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| **C:\Users\Nhanie\Pictures\deped logo.pngKINDERGARTEN**  **DAILY LESSON LOG** | SCHOOL: |  | TEACHING DATES: |  |
| TEACHER: |  | WEEK NO**.** | **5** |
| **CONTENT FOCUS:** | Ang aking katawan. Ako ay may pandama na tumutulong sa akin para ako ay matuto. | QUARTER: | **FIRST** |

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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 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: **BS ( Life Science: Body and the Senses** | Mensahe: Ginagamit ko ang aking  mga paa para sa ibat ibang bagay.  Katanungan: Ano kaya ang  mangyayari kung wala tayong paa? | Mensahe: Mayroon akong dalawang  mata. Nakakikita ako gamit ang  aking mga mata.  Tanong: Ano ang makikita natin sa  ating paligid? | Mensahe: Mayroon akong dalawang  mata. Nakakikita ako gamit ang  aking mga mata.  Tanong: Ano ang mangyayari kung  hindi ka nakakita nang maayos sa  klase? Paano nakaaapekto ang  mahinang paningin sa pagkatuto?  Ano ang maaari mong gawin kung  mayroon kang malabong paningin? | Tula: Pandinig  Mensahe: Mayroon akong dalawang  (2) tainga. Nakakarinig ako dahil sa  aking mga tainga.  Tanong: Ano - ano ang mga tunog  na ating naririnig? | Mensahe: Mayroon akong 2 tainga.  Nakakarinig ako dahil sa aking  tainga.  Tanong : Ano ang maaring  mangyari kung hindi tayo  nakakarinig ng maayos sa ating b  Paaralan? Bahay?Ano-ano ang ibig  sabihin / kahulugan ng bawat tunog?  (sirena, kalembang) |
| CS: *The child demonstrates an understanding of:*   * **body parts and their uses** |
| PS: *The child shall be able to:*   * **take care of oneself and the environment and able to solve problems encountered within the context of everyday living** |
| LCC: **PNEKBS-Id-1**  **PNEKBS-Id-2**  **PNEKBS-Id-3**  **PNEKBS-Id-4**  **PNEKBS-Id-5** |
| WORK PERIOD 1 | LA: **BS ( Life Science: Body and the Senses**  **KP (Kalusugang pisikal at pagpapaunlad ng kakayahang motor)**  **APD (Auditory Perception and Disrimination)** | Pamamatnubay ng Guro:  Poster : Paa  PNEKBS-Id-1  PNEKBS-Id-2  PNEKBS-Ic-3  PNEKBS-Ic-4  Malayang Paggawa:  (Mungkahing Gawain)   Pagbabakat ng paa  SKMP-00-7  PNEKBS-Id-2  PNEKBS-1j-7   Maliit na libro: Nakikita ko ang  mga bagay sa paligid.  SKPK-00-1  SKMP-00-2   Libro ng mga hugis: Bilog  SKPK-00-2  SKMP-00-3  MKSC-00-4   Mga tunog sa lata  PNEKBS-Ic-4  PNEKBS-Id-6   Libro ng mga tainga: Nakarinig  ako ng ibat ibang tunog  LLKAPD-Ie-1 to 5 | Pamamatnubay ng Guro:  Mga nakakatawang mukha,Nakabatay sa literatura: Maskara ng  mga karakter  PNEKBS-Id-2  PNEKBS-Ic-3  SKMP-00-1  SEKPSE-00-11  Malayang Paggawa:  (Mungkahing Gawain)   Pagbabakat ng paa  SKMP-00-7  PNEKBS-Id-2  PNEKBS-1j-7   Maliit na libro: Nakikita ko ang  mga bagay sa paligid.  SKPK-00-1  SKMP-00-2   Libro ng mga hugis: Bilog  SKPK-00-2  SKMP-00-3  MKSC-00-4   Mga tunog sa lata  PNEKBS-Ic-4  PNEKBS-Id-6   Libro ng mga tainga: Nakarinig  ako ng ibat ibang tunog  LLKAPD-Ie-1 to 5 | Pamamatnubay ng Guro:  Nakabatay sa Literatura : Ano ang iyong nakita?  