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| **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** |

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| **PROCEDURES**  **(BLOCKS OF TIME)** | **OBJECTIVES** | **CONTENT** | | | | | | |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | | | **THURSDAY** | **FRIDAY** |
| **ARRIVAL TIME** | **Developmental domains:**  Language, Literacy and Communication | Daily Routine  National Anthem  Opening Prayer  Exercise  Kamustahan  Balitaan | Daily Routine  National Anthem  Opening Prayer  Exercise  Kamustahan  Balitaan | Daily Routine  National Anthem  Opening Prayer  Exercise  Kamustahan  Balitaan | | | Daily Routine  National Anthem  Opening Prayer  Exercise  Kamustahan  Balitaan | Daily Routine  National Anthem  Opening Prayer  Exercise  Kamustahan  Balitaan |
| **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-1  PNEKBS-Id-2  PNEKBS-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 Body  Objective: to identify the different body pats  Activity: 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 book  I 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-00-1.4  KPKFM-00-1.5  LLKVPD -00-3  LLKVPD-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-1  PNEKBS-Id-2  PNEKBS-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 4  MKME-00-1  MKME-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? |  | | | | | | | |