(s), and illustrated by someone**
* **importance that books can be used to entertain self and to learn new things**
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| 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**
* **demonstrate positive attitude toward reading by himself/herself and with others**
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| LCC: **LLKBPA-00-2 to 8****LLKBPA-00-9** |
| WORK PERIOD 2 | LA: **M (Mathematics)** **L (Logic)** **NNS (Number**  **and Number Sense****ME (Measurement)** | Pamamatnubay ng Guro:Train Ride: BalloonsMKAT-00-3MKAT-00-8Malayang Paggawa:(Mungkahing Gawain) Block PlayMKSC-00-4MKSC-00-2Number Train Graph MKAT-00-8Number Concentration (0-10)MKC-00-2Tens ConcentrationMKAT-00-3What Numbers Can You Make (up to quantities of 10)MKAT-00-3MKAT-00-8 | Pamamatnubay ng Guro:Ten SpotsMKAT-00-3MKAT-00-8Malayang Paggawa:(Mungkahing Gawain)What Numbers Can You Make (up to quantities of 10)MKAT-00-3MKAT-00-8Block PlayMKSC-00-4MKSC-00-2Number Train Graph MKAT-00-8Number Concentration (0-10)MKC-00-2Tens ConcentrationMKAT-00-3 | Pamamatnubay ng Guro:Dogs in the Pocket ChartMKAT-00-3MKAT-00-11Malayang Paggawa:(Mungkahing Gawain)Tens ConcentrationMKAT-00-3What Numbers Can You Make (up to quantities of 10)MKAT-00-3MKAT-00-8Block PlayMKSC-00-4MKSC-00-2Number Train Graph MKAT-00-8Number Concentration (0-10)MKC-00-2 | Pamamatnubay ng Guro:Ten FramesMKC-00-7Malayang Paggawa:(Mungkahing Gawain)Number Concentration (0-10)MKC-00-2Tens ConcentrationMKAT-00-3What Numbers Can You Make (up to quantities of 10)MKAT-00-3MKAT-00-8Block PlayMKSC-00-4MKSC-00-2Number Train Graph MKAT-00-8 | Pamamatnubay ng Guro:Hands Down, Kites UpMKME-00-2Malayang Paggawa:(Mungkahing Gawain)Number Train Graph MKAT-00-8Number Concentration (0-10)MKC-00-2Tens ConcentrationMKAT-00-3What Numbers Can You Make (up to quantities of 10)MKAT-00-3MKAT-00-8Block PlayMKSC-00-4MKSC-00-2 |
| 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****\*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**  |
| PS: *The child shall be able to:***\* perform simple addition and subtraction of up to 10 objects or pictures/drawings****\*manipulate objects based on properties or attributes**  |
| LCC:  |
| INDOOR/OUTDOOR | LA: **KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)****PF (Kasanayang Pisikal/Physical Fitness)****GM (Kasanayang Gross Motor)** | Hot CarsKPKGM-Ia-1 | The Boat is Sinking SEKPKN-00-1 | Red Light, Green Light, Traffic LightsKAKPS-00-5  | Follow the Driver KPKGM-Ig-3 | Hot Cars KPKGM-Ia-1 |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:***\* kahalagahan ng pagkakaroon ng masiglang pangangatawan****\* kanyang kapaligiran at naiuugnay ditto ang angkop na paggalaw ng katawan** |
| PS: *Ang bata ay nagpapamalas ng:***\* sapat na lakas na magagamit sa pagsali sa mga pang-araw-araw na gawain****\* maayos na galaw at koordinasyon ng mga bahagi ng katawan.**  |
| LCC:  |
| 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 did 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?
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