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| **C:\Users\Nhanie\Pictures\deped logo.pngKINDERGARTEN**  **DAILY LESSON LOG** | SCHOOL: | BALAYBUAYA ELEMENTARY SCHOOL | TEACHING DATES: | **September 11-15, 2017** |
| TEACHER: | MS. NERISSA G. LAVARIAS | WEEK NO**.** | **WEEK 15** |
| **CONTENT FOCUS:** | My family provides my food. | QUARTER: | **2nd 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 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:*   * **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** |
| LCC: **LLKVPD-Ia-13**  **KAKPS-00-14**  **KAKPS-OO-15** |
| MEETING TIME 1 | LA:  **SE (Pakikisalamuha bilang kasapi ng Pamilya)**  **PNE(Body and Senses)** | **Message:**  **My family eats food that comes from different sources.**  Question/s:  What is your favorite food?  Do you know where your food comes from? | **Message:**  **There are nutritious kinds of food.**  Question/s:  Are all kinds of food good for the body/ nutritious?  What kinds of food are good for the body/ nutritious? | **Message:**  **There are certain kinds of food that I should not eat much of.**  Question/s: Are all kinds of food good for the body/ nutritious?  What are the food that we should not eat much of? | **Message:**  **There are many ways to prepare food at home.**  Question/s:  What are the ways to  prepare food at home without cooking? | **Message:**  **There are many ways to prepare food at home.**  Question/s: What are the ways we cook food at home? |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*   * **konsepto ng pamilya, paaralan at komunidad bilang kasapi nito.** * **Body parts and their uses** |
| PS: *Ang bata ay nagpapamalas ng:*   * **pagmamalaki at kasiyahang makapagkwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.** * **Take care of oneself and the environment and able to solve problems encountered within the context of everyday living** |
| WORK PERIOD 1 | LA:  **M(Logic)**  **S(Creative Expression)**  **KP (Kasanayang Fine Motor)**  **PNE(Body and Senses)**  **M(Geometry)**  **LL(Oral Language)**  **LL(Book and Print Awareness)**  **LL( Alphabet Knowledge)** | **(Teacher-Supervised)**:  Food source collage  Introduce letter Bb   * MKSC-00-00-6 * KPKFM-00-1.3 * LLKH-00-3 * PNEBS-00-Ii-8   **Independent Activities**   1. Mini-poster: My family’s favorite food  * LLKOL-Ic-15 * LLKH-00-3 * LLKH-00-2  1. Dramatic play 2. Target Letter: Bb  * LLKAK-Ih-3 * LLKH-00-3  1. Letter Mosaic : Bb  * LLKAK-Ih-3 * LLKAK-Ih-7 * SKMP-00-4 | **(Teacher-Supervised)**:  Super food   * PNEBS-Ii-8 * LLKOL-Id-4 * LLKOL-Ig-3   **Independent Activities**   1. Mini-poster: My family’s favorite food  * LLKOL-Ic-15 * LLKH-00-3 * LLKH-00-2  1. Dramatic play 2. Target Letter: Bb  * LLKAK-Ih-3 * LLKH-00-3  1. Letter Mosaic : Bb  * LLKAK-Ih-3 * LLKAK-Ih-7   SKMP-00-4 | **(Teacher-Supervised)**:  Collage of food that my family should not eat much of   * PNEKBS-Ii-8 * SKMP-00-7 * LLKBPA-00-4 * MKSC-00-5   **Independent Activities**   1. Mini-poster: My family’s favorite food  * LLKOL-Ic-15 * LLKH-00-3 * LLKH-00-2  1. Dramatic play 2. Target Letter: Bb  * LLKAK-Ih-3 * LLKH-00-3  1. Letter Mosaic : Bb  * LLKAK-Ih-3 * LLKAK-Ih-7   SKMP-00-4 | **(Teacher-Supervised)**:  Stuffed fruit mobile   * PNEKP-00-IIa-7 * LLKOL-Id-4 * SKMP-00-3 * KPKFM-00-1.3   **Independent Activities**   1. Mini-poster: My family’s favorite food  * LLKOL-Ic-15 * LLKH-00-3 * LLKH-00-2  1. Dramatic play 2. Target Letter: Bb  * LLKAK-Ih-3 * LLKH-00-3  1. Letter Mosaic : Bb  * LLKAK-Ih-3 * LLKAK-Ih-7  1. SKMP-00-4 | **(Teacher-Supervised)**:  Food preparation with an invited parent. |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*   * **Objects in the environment have properties or attributes (e.g., clor, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes** * **sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag** * **pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan.** * **Body parts and their uses** * **Increasing his/ her conversation skills** * **Book familiarity, awareness that there is a story to read with a beginning and an end, written by author(s) and illustrated by someone.** * **Letter representation of sounds- that letters as symbols have names and distinct sounds** |
