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| **C:\Users\Nhanie\Pictures\deped logo.pngKINDERGARTEN**  **DAILY LESSON LOG** | SCHOOL: | SAN ROQUE 2 ELEMENTARY SCHOOL | TEACHING DATES: | **July 9-13, 2017** |
| TEACHER: | CHERRIE ANN A. DELA CRUZ | WEEK NO**.** | **WEEK 6** |
| **CONTENT FOCUS:** | I have a body and I can do many things with ,y body. | 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 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:  **PNE( Body and Senses)** | **Message:**  **I** My body has different parts.  Question/s: What are the different parts of your body?  Song: Paa, Tuhod, Balikat, Ulo | **Message:**  **I have two hands and each hand has five fingers.**  My hands are connected to my arms and shoulders.  I can clap, write, paint, draw with my hands.  Question/s: How many hands do you have?  How many fingers are there in your left/right hands?  How many fingers do you have in all?  Song: Kanang Kamay | **Message:**  **I have two feet and each foot has five toes. My feet are connected to my legs.**  I can walk, run, hop, jump with my legs and feet.  Question/s: How many feet do you have?  How many toes are there in your left/right foot?  How many toes are there in all?  Song: Hokey Pokey | **Message:**  **My heart, lungs, bones and stomach are inside my body.**  **My heart beats so it can pump blood into the body.**  My lungs help me to breathe. My bones give shape to my body.  My stomach stores the food I eat.  Question/s:  What are the parts that are inside our body?  What part of your body: pumps blood helps you breathe shapes the body stores food  Song: Bone Connections | **Message:**  **The different parts of my body work together.**  Question/s: How do different parts of the body work together?  Song: Everybody Do This |
| 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 able to solve problems encountered within the context of everyday living** |
| LCC: KMKPAar-00-2  KMKPAar-00-3 |
| WORK PERIOD 1 | LA:  **S(Creative Expression)**  **KP (Kalusugang pisikal at pagpapaunlad ng kakayahang motor)**  **PNE(Body and Senses)**  **M(Geometry)**  **LL(Alphabet Knowledge)**  **LL(Vocabulary Perception and Discrimination)** | **(Teacher-Supervised)**:  Balangkas ng Katawan   * KPKFM-00-1.4 * PNEKBS-Id-1   **Independent Activities**   1. Picture Puzzle (body Parts)  * KPKFM-00-1.5 * PNEKBS-Id-1  1. Shape Poster: Square  * KPKFM-00-1.3 * MKSC-00-11 * MKSC-00-1 * MKSC-00-2  1. People Collage :How do they move?  * KPKFM-00-1.3 * PNEKBS-Ic-3 * PNEKPP-00-5  1. Shadow Match  * LLKVPD-Id-1 * MKAT-00-1 | **(Teacher-Supervised)**:  Hand Tracing   * LLKH-00-6 * KPKFM-00-1.3 * KPKFM-00-1.4   **Independent Activities**   1. Picture Puzzle (body Parts)  * KPKFM-00-1.5 * PNEKBS-Id-1  1. Shape Poster: Square  * KPKFM-00-1.3 * MKSC-00-11 * MKSC-00-1 * MKSC-00-2  1. People Collage :How do they move?  * KPKFM-00-1.3 * PNEKBS-Ic-3 * PNEKPP-00-5  1. Shadow Match  * LLKVPD-Id-1   MKAT-00-1 | **(Teacher-Supervised)**:  Foot Print   * SKMP-00-2   **Independent Activities**   1. Picture Puzzle (body Parts)  * KPKFM-00-1.5 * PNEKBS-Id-1  1. Shape Poster: Square  * KPKFM-00-1.3 * MKSC-00-11 * MKSC-00-1 * MKSC-00-2  1. People Collage :How do they move?  * KPKFM-00-1.3 * PNEKBS-Ic-3 * PNEKPP-00-5  1. Shadow Match  * LLKVPD-Id-1   MKAT-00-1 | **(Teacher-Supervised)**:  Body Tracing: What’s inside our body?   * PNEKBS-Id-1 * PNEKBS-Id-2   **Independent Activities**   1. Picture Puzzle (body Parts)  * KPKFM-00-1.5 * PNEKBS-Id-1  1. Shape Poster: Square  * KPKFM-00-1.3 * MKSC-00-11 * MKSC-00-1 * MKSC-00-2  1. People Collage :How do they move?  * KPKFM-00-1.3 * PNEKBS-Ic-3 * PNEKPP-00-5  1. Shadow Match  * LLKVPD-Id-1   MKAT-00-1 | **(Teacher-Supervised)**:  Playdough: My body   * KPKFM-00-1.5 * SKMP-00-6 * PNEKBS-Id-1   **Independent Activities**   1. Picture Puzzle (body Parts)  * KPKFM-00-1.5 * PNEKBS-Id-1  1. Shape Poster: Square  * KPKFM-00-1.3 * MKSC-00-11 * MKSC-00-1 * MKSC-00-2  1. People Collage :How do they move?  * KPKFM-00-1.3 * PNEKBS-Ic-3 * PNEKPP-00-5  1. Shadow Match  * LLKVPD-Id-1   MKAT-00-1 |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*   * **sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag** * **pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan.** * **Letter representation of sounds- that letters as symbols have names and distinct sounds** * **Body parts and their uses** * **Objects can be 2-dimensional or 3- dimensional** * **Similarities and differences in what he/ she can see** |
