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| **C:\Users\Nhanie\Pictures\deped logo.pngKINDERGARTEN**  **DAILY LESSON LOG** | SCHOOL: | SAN ROQUE 2 ELEMENTARY SCHOOL | TEACHING DATES: | **June 12-16, 2017** |
| TEACHER: | CHERRIE ANN A. DELA CRUZ | WEEK NO**.** | **WEEK 2** |
| **CONTENT FOCUS:** | WE DO MANY THINGS IN SCHOOL | 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**  **HOLIDAY**  **INDEPENDENCE DAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| ARRIVAL TIME | LA: **SE**  **(Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)** | 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:*   * sariling ugali at damdamin |
| PS: *The child shall be able to:*   * kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain |
| LCC: SEKPSE – 00-1 |
| MEETING TIME 1 | LA: **SE** **(Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)** | **Mensahe:**  **Tanong:** | **Mensahe:**We follow class schedule.  **Tanong:** What do you think we will do during meeting time? Work period? Story time? Indoor/Outdoor activity? | **Mensahe:**  - We do different things in school.  - We play. We work.  - We sing. We dance.  - We eat. We rest.  - We listen to stories. We browse through books.  - We fix our classroom  **Tanong:**  What activities can we do in school? Which of the activities do you like to do? | **Mensahe:** - There are many areas in our school..  We do different activities in these areas.  - Some of the areas in school include the library, playground, canteen, classrooms, and principal’s office.  **Tanong:**  What are the other places of the school? Who do you see in these places? What can you do in these places? | **Mensahe:** - We follow rules in our classroom  **Tanong:**  Why do we need rules in classroom? What  rules can help keep our classroom clean and orderly |
| 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 |
| WORK PERIOD 1 | LA: **SE (Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)**  **LL (Language, Literacy and Communication)** | **Pamamatnubay ng Guro:**  **(Teacher-Supervised)**:  Layunin:  **Malayang Paggawa:**  Layunin: | **Pamamatnubay ng Guro:**  **(Teacher-Supervised)**:  Red Hunt  Layunin: To recognize colors  **Malayang Paggawa:**  Red Collage  Layunin: to recognize colors | **Pamamatnubay ng Guro:**  **(Teacher-Supervised)**:  Poster: We Do Many  Things in School  Layunin: To identify activities that children and adults do in school  **Malayang Paggawa:**  Writer’s Workshop: I Do Many Things in School  Layunin: To identify the activities that children do in school | **Pamamatnubay ng Guro:**  **(Teacher-Supervised)**: Poster: Class Quilt  Layunin: to identify the members of the class.  **Malayang Paggawa:**  Poster: I can help..  Layunin: to identify ways a member of the class can help each other in class/ school . | **Pamamatnubay ng Guro:**  **(Teacher-Supervised)**: Classroom Rules  Layunin: to list classroom rules that help maintain cleanliness and orderliness in the classroom  **Malayang Paggawa:**  Writer’s workshop-Classroom Rules  Layunin: to identify classroom rules that help maintain cleanliness and orderliness in the classroom |
| 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  LLKVPD-Id-1 |
| MEETING TIME 2 | LA: **SE** **(Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)** | **Song:**  **Mensahe:** | **Song:** I can sing a rainbow  **Mensahe:** We see red objects around us | **Song:** Ito Ang Ginagawa Ko Sa Paaralan  **Mensahe:** | **Activity:** People Counting Game: Stand and Sit and Hopping Forward (1,2, 3)  Show the Class Quilt  **Mensahe:** | **Activity:** People Counting Game: Stand and Sit and Hopping Forward (1,2, 3)  Show the different classroom rules the children came up with. Discuss what will happen if each rule is not followed. |
| 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:** | **Story:** Si Dragong Pula | **Story:** "Celia Studious and Conrad Cat" | **Story:** Ang Kamatis ni Peles | **Story:** " Sumusunod sa Panuto” |
| 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 |
| WORK PERIOD 2 | LA: **M (Mathematics)** | **Pamamatnubay ng Guro:**  **Layunin:**    **Malayang Paggawa:**  Layunin: | **Pamamatnubay ng Guro:**  Number Books  **Layunin:** to use numerals to describe and record quatities    **Malayang Paggawa:**  Number Stations  Layunin:   * to count up to 3 * to see that despite differences in appearance quantities remain the same. | **Pamamatnubay ng Guro:**  Number Books  Layunin: To use numerals to describe and record quantities  **Malayang Paggawa:**  Number Stations  Layunin:   * to count up to 3 * to see that despite differences in appearance quantities remain the same | **Pamamatnubay ng Guro:**  Same and Different  Layunin: to identify similarities and differences between objects  **Malayang Paggawa:**  Junk Box Sorting  Layunin:   * to sort objects based on similarities and differences | **Pamamatnubay ng Guro:**  Ilang Dangkal (measuring length using hands)  Layunin: to measure length using non-standard units and tools  **Malayang Paggawa:**  Construction Toys  Layunin:   * to explore space by fitting things together and taking things apart |
| 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-00-4 |
| INDOOR/OUTDOOR | LA: **KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)** |  | Teacher May I?  Layunin:   * to follow directions * to develop gross motor skills. | Teacher May I?  Layunin:   * to follow directions * to develop gross motor skills. | Line Up  Layunin:   * to compare and group people into 2 groups based on given attributes | Line Up  Layunin:   * to compare and group people into 2 groups based on given attributes |
| 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:  KPKPF-00-1  SEKPKN-OO-1  SEKPKN-Ig-2 |
| MEETING TIME 3 | DISMISSAL ROUTINE | | | | | |  | 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? |  |