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| **C:\Users\Nhanie\Pictures\deped logo.pngKINDERGARTEN****DAILY LESSON LOG** | SCHOOL: | **SAN ROQUE 2 ES** | TEACHING DATES:  | **July 24-28, 2017** |
| TEACHER: | **CHERRIE ANN A. DELA CRUZ** | WEEK NO**.**  | **WEEK 8** |
| CONTENT FOCUS:  | **I can smell, taste and touch.** | 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*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* | Daily Routine:National AnthemOpening PrayerExercise*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
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| LCC: LLKVPD-Ia-13KAKPS-00-14KAKPS-OO-15 |
| MEETING TIME 1 | LA: SE PNE( Body and Senses) | Message:I have a nose. I can smell with my nose.Questions:Where is your nose on your face? How many nose do you have? What can we do with our nose? | Message: I can feel soft and hard objects with my hands.Questions: What objects are hard? Soft? | Message:I can feel smooth and rough objects with my hands.Question/s: What objects are smooth? Rough? | Message:I have a mouth, teeth, lips and tongue. These help me speak and eat.Questions:What are the parts of your mouth? How many teeth do you have? Lips? Tongue? What can we do with our mouth, teeth, lips, and tongue? | Message:I can taste with my tongue. I can identify different tastes.Question/s:What food tastes sweet? What food tastes sour? What food tastes salty? What food tastes bitter? |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:** body parts and their senses
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| PS: *Ang bata ay nagpapamalas ng:** take care of oneself and the environment and able to solve problems encountered within the context of everyday living
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| WORK PERIOD 1 | LA: PNE: PNEKBS-Id-6 PNEKBS-Id-6 PNEKPP-00-1,2 PNEKBS-Ic-4LLC: LLKOL-Id-4KP: KPKFM-00-1.3, 1.5Arts: SKMP-00-4Math: MKAT-00-1 MKSC-00-6  | (Teacher-Supervised):Smelling JarsIndependent ActivitiesSmell and Match | (Teacher-Supervised):Touch and Tell – Soft and Hard, Smooth and RoughIndependent ActivitiesTexture/Taste Sorting | (Teacher-Supervised):Touch and Tell – Soft and Hard, Smooth and RoughIndependent ActivitiesPicture Puzzles | (Teacher-Supervised):Mouth PuppetIndependent ActivitiesFood Chart: Sweet, Sour, Bitter, Salty Foods | (Teacher-Supervised):Name the TasteIndependent ActivitiesFree Play |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:** body parts and their uses
* increasing his/her conversation skills
* physical properties and movement of objects
* sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag
* pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan
* 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
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| PS: *Ang bata ay nagpapamalas ng:** take care of oneself and the environment and able to solve problems encountered within the context of everyday living.
* confidently speaks and expresses his/her feelings and ideas in words that make sense
* work with objects and materials safely and appropriately
* kakayahang gamitin ang kamay at daliri
* kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyon sa pamamagitan ng malikhaing pagguhit/pagpinta
* manipulate objects based on properties or attributes
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| MEETING TIME 2 | Learning Areas:PNEPNEKBS-Ii-9 | Song: Little Nose | Song: Malambot at Matigas / Magaspang at Makinis | Song: Malambot at Matigas / Magaspang at Makinis | Tula: Ang Aking Bibig | Song: Kung Ang Ulan ay Puro Tsokolate |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:** body parts and their uses
 |
| PS: *Ang bata ay nagpapamalas ng:** take care of oneself and the environment and able to solve problems encountered within the context of everyday living
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| 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) | Theme: Ang Prinsipeng Ayaw Maligo | Theme: RUMPELSTILTSKIN | Theme: Ang Prinsesang Ayaw Matulog | Theme: Ha-Ha-Hatsinggg! | Theme: AHA! May Allergy Ka Pala! |
| 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
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| 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 to 8 |
| WORK PERIOD 2 | LA: PNE: PNEKBS-Id-6 PNEKPP-00-1 PNEKBS-Ic-5Math: MKC-00-1,2,3,7,8 MKME-00-1FM: KPKFM-00-1 | Teacher- Supervised Activity Same and Different (smell)Independent ActivitiesFood Picture Cards Sort | Teacher- Supervised Activity Lift the Bowl (concrete up to quantities of 3)Independent ActivitiesPlay Dough Food | Teacher- Supervised ActivityHand Game (connecting level up to quantities of 3)Independent ActivitiesNumber Books (quantities of 3) | Teacher- Supervised Activity Favorite Food SurveyIndependent ActivitiesFind 3 | Teacher- Supervised Activity Make PastillasIndependent ActivitiesFree Play |
| CS: CS: *The child demonstrates an understanding of:** body parts and their uses
* physical properties and movement of objects
* the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease
* sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag
* concepts of size, length, weight, time, and money
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| 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
* work with objects and materials safely and appropriately
* perform simple addition and subtraction of up to 10 objects or pictures/ drawings
* kakayahang gamitin ang kamay at daliri
* use arbitrary measuring tools/means to determine size, length, weight of things around him/her, time (including his/her own schedule)
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| INDOOR/OUTDOOR | Learning Areas:PNE-BS: PNEKBS-Ic-3 PNEKBS-Id-1PNE-PP: PNEKPP-00-1KP-PF: KPKPF-00-1KP-GM: KPKGM-Ig-3Math-L: MKSC-00-4,6LL-OL: LLKOL-Id-4 | Pin the Nose | Ilong, Ilong, Ilong | Soft-Hard Relay | Unstructured Free Play | Food Henyo |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:** body parts and their uses
* kahalagahan ng pagkakaroon ng masiglang pangangatawan
* kanyang kapaligiran at naiuugnay dito ang angkop na paggalaw ng katawan
* 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
* physical properties and movement of objects
* increasing his/her conversation skills
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| PS: *Ang bata ay nagpapamalas ng:** take care of oneself and the environment and able to solve problems encountered within the context of everyday living
* sapat na lakas na magagamit sa pagsali sa mga pang-araw-araw na Gawain
* maayos na galaw at koordinasyon ng mga bahagi ng katawan
* manipulate objects based on properties or attributes
* work with objects and materials safely and appropriately
* confidently speaks and expresses his/her feelings and ideas in words that make sense.
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| Meeting Time 3 |  | Learners identify the objects with good and bad smell using their nose. | Learners identify the soft and hard objects using their hands. | Learners identify the smooth and rough objects using their hands. | Learners identify the parts of the mouth and to recall that tongue is for tasting. | Learners identify the different tastes using their tongue. |

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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.
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| 1. No. of learners who require additional activities for remediation.
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| 1. Did the remedial lessons work? No. of learners who have caught up with the lesson.
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| 1. No. of learners who continue to require remediation
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| 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?
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| 1. What innovation or localized materials did I use/discover which I wish to share with other teachers?
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