| PS: *Ang bata ay nagpapamalas ng:*   * **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** * **describe and compare 2- dimensional and 3- dimensional objects** * **perform simple addition and subtraction of up to 10 objects or pictures/ drawings** * **critically observe and make sense of things around him/ her** |
| MEETING TIME 2 | LA: **PNE( Body and Senses)** | What body parts are mentioned in the song  “Paa,Tuhod?” | What can you do with your hands? | What can you do with your feet? | What makes you breathe? What digests the food that you eat? | What is the importance of each part of the body? |
| 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.** |
| 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** |
| STORY | LA: **BPA (Book and Print Awareness)** | Theme: Any age and culturally appropriate story about the body parts | Theme: Any age and culturally appropriate story about the hands | Theme: Any age and culturally appropriate story about the feet | Theme: Any age and culturally appropriate story about the parts inside the body | Theme: Any age and culturally appropriate story about the parts of the body and their function |
| 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)**  **M(Measurement)**  **PNE( Body and the Senses)** | **Teacher- Supervised Activity** Self- Portrait   * KPKFM-00-1.4 * MKSC-00-11 * PNEKBS-Ic-4   **Independent Activities**  1. Number book   * MKC-00-7 * MKC-00-3  1. Counting Fingers (addition)  * MKAT-00-26 * MKAT-00-3 * MKAT-00-8  1. Hand Game  * MKAT-00-3 * MKAT-00-8 * MKSC-00-23  1. Body Cover All  * MKAT-00-1 | **Teacher- Supervised Activity**  Counting body parts   * PNEKBS-Id-1 * MKSC-00-7   **Independent Activities**  1. Number book   * MKC-00-7 * MKC-00-3  1. Counting Fingers (addition)  * MKAT-00-26 * MKAT-00-3 * MKAT-00-8  1. Hand Game  * MKAT-00-3 * MKAT-00-8 * MKSC-00-23  1. Body Cover All  * MKAT-00-1 | **Teacher- Supervised Activity**  Measuring Feet   * MKME-00-1 * KPKFM-00-1.4   **Independent Activities**  1. Number book   * MKC-00-7 * MKC-00-3  1. Counting Fingers (addition)  * MKAT-00-26 * MKAT-00-3 * MKAT-00-8  1. Hand Game  * MKAT-00-3 * MKAT-00-8 * MKSC-00-23  1. Body Cover All  * MKAT-00-1 | **Teacher- Supervised Activity**  Lungs and Heart   * MKSC-00-11   **Independent Activities**  1. Number book   * MKC-00-7 * MKC-00-3  1. Counting Fingers (addition)  * MKAT-00-26 * MKAT-00-3 * MKAT-00-8  1. Hand Game  * MKAT-00-3 * MKAT-00-8 * MKSC-00-23  1. Body Cover All  * MKAT-00-1 | **Teacher- Supervised Activity**  Moving Puppet   * PNEKBS-Id-1   **Independent Independent Activities**  1. Number book   * MKC-00-7 * MKC-00-3  1. Counting Fingers (addition)  * MKAT-00-26 * MKAT-00-3 * MKAT-00-8  1. Hand Game  * MKAT-00-3 * MKAT-00-8 * MKSC-00-23  1. Body Cover All  * MKAT-00-1 |
| 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** |
| 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** |
| INDOOR/OUTDOOR | LA: **KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)**  **PNE( Body and the Senses)** | Nose Nose   * PNEKBS-Id-1 | Unstructured Free Play | Ankle Walk  \_\_\_\_\_\_.”   * KPKGM- IE-2 * PNEKBS-Ic-3 | Unstructured Free Play | Partners   * KAKPAS-00-19 * KPKPF- 00-1 * KPKGM- Ig-3 |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*  **\* kanyang kapaligiran at naiuugnay ditto ang angkop na paggalaw ng katawan**  **\*body parts and their uses** |
| PS: *Ang bata ay nagpapamalas ng:*  **\***  maayos na galaw at koordinasyon ng mga bahagi ng katawan  **\*take care of oneself and the environment and able to solve problems encountered within the context of everyday living** |
| Meeting Time 3 |  | Learners identify their body parts. | Learners count the fingers of their hands. | Learners count their toes. | Learners describe the function of their heart, bones, lungs and stomach. | Learners describe how the different body parts work together. |

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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? |  |