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| **C:\Users\Nhanie\Pictures\deped logo.pngKINDERGARTEN****DAILY LESSON LOG** | SCHOOL: | BALAYBUAYA ELEMENTARY SCHOOL | TEACHING DATES:  | **July 16- 20, 2017** |
| TEACHER: | MS. NERISSA G. LAVARIAS | WEEK NO**.**  | **WEEK 7** |
| **CONTENT FOCUS:**  | I can see and hear. | 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-13****KAKPS-00-14****KAKPS-OO-15** |
| MEETING TIME 1 | LA: **SE** **(Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)****PNE( Body and Senses)** | **Message:****I have a face. My face has different parts. Each part has its use.**.Question/s:  Tula: Ang Aking MukhaLet the learners touch their own face or look in the mirror.What can you find in your face?What can each part of the face do? | **Message:** **I have two eyes.****I see with my eyes.****I can see different colors and shapes with my eyes.**Question/s: Song: Little EyesLet the learners talk about the things they see around. | **Message:****I can take care of my eyes.**Question/s: What causes poor eyesight?How will you take care of your eyes?Talk about simple care for the eyes such as: do not sit too close to the TV or holding a book too close to your eyes, do not spend too much time on the screen, do not rub eyes, etc.This can be aided through the help of pictures and through the learners’ experiences. | **Message:****I have two ears. I can hear with my ears.****I can hear different sounds with my ears.**Question/s:Tula: PandinigWhat sounds can we hear?What are the different sounds thatwe hear every day? Do you hear any sound today?How do we hear the sounds around us?Ask the children to mimicthe sounds that they are hearing | **Message:****I can take care of my ears.**Question/s: How will you take care of your ears?Instruct the learners to cover their ears. Let them talk about their experiences when theydo not hear anything. Talk about simple care for the ears such as: avoid placing small objects inside the ears; avoid loud sounds, lower volume of TV/ radio, etc. This can be aided through the help of pictures and through the learners’ experiences |
| 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 sarling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.**
* **Take care of oneself and able to solve problems encountered within the context of everyday living**
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| WORK PERIOD 1 | LA: **SE (Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)****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)**:Face- OffPoem: Ang Aking Mukha* PNEKBS-Id-1
* PNEKBS-Id-2
* PNEKBS-Ic-4
* LLKVPD-00-3
* LLKVPD-00-5

**Independent Activities**1. Playdough Faces
* KPKFM-00-1.5
* PNEKBS-Ic-4
* SKMP-00-6
1. Binoculars
* SKMP-00-2
* SKMP-00-8
1. Kitchen Band
* LLKAPD-Ie-1
* LLKAPD-Ie-2
* LLKAPD-Id-4
* LLKAPD-Ie-5
1. Echoing Sound
* LLKAPD-Id-4
* LLKAPD-Id-6
 |  **(Teacher-Supervised)**:Eye Book* SKPK-00-1
* PNEKBS-Ic-5

**Independent Activities**1. Playdough Faces
* KPKFM-00-1.5
* PNEKBS-Ic-4
* SKMP-00-6
1. Binoculars
* SKMP-00-2
* SKMP-00-8
1. Kitchen Band
* LLKAPD-Ie-1
* LLKAPD-Ie-2
* LLKAPD-Id-4
* LLKAPD-Ie-5
1. Echoing Sound
* LLKAPD-Id-4

LLKAPD-Id-6 |  **(Teacher-Supervised)**:Eye Check Chart* PNEKBS-Ii-8
* PNEKBS-Ii-9
* LLKH-00-3

**Independent Activities**1. Playdough Faces
* KPKFM-00-1.5
* PNEKBS-Ic-4
* SKMP-00-6
1. Binoculars
* SKMP-00-2
* SKMP-00-8
1. Kitchen Band
* LLKAPD-Ie-1
* LLKAPD-Ie-2
* LLKAPD-Id-4
* LLKAPD-Ie-5
1. Echoing Sound
* LLKAPD-Id-4

LLKAPD-Id-6 |  **(Teacher-Supervised)**:Poster Making: Sounds we Hear* LLKAPD-Ie-1

**Independent Activities**1. Playdough Faces
* KPKFM-00-1.5
* PNEKBS-Ic-4
* SKMP-00-6
1. Binoculars
* SKMP-00-2
* SKMP-00-8
1. Kitchen Band
* LLKAPD-Ie-1
* LLKAPD-Ie-2
* LLKAPD-Id-4
* LLKAPD-Ie-5
1. Echoing Sound
* LLKAPD-Id-4

LLKAPD-Id-6 |  **(Teacher-Supervised)**:Find Me* LLKAPD-Ie-2
* LLKAPD-Ie-3
* LLKAPD-Id-4

