|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **C:\Users\Nhanie\Pictures\deped logo.pngKINDERGARTEN****DAILY LESSON LOG** | SCHOOL: | SAN ROQUE 2 ELEMENTARY SCHOOL | TEACHING DATES:  | **June 26-30, 2017** |
| TEACHER: | CHERRIE ANN A. DELA CRUZ | WEEK NO**.**  | **WEEK 4** |
| **CONTENT FOCUS:**  | I AM UNIQUE | QUARTER:  | **1ST QUARTER** |

|  |  |  |
| --- | --- | --- |
| **PROCEDURES****(BLOCKS OF TIME)** | **OBJECTIVES** | **CONTENT** |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **ARRIVAL TIME** | **Developmental domains:**Language, Literacy and Communication | Daily Routine National AnthemOpening PrayerExerciseKamustahanBalitaan | Daily Routine National AnthemOpening PrayerExerciseKamustahanBalitaan | Daily Routine National AnthemOpening PrayerExerciseKamustahanBalitaan | Daily Routine National AnthemOpening PrayerExerciseKamustahanBalitaan | Daily Routine National AnthemOpening PrayerExerciseKamustahanBalitaan |
| **Content Standard**The child demonstrate an understanding of increasing his/herconversation skills |
| **Performance Standard**The child shall be able to confidently speaks and expresses his/ her feelings and ideas in words that make sense |
| **Learning Competency Code**LLKVPD-Ia-13,LLKOL-Ia 1-2,LLKOL-Ig3&9, LLKOL-00-10 |
| **MEETING TIME 1** | **Developmental domains:**Understanding the Physical and Natural Environment(PNE)Life Science: Body and the Senses | **Message:** I have a body My body has different parts. I can see some parts.Questions: What are the parts of the body?What parts of the body do you see?  | **Message:** I have a body I cannot see some parts**Questions:** What are the other parts of our body?What parts of t he body can we not see? | **Message:**  I have two hands I have 5 fingers in each hand. My hands are connected to my arms.I can move my hands in different ways.Questions: Are our hands all the same? How are they the same? How are they different?Song: Lima ang Daliri | **Song:** Hokey Poky/ Kanang Kamay**Message:** I use my hands for doing different things**Questions:** Why do you think we need a pair of hands for? How hard do you think it is to live without 1 or 2 hands?  | **Song:** I Can Do Many Things(PEHT p. 162)Message: I have two feet. I have five toes in each foot My feet are connected to my legs.I can move my feet in many ways.Questions: Are all our feet the same? How are they the same? How are they different? |
| **Content Standard**The child demonstrates an understanding of body parts and their uses  |
| **Performance Standard**The child shall be able to take care of oneself and environment and able to solve problems encountered within the context of everyday living.  |
| **Learning Competency Code**PNEKBS-Id-1PNEKBS-Id-2PNEKBS-Id3 |
| **WORK PERIOD 1** | **Developmental domains:**\*Kalusugang Pisikal at Papapaunlad ng kakayahang Motor (Fine Motor) \* Language, Literacy and Communication | **Teacher Supervised:** Balangkas ng Katawan ko**Objectives:** Naipahhayag ang pagkamalikhai sa pagbakat sa papel ng bahagi ng katawan.Natutukoy ang ibat ibang bahagi ng katawan.**Independent:** Playdough: My BodyObjective: to identify the different body patsActivity: Trace the broken lines to form the missing body parts. Color the picture.Assignment: Draw a line to match each name with the correct body parts. | Teacher Supervised: Body Tracing : What’s inside our body? **Objectives:**  To identify the parts that is inside the body and their function.**Independent:**  Name the body part**Objective:** To make personal connections | **Teacher Supervised:** **Objective**: Tracing**Independent:**Body Lotto**Objective:** Body part Recognition | **Teacher Supervised:** **Objective:** Tracing**Independent:**Body Lotto**Objective:** Body part Recognition | **Teacher Supervised: Foot Print****Objectives:** to recognize one’s foot design**Independent** Hand Shape bookI feel with my hand**Objective:** to identify things we can touch.. |
| **Content Standard**The child demonstrates an understanding of:* Similarities and differences of what he/she can see
* Sarilng kakayahang sumubok, gamitin nang maayos ang kamay upang lumikha/lumimbag
 |
| **Performance Standard**The child shall be able to:* Critically observes and makes sense of things around him/her
* Kakayahang gamitin ang kamay at daliri
 |
| **Learning Competency Code**KPKFM-00-1.4KPKFM-00-1.5LLKVPD -00-3LLKVPD-00-5 |
| **MEETING TIME 2** | **Developmental domains:**Understanding the Physical and Natural Environment(PNE)Life Science: Body and the Senses | Ask children to name thebody parts in the “ Balangkas ng Katawan”Note: Intrduce both Englis and Filipin terms.Song: Everybody Do this | Introduce the poem ”Inside Me”Song: “Head, Shoulders, Knees and Toes” | **Song: Reaching with my arms****Message:** Wee see blue things around us.**Questions:** What blue things do you see in our classroom?Who are wearing blue? Whose favorite color is blue? | **Poem:** One, Two, How do you do? | **Poem:** One, Two, How do you do?Recite the poem in a round. |
