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| **C:\Users\Nhanie\Pictures\deped logo.pngKINDERGARTEN****DAILY LESSON LOG** | SCHOOL: | SAN ROQUE 2 ELEMENTARY SCHOOL | TEACHING DATES:  | **June 5-9, 2017** |
| TEACHER: | CHERRIE ANN A. DELA CRUZ | WEEK NO**.**  | **WEEK 1** |
| **CONTENT FOCUS:**  | I BELONG TO A KINDERGARTEN CLASS | QUARTER:  | **1ST 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*Pagpapakilala* 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:** how to discriminate the different sounds in the environment
 |
| PS: *The child shall be able to:** actively listen to the sounds around him/her and is attentive to make judgments and respond accordingly
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| LCC: LLKAPD-Ie-1 |
| MEETING TIME 1 | LA: **SE** **(Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)** | **Mensahe:** Welcome to Kindergarten. I am now in kindergarten**Tanong:** 1. Who are in school for the first time?
2. What can you do in school?
3. Why do you go to school

**Song:**Hello/Kumusta SongsWelcome songsNursery Rhymes | **Mensahe:** There are children and adults in the classroom.**Tanong:**1. Who are the people in our classroom?

**Song:**Who are the people in our classroom? | **Mensahe:** We have different jobs in the classroom**Tanong:**1. What is a job?
2. Why do we need to do our jobs inside the classroom?
3. Why do we need to throw the garbage in the trashcan?
4. Why do we need to wipe our desk, cabinets, bookshelves and tables?

Song:The children in kinder | **Mensahe:**Our classroom has different areas. Each area can be used in different ways.**Tanong:** 1. What are the different areas in the classroom?
2. What do you see in each area?
3. What can we do in each area?

Song: | **Mensahe:** Our classroom is part of the school. The name of my school is \_\_\_\_\_\_.**Tanong:**1. What is the name of our school?

Song: S-C-H-O-O-L |
| 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**
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| LCC: SEKPSE 00-1 |
| WORK PERIOD 1 | LA: **SE (Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)****LL (Language, Literacy and Communication)**  | **Pamamatnubay ng Guro:****(Teacher-Supervised)**: Name Tag**Malayang Paggawa:**Paghahambing ng mga larawan.Layunin:Mapaghambing ang dalawang larawan.1. Bigyan ng 4 na larawan ang bawat grupo
2. Paghambingin ang magkatulad na larawan
 | **Pamamatnubay ng Guro:****(Teacher-Supervised)**: Self PortraitLayunin: Maiguhit ang sarili.**Malayang Paggawa:**Paghahambing Layunin: Mapaghambing ang dalawang larawan1. Bigyan ng 4 na larawan ang bawat grupo
2. Paghambingin ang magkatulad na larawan.
 | **Pamamatnubay ng Guro:****(Teacher-Supervised)**: People PuppetsLayunin: makilala ang mga tao sa loob ng silid-aralan**Malayang Paggawa:**Bead StringingLayunin: para madevelop ang motor skills para makapag explore ng patterns. | **Pamamatnubay ng Guro:****(Teacher-Supervised)**: Classroom MapLayunin: para maging familiar sa silid-aralan**Malayang Paggawa:**Classroom TourLayunin: para maging familiar sa silid-aralan. | **Pamamatnubay ng Guro:****(Teacher-Supervised)**: Job ChartLayunin: to enumerate different jobs needed to make sure the classroom is clean and orderly**Malayang Paggawa:**Classroom InventoryLayunin: to count objects |
| 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**
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| LCC: SEKPSE 00-1LCC: LLKAPD-Ie-1 |
| MEETING TIME 2 | LA: **SE** **(Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)** | **Activity:** Count and Turn (1,2,3)**Mensahe:**marami tayong ginawa noong bakasyon ibahagi niyo ito sa inyong kaklase. | **Activity:** Count and Turn (1,2,3)**Mensahe**:**Tanong:** Bakit pumupunta sa paaralan ang mga bata? Bakit ang ibang bata ay hindi pumapasok sa paaralan? | **Activity:** Count and Turn (1,2,3)**Mensahe:****Gawain:** Ipakita ang puppets at i-describe ito. | **Activity:** Count and Turn (1,2,3)**Gawain:** Ipakita ang mapa ng silid-aralan at sabihin kung ano ang mga pwedeng gawin dito at kung ano mga dapat at di dapat na gawin dito. | **Activity:** Count and Turn (1,2,3)**Gawain:** Ipakita ang job chart at i-assign ang mga Gawain sa bawat bata. |
| 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 |
| 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 |
| STORY | LA: **BPA (Book and Print Awareness)** | **Story:** Ang Bagong Magkakakilala | **Story:** Bakit Matagal ang Sundo ko | **Story:** Si Inggolok at ang Planetang Pakaskas | **Story:** Si Paula Oink-Oink | **Story:** Si Monica Dalos-Dalos |
| 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**
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| LCC: LLKBPA-00-2 |
| WORK PERIOD 2 | LA: **M (Mathematics)** | **Pamamatnubay ng Guro:**Junk Box Sorting**Malayang Paggawa:**Odd one outLayunin: Ma-i-sort ang mga bagay-bagay.ayon sa pagkakaiba at pagkakapareho. | **Pamamatnubay ng Guro:**Junk Box Sorting**Malayang Paggawa:**Shape MatchLayunin: Mai-match ang hugis. | **Pamamatnubay ng Guro:**Labeling Things in the Classroom**Malayang Paggawa:**Classroom InventoryLayunin: Mabilang ang mga bagay bagay at maisulat ito | **Pamamatnubay ng Guro:**Number Station**Malayang Paggawa:**Shape PuzzlesLayunin: * to develop fine motor coordination
* to recognize shapes
 | **Pamamatnubay ng Guro:**Number Station**Malayang Paggawa:**Lacing ShapesLayunin: to develop fine motor and eye hand coordination |
| 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** |
| PS: *The child shall be able to:***\*** **manipulate objects based on properties or attributes** |
| LCC: MKSC-00-4 |
| INDOOR/OUTDOOR | LA: **KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)** | Name Chain  | Name Chain | At the School Poem | At the School Poem | Relay Games |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:***\***  **kahalagahan ng pagkakaroon ng masiglang pangangatawan** |
| PS: *Ang bata ay nagpapamalas ng:***\***  **sapat na lakas na magagamit sa pagsali sa mga pang-araw-araw na Gawain** |
| LCC: KPKPF-00-1 |
| 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?
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| 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?
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