SKPK-00-2  SKPK-00-1  Malayang Paggawa:  (Mungkahing Gawain)   Pagbabakat ng paa  SKMP-00-7  PNEKBS-Id-2  PNEKBS-1j-7   Maliit na libro: Nakikita ko ang  mga bagay sa paligid.  SKPK-00-1  SKMP-00-2   Libro ng mga hugis: Bilog  SKPK-00-2  SKMP-00-3  MKSC-00-4   Mga tunog sa lata  PNEKBS-Ic-4  PNEKBS-Id-6   Libro ng mga tainga: Nakarinig  ako ng ibat ibang tunog  LLKAPD-Ie-1 to 5 | Pamamatnubay ng Guro: Poster: Mga tunog na naririnig sa  paaralan.  PNEKBS-Ic-4  PNEKBS-Id-6  Malayang Paggawa:  (Mungkahing Gawain)   Pagbabakat ng paa  SKMP-00-7  PNEKBS-Id-2  PNEKBS-1j-7   Maliit na libro: Nakikita ko ang  mga bagay sa paligid.  SKPK-00-1  SKMP-00-2   Libro ng mga hugis: Bilog  SKPK-00-2  SKMP-00-3  MKSC-00-4   Mga tunog sa lata  PNEKBS-Ic-4  PNEKBS-Id-6   Libro ng mga tainga: Nakarinig  ako ng ibat ibang tunog  LLKAPD-Ie-1 to 5 | Pamamatnubay ng Guro: Poster: Ano-anong mga bagay ang  nagbibigay ng tunog?  LLKAPD-Ie-1  LLKAPD-Ie-2  LLKAPD-Ie-3  LLKAPD-Id-6  Malayang Paggawa:  (Mungkahing Gawain)   Pagbabakat ng paa  SKMP-00-7  PNEKBS-Id-2  PNEKBS-1j-7   Maliit na libro: Nakikita ko ang  mga bagay sa paligid.  SKPK-00-1  SKMP-00-2   Libro ng mga hugis: Bilog  SKPK-00-2  SKMP-00-3  MKSC-00-4   Mga tunog sa lata  PNEKBS-Ic-4  PNEKBS-Id-6   Libro ng mga tainga: Nakarinig  ako ng ibat ibang tunog  LLKAPD-Ie-1 to 5 |
| CS: *The child demonstrates an understanding of:*  **\*body parts and their uses**  **\*sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag**  \* **how to discriminate the different sounds in the environment** |
| PS: *The child shall be able to:*  **\*take care of oneself and the environment and able to solve problems encountered within the context of everyday living**  \***kakayahang gamitin ang kamay at daliri**  \* **actively listen to the sounds around him/her and is attentive to make judgments and respond accordingly** |
| LCC:  **PNEKBS-Id-1**  **PNEKBS-Id-2**  **PNEKBS-Id-3**  **KPKFM-00-1.4**  **KPKFM-00-1.5**  **LLKAPD-Ie-1**  **LLKAPD-Ie-2**  **LLKAPD-Ie-3** |
| MEETING TIME 2 | LA: **BS ( Life Science: Body and the Senses** | Mensahe: Nakakikita tayo ng bilog  na bagay sa ating paligid. Ang bilog ay walang tuwid at kanto.  Tanong: Ano - anong bagay na  bilog ang inyong nakikita sa paligid? | Tula: Mata  Pag-usapan ang gamit ng mga mata | Awit: Do You Know  Gawain: Magkatunog ba? | Gawain: Paggawa ng Kahulugan ng  Pangungusap | Mensahe: Ang ibang tunog ay  mataas at ang iba ay mababa. Ang ibang tunog ay mahina, ang iba ay  malakas.  Gawain: Sound Trip: Two Little and  Ikot-ikot |
| CS: *The child demonstrates an understanding of:*  **body parts and their uses** |
| PS: *The child shall be able to:*  **take care of oneself and the environment and able to solve problems encountered within the context of everyday living** |
| LCC: **PNEKBS-Id-1**  **PNEKBS-Id-2**  **PNEKBS-Id-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)**  **ATR (Attitude Towards Reading)** | Story: Ang Bilog Na Itlog | Story: Ang Mukha ni Bito | Story: Si Dilat, SI Pikit, Si  Kindat, Si Kurap | Story: We Hear With Our Ears | Story: Ang Kuya ni Karina |