**Independent Activities**1. Playdough Faces
* KPKFM-00-1.5
* PNEKBS-Ic-4
* SKMP-00-6
1. Binoculars
* SKMP-00-2
* SKMP-00-8
1. Kitchen Band
* LLKAPD-Ie-1
* LLKAPD-Ie-2
* LLKAPD-Id-4
* LLKAPD-Ie-5
1. Echoing Sound
* LLKAPD-Id-4

LLKAPD-Id-6 |
| 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)** | The teacher demonstrates how to wash the face properly | Tula: MataTalk about the uses of the eyes in the poem | Ask questions that will lead the learners to see the importanceof their eyes in performing their activitiesat home and in school and how they can take care of their eyes. | Play a fast tune and a slow one.How do you know when to dance slow or fast?What part of your body helps you respondto the music played? | Sing songs using the kitchen utensils asaccompaniment |
| 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.** |
| 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** |
| 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 about one’s face | Theme: Any age and culturally appropriate story about the eyes | Theme: Any age and culturally appropriate story about how to take care of one’s eyes | Theme: Any age and culturally appropriate story about ears | Theme: Any age and culturally appropriate story about different sounds |
| 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)****LL(Auditory Perception and Discrimination)** | **Teacher- Supervised Activity** Shape Hunt* MKSC-00-1
* MKSC-00-2
* MKSC-00-3

**Independent Activities**1. Same or Different Sounds* LLKAPD-Ie-1
* LLKAPD-Ie-5
1. Spin the Bottle
* MKC-00-7
* LLKVPD-Id-1
1. Color Memo Game
* MKAT-00-1
1. Shape Lacing: Traingle
* MKSC-00-4
* MKSC-00-1
* MKSC-00-2
 | **Teacher- Supervised Activity** Color Hunt* MKSC-00-5
* MKSC-00-6

**Independent Activities**1. Same or Different Sounds* LLKAPD-Ie-1
* LLKAPD-Ie-5
1. Spin the Bottle
* MKC-00-7
* LLKVPD-Id-1
1. Color Memo Game
* MKAT-00-1
1. Shape Lacing: Traingle
* MKSC-00-4
* MKSC-00-1
* MKSC-00-2
 | **Teacher- Supervised Activity**Pairs of Eyes* MKC-00-7
* MKAT-00-1
* LLKVPD-Id-1

**Independent Activities**1. Same or Different Sounds* LLKAPD-Ie-1
* LLKAPD-Ie-5
1. Spin the Bottle
* MKC-00-7
* LLKVPD-Id-1
1. Color Memo Game
* MKAT-00-1
1. Shape Lacing: Traingle
* MKSC-00-4
* MKSC-00-1
* MKSC-00-2
 | **Teacher- Supervised Activity**  Number Book of Pairs* MKC-00-7
* PNEKBS-Id-1
* LLKVPD-Id-1

**Independent Activities**1. Same or Different Sounds
* LLKAPD-Ie-1
* LLKAPD-Ie-5
1. Spin the Bottle
* MKC-00-7
* LLKVPD-Id-1
1. Color Memo Game
* MKAT-00-1
1. Shape Lacing: Traingle
* MKSC-00-4
* MKSC-00-1
* MKSC-00-2
 | **Teacher- Supervised Activity** Addition and Subtraction Stories* MKAT-00-11

**Independent Independent Activities**1. Same or Different Sounds
* LLKAPD-Ie-1
* LLKAPD-Ie-5
1. Spin the Bottle
* MKC-00-7
* LLKVPD-Id-1
1. Color Memo Game
* MKAT-00-1
1. Shape Lacing: Traingle
* MKSC-00-4
* MKSC-00-1
* MKSC-00-2
 |
| 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****\*similarities and differences in what he/ she can see** |
| 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****\*critically observe and make sense of things around him/ her** |
| INDOOR/OUTDOOR | LA: **KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)****PNE( Body and the Senses** | Pin the Nose* PNEKBS-Ic-3
 | Unstructured Free Play | Let See\_\_\_\_\_\_.”* PNEKBS-Id-2
* PNEKBS-Ic-5
* PNEKBS-Ii-8
 | Unstructured Free Play | Blindfolded Game* LLKAPD-Ie-1
 |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:***\* kanyang kapaligiran at naiuugnay ditto ang angkop na paggalaw ng katawan****\*body 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 solveproblems encountered within the context of everyday living |
| Meeting Time 3 |  | Learners identify their face and the use of each part.. | Learners give the function and importance of their eyes. | Learners share how they take care of their eyes. | Learners give the function and importance of their ears. | Learners share how they take care of their ears. |

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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?
 |  |