| **Content Standard**The child demonstrates an understanding of body parts and their uses. |
| **Performance Standard**The child shall be able to take care of oneself and environment and able to solve problems encountered within the context of everyday living.  |
| **Learning Competency Code**PNEKBS-Id-1PNEKBS-Id-2PNEKBS-Id3 |
| **SUPERVISED RECESS** | **Developmental domains:**Pangangalaga sa Sariling Kalusugan at Kaligtasan | **SNACK TIME (Teacher Supervised)** |
|  | **Content Standard**Ang bata ay nagkakaroon ng pang-unawa sa kakayahang pangalagaan ang sariling kalusugan at kaligtasan |
| **Performance Standard**Ang bawat 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 |
| **Learning Competency Code**KPKPKK-Ih-1 |
| **NAP** |  |  |  |  |  |  |
| **STORY TIME** | **Developmental domains:**Book and Print Awarness | **This is My Body** | **Nagsasabi na si Patpat****Procedure:**1. Paghahanda sa mga bata sa pakikinig ng kwento.2. Paglalahad ng mga bagay na dapat tandaan sa pakikinig ng kuwento.3. Pagkukuwento | **Planetang Asul****Procedure:**1. Paghahanda sa mga bata sa pakikinig ng kwento.2. Paglalahad ng mga bagay na dapat tandaan sa pakikinig ng kuwento.3. Pagkukuwento | **Si Hinlalaki****Procedure:**1. Paghahanda sa mga bata sa pakikinig ng kwento.2. Paglalahad ng mga bagay na dapat tandaan sa pakikinig ng kuwento.3. Pagkukuwento | **I Like Me****Procedure:**1. Paghahanda sa mga bata sa pakikinig ng kwento.2. Paglalahad ng mga bagay na dapat tandaan sa pakikinig ng kuwento.3. Pagkukuwento |
| **Content Standard**The child demonstrates an understanding of book familiarity awareness that there is a story to read with a beginning and an end, written by authors,illustrated with someone |
| **Performance Standard**The shall be able to use the 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 |
| **Learning Competency Code**LLKBPA-00-2 to 8 |
| **WORK PERIOD 2** | **Developmental domains:**Mathematics | **Teacher Supervised:** Height Chart: Gaano ka Katangkad **Objective:** To measure height using non standard units and tools**Independent:**  **Number Lotto****Objective:** to match numerals | **Teacher Supervised**Who has more: Comparing up to quantities of 3 (2 groups only) **Objective:** To compare quantities up to 3**Independent****Objective:** To recognize and identify numerals  | **Teacher Supervised**Who has more: Comparing up to quantities of 3 (2 groups only) **Objective:** To compare quantities up to 3**Independent**Comparing Number- A game for Partners**Objectives:** Compares quantities | **Teacher Supervised****Classification: Color****Objectives:** to classify objects according to color **Independent**Comparing Number- A game for Partners**Objectives:** Compares quantities | **Teacher Supervised****Color Pattern****Red-Blue- Yellow****Objective:** to extend and reproduce a pattern**Independent**Classification: Color**Objectives:** to classify objects according to color **Other Activity: Color the objects correctly.** blue-colors.gifblue-colors.giflemon.jpg |
| **Content Standard**The child demonstrates an understanding of :\*the sense of quantity and numeral relations, that addition result in increase and subtraction results in decrease \*concepts of size length, weight, time, and money  |
| **Performance Standard**The child shall be able to \*perform simple addition and subtraction of up to 10 0bjects or pictures/drawing\*use arbitrary measuring tools/means t determine the size, length, weight of things around him/her  |
| **Learning Competency Code** MKC -00 -2 TO 4MKME-00-1MKME-00-2 |
| **INDOOR /OUTDOOR ACTIVITIES** | **Developmental domains:**Kalusugang Pisikal at pagpapaunlad ng kakayahang Motor |  **Move that body****(PEHT p.55)****Objective:** to demonstrate movement of different body parts | **Sabi ni Pedro****(PEHT p.51)****Objective: to learn hear** discriminately and able to follow instruction | **Movement Exploration****(PEHT p.219)** | **Circle Blind Guess** | **Don’t Touch****(PEHT p.53)** |
| **Content Standard**Ang bata ay nagkakaroon ng pang-unawa sa kanyang kapaligiran at naiuugnay dito ang angkopna paggalaw ng katawan. |
| **Performance Standard**Ang bata ay nagpapamalas ng maayos na galaw at koordinasyon ng mga bahagi ng katawan. |
| **Learning Competency Code**KPKGM –Ia-1 to 3 |  |  |
| **MEETING TIME 3** | **DISMISSAL ROUTINE** |
| **REMARKS** |  |
| **REFLECTION** |  |
| A. No. of learners who earned 80% of the evaluation |  |
| B. No. of learners who require additional activities for remediation |  |
| C. Did the remedial lessons work? No. of learners who have caught up with the lesson. |  |
| D. No. of Learners who continue to require remediation |  |
| E. Which of my teaching strategies work well? Why did these work? |  |
| F. What difficulties did I encounter which my principal /supervisor can help me solve? |  |
| G. What innovation or localized materials did I use/discover which I wish to share with other teacher? |  |