| 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** * **importance that books can be used to entertain self and to learn new things** |
| 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** |
| LCC: **LLKBPA-00-2 to 8**  **LLKBPA-00-9** |
| WORK PERIOD 2 | LA: **M (Mathematics)**  **L (Logic)** | Pamamatnubay ng Guro:  Nakabatay sa Literatura: Saan  nagpunta ang bilog na itlog?  LLKC-00-1  LLKBPA-OO-11  Malayang Paggawa:  (Mungkahing Gawain)  Mobile: Mga bagay na nakita ng bilog na itlog  SKMP-00-2  SKMP-00-4  Paglalaro ng “Table Blocks”  MKSC-00-1 to 4  Playdough  MKC-00-2  KPKFM-00-1.5  KPKFM-00-1.6  SKMP-00-6  Bead Stringing  SKMP-00-3  SKMP-00-8  Number Books: Bilog na Itlog  MKC-00-7  MKSC-00-23  KPKFM-00-1.3 | Pamamatnubay ng Guro:  Iskrapbook  SKMP-00-1  SKMP-00-2  Malayang Paggawa:  (Mungkahing Gawain)  Mobile: Mga bagay na nakita ng bilog na itlog  SKMP-00-2  SKMP-00-4  Paglalaro ng “Table Blocks”  MKSC-00-1 to 4  Playdough  MKC-00-2  KPKFM-00-1.5  KPKFM-00-1.6  SKMP-00-6  Bead Stringing  SKMP-00-3  SKMP-00-8  Number Books: Bilog na Itlog  MKC-00-7  MKSC-00-23  KPKFM-00-1.3 | Pamamatnubay ng Guro:  Maskara ng mga karakter  SKMP-00-1  SEKPSE-00-1  Malayang Paggawa:  (Mungkahing Gawain)  Mobile: Mga bagay na nakita ng bilog na itlog  SKMP-00-2  SKMP-00-4  Paglalaro ng “Table Blocks”  MKSC-00-1 to 4  Playdough  MKC-00-2  KPKFM-00-1.5  KPKFM-00-1.6  SKMP-00-6  Bead Stringing  SKMP-00-3  SKMP-00-8  Number Books: Bilog na Itlog  MKC-00-7  MKSC-00-23  KPKFM-00-1.3 | Pamamatnubay ng Guro:  Pag-uuri : Lagyan mo ako ng laso  MKSC-00-4  Malayang Paggawa:  (Mungkahing Gawain)  Mobile: Mga bagay na nakita ng bilog na itlog  SKMP-00-2  SKMP-00-4  Paglalaro ng “Table Blocks”  MKSC-00-1 to 4  Playdough  MKC-00-2  KPKFM-00-1.5  KPKFM-00-1.6  SKMP-00-6  Bead Stringing  SKMP-00-3  SKMP-00-8  Number Books: Bilog na Itlog  MKC-00-7  MKSC-00-23  KPKFM-00-1.3 | Pamamatnubay ng Guro:  Patern ng mga Gulay at Prutas  PNEKP-IIa-7  MKSC-00-5  MKSC-00-19  Malayang Paggawa:  (Mungkahing Gawain)  Mobile: Mga bagay na nakita ng bilog na itlog  SKMP-00-2  SKMP-00-4  Paglalaro ng “Table Blocks”  MKSC-00-1 to 4  Playdough  MKC-00-2  KPKFM-00-1.5  KPKFM-00-1.6  SKMP-00-6  Bead Stringing  SKMP-00-3  SKMP-00-8  Number Books: Bilog na Itlog  MKC-00-7  MKSC-00-23  KPKFM-00-1.3 |
| 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**  **\*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: **MKSC- 00-12**  **MKC-00-7 TO 8**  **MKC-00-2 TO 6** |
| INDOOR/ OUTDOOR | LA: **KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)** | Pagbilang ng mga tao.  Laro: Paglundag ng paharap at  pagpapatalbog ng bola (1,2,3)  KPKGM-Ia-1 to 3  SEKPSE-00-8, 10 | Let’s See PEHT p.48  KPKGM-Ia-1 to 3  SEKPSE-00-8, 10 | Larong Pabilog (Circle Game)  KPKGM-Ia-1 to 3  SEKPSE-00-8, 10 | Nasaan ang tunog?  KPKGM-Ia-1 to 3  SEKPSE-00-8, 10 | Nandito Ako  KPKGM-Ia-1 to 3  SEKPSE-00-8, 10 |
| 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 | | | | | |

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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? |  |