| PS: *Ang bata ay nagpapamalas ng:*   * **Manipulates obejcts based on properties or attributes** * **kakayahang gamitin ang kamay at daliri** * **kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyob sa pamamagitan ng malikhaing pagguhit/pagpinta** * **identify the letter names and sounds** * **take care of oneself and the environment and able to solve problems encountered within the context of everyday living** * **confidently speaks and express his/ her feelings and ideas in words that make sense** * **use book- handle and turn the pages; take care of books; enjoy listening to stories repeatedly and play pretend- reading associate himself/ herself with the story** * **identify the letter names and sounds** |
| MEETING TIME 2 | LA:  **PNE( Body and Senses)**  **LL(Oral Language)** | The learners talk about the different sources of  food as shown in their food sorting collage.  What kinds of food come from plants?  What kinds of food come from animals? | The teacher talks about super food and emphasizes those found  in the local community.  What are some examples of super food? | The learners talk about the collage.  What are the kinds of food that we should eat?  What are the kinds of food that we should not eat much of? Why? | Fruit salad preparation with an invited parent  How is fruit salad prepared?  (Show pictures of the steps)  Arrange the pictures of the steps in making the fruit salad in the correct order. |  |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*  **\*take care of oneself and the environment and able to solve problems encountered within the context of everyday living.**  **\*increasing his/ her conversation skills** |
| 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**  **\*confidently speak and express his/ her feelings and ideas in words that make sense** |
| 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: Any age and culturally appropriate story book about sources of food. | Theme: Any age and culturally appropriate story book about nutritious kinds of food. | Theme: Any age and culturally appropriate story book about the kinds of food that I should not eat much of. | Theme: Any age and culturally appropriate story book about food preparation at home (no cook). | Theme: Any age and culturally appropriate story book about food preparation at home (cooked - steamed, fried, grilled, boiled, etc.). |
| 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 to 8** |
| WORK PERIOD 2 | LA:  **M (Logic)**  **M(Number and Number Sense)**  **PNE( Body and the Senses)**  **S(Creative Expression)**  **LL(Oral Language)**  **PNE(Animals)**  **SE(Pakikisalamuha sa Iba bilang Kasapi ng Paaralan)** | **Teacher- Supervised Activity** Farm to Table Food Match   * **PNEKA-IIIg-7** * **PNEKP-IIf-4** * **MKSC-00-6**   **Independent Activities**   1. Number concentration (0-5)  * MKC-00-7 * MKC-00-4 * KAKPS-00-12  1. Play dough numerals  * MKC-00-2 * MKC-00-4 * SKMP-00-6  1. Lacing of five fruits  * SKMP-00-3 * MKSC-00-19  1. Dramatic play  * SEKPKN-Ig-2 * KMKPPam-00-6 * LLKOL-00-10 | **Teacher- Supervised Activity**  My Book of 5 Nutritious Food   * **LLKOL-Ic-15** * **PNEKBS-Ii-9** * **SKMP-00-1**   **Independent Activities**   1. Number concentration (0-5)  * MKC-00-7 * MKC-00-4 * KAKPS-00-12  1. Play dough numerals  * MKC-00-2 * MKC-00-4 * SKMP-00-6  1. Lacing of five fruits  * SKMP-00-3 * MKSC-00-19  1. Dramatic play  * SEKPKN-Ig-2 * KMKPPam-00-6 * LLKOL-00-10 | **Teacher- Supervised Activity**  Trip to the school canteen or nearby food store   * KMKPAara-00-2 * KMKPKom-00-3 * PNEKBS-Ii-9   **Independent Activities**   1. Number concentration (0-5)  * MKC-00-7 * MKC-00-4 * KAKPS-00-12  1. Play dough numerals  * MKC-00-2 * MKC-00-4 * SKMP-00-6  1. Lacing of five fruits  * SKMP-00-3 * MKSC-00-19  1. Dramatic play  * SEKPKN-Ig-2 * KMKPPam-00-6 * LLKOL-00-10 | **Teacher- Supervised Activity**  5 Fruit Kebab or Fruit BBQ   * LLKOL-Ig-3 * MKSC-00-9   **Independent Activities**   1. Number concentration (0-5)  * MKC-00-7 * MKC-00-4 * KAKPS-00-12  1. Play dough numerals  * MKC-00-2 * MKC-00-4 * SKMP-00-6  1. Lacing of five fruits  * SKMP-00-3 * MKSC-00-19  1. Dramatic play  * SEKPKN-Ig-2 * KMKPPam-00-6 * LLKOL-00-10 | **Teacher- Supervised Activity**  How to make  \_\_\_\_\_\_\_\_ (recipe book)   * LLKOL-Ig-3 * MKSC-00-9   **Independent Activities**   1. Number concentration (0-5)  * MKC-00-7 * MKC-00-4 * KAKPS-00-12  1. Play dough numerals  * MKC-00-2 * MKC-00-4 * SKMP-00-6  1. Lacing of five fruits  * SKMP-00-3 * MKSC-00-19  1. Dramatic play  * SEKPKN-Ig-2 * KMKPPam-00-6 * LLKOL-00-10 |
| 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**  **\*the sense of quantity and numeral relations, that addition results in increase and subtraction result in decrease**  **\*concepts of size, length, weight, time, and money**  **\*body parts and their uses**  **\*pagpapahayag ng kasisipan at imahinasyon sa malikhain at malayang pamamaraan**  **\*increasing his/ her converstation skills**  **\*characteristics and needs of animals and how they grow**  **\*konsepto ng pamilya, paaralan at komunidad bilang kasapi nito** |
| PS: *The child shall be able to:*  **manipulate objects based on properties or attributes**  **\*perform simple addition and subtraction of up to 10 objects or pictures/ drawings**  **\*use arbitrary measuring tools/means to determine size, length, weight of things around him/her.**  **\*take care of oneself and the environment and able to solve problems encountered within the context of everyday living**  **\*kakayahang maipahayag ang kaisipan at damdamin, saloobin at imahinasyon sa pamamagitan ng malikhaing pagguhut/ pagpinta**  **\*confidently speak and express his/ her feelings and ideas in words that make sense**  **\*communicate usefulness of animals and practice ways to care for them**  **\*pagmamalaki at kasiyahang makapagkwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad** |
| INDOOR/OUTDOOR | LA: **KP (Kasanayang Gross Motor)**  **LL(Oral Language)**  **KP (Kasanayang Pisikal)**  **KA (Pagpapahalaga sa Sarili)**  **S(Malayang Pagpapahayag)**  **M(Geometry)** | Banana Bread   * KPKGM-00-Ig-3 * KAKPS-00-12 | “The Coconut Nut” by: Ryan Cayabyab   * KPKGM-00-Ia-1 * SKMP-00-9 * SKMP-00-10 | Pass the Egg   * KAKPS-00-19 * MKSC-00-10 * MKSC-00-12 * KPKGM-Ig-3 * KAKPS-00-12 | Fruit Basket Relay   * KAKPS-00-19 * KPKGM-Ig-3 * KAKPS-00-12 | Dramatic Play: Lutu-lutuan   * LLKOL-Ig-3 * SEKPKN-Ig-2 |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*  **\* kanyang kapaligiran at naiuugnay ditto ang angkop na paggalaw ng katawan**  **\*inceasing his/ her conversation skills**  **\*kahalagahan ng pagkakaroon ng masiglang pangangatawan.**  **\*konsepto ng mga sumusunod na batayan upang lubos na mapahalagahan ang sarili.**  **\*pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan.**  **\*objects can be 2- dimensional or 3- dimensional** |
| PS: *Ang bata ay nagpapamalas ng:*  **\***  maayos na galaw at koordinasyon ng mga bahagi ng katawan  \*confidently speaks and express his/ her feelings and ideas in words that make sense  \*tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang- alang sa sarili at sa iba.  \*kakayahang maipahayag ang kasiipan, damdamin, saloobin at imahinasyon sa pamamagitan ng malikhaing pagguhit/ pagpinta.  \*describe and compare 2- dimensional and 3- dimensional objects. |
| Meeting Time 3 |  | The learners talk about the different  sources of food | The learners identify the super food items. | The learners talk about the food items they saw in their visit to the school canteen or the local food store | The learners talk about how to make fruit salad. | The learners talk about how the invited parent prepared food in class. |

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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? |  |