



**KINDERGARTEN
DAILY LESSON LOG**

SCHOOL:		TEACHING DATES:	
TEACHER:		WEEK NO.	21
CONTENT FOCUS:	Ang mga miyembro ng pamilya ay maaring magkakatulad o magkakaiba .		QUARTER: THIRD

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: LLC (Language, Literacy and Communication)	Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i>	Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i>	Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i>	Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i>	Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i>
	CS: <i>The child demonstrates an understanding of:</i> ● kahalagahan ng pagkakaroon ng masiglang pangangatawan ● kanyang kapaligiran at naiugnay dito ang angkop na paggalaw ng katawan ● increasing his/her conversation skills ● paggalang					
	PS: <i>The child shall be able to:</i> ● sapat na lakas na magagamit sas pagsali sa mga pang-araw-araw na gawain ● maayos na galaw at koordinasyon ng mga bahagi ng katawan ● confidently speaks and expresses his/her feelings and ideas in words that makes sense					
	LCC: KPKPF-Ia-2, KPKGM-Ia-1 KPKGM-Ie-2, KPKGM-Ig-3 LLKVPD-Ia-13 KAKPS-00-14 KAKPS-00-15					
MEETING TIME 1	LA:(SE)PAGPAPAUNLAD SA KAKAYAHANG SOSYO-EMOSYUNAL	Mensahe: Ang mga miyembro ng pamilya	Mensahe: Ang mga miyembro ng pamilya ay	Mensahe: Ang isang pamilya ay maaring may	Mensahe: Ang isang pamilya ay maaring	Mensahe: Ang ibang miyembro ng pamilya ay
	CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i> ● konsepto ng pamilya, paaralan at komunidad bilang kasapi nito					
	PS: <i>Ang bata ay nagpapamalas ng:</i>					

	pagmamalaki at kasiyahang makapagkwento ng sarling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.	ay maaring lalaki o babae. Ang iba ay matanda at ang iba naman ay bata.	maaaring magkamukha at mayroon namang magkaiba.	magkakapareh ong gusto at maaari ding magkakaiba sa ibang bagay na gagawin.	magkasundo at hindi sa mga gawain. Maaaring gusto ng isa subalit ayaw ng iba.	may magkatulad na pangalan. Ang iba naman ay magkakaiba.
	LCC: KMKPAra-00-1 to 5 KMKPKom-00-2 to 5	Tanong: Ilang miyembro ng inyong pamilya ay lalaki? Ilang naman ang babae? Ilan naman ang matanda?	Tanong: Sino ang kamukha mo sa iyong pamilya?	Tanong: Ano-ano ang mga gawaing sinasaliha ng iyong pamilya na magkakasama?	Tanong: Ano ang mga laro ng mga kapatid mo? Nagugustuhan mo ba ang mga laro nila?	Tanong: Sino sa inyo ang may kapangalan sa ibang kasapi ng pamilya?
WORK PERIOD 1	LA: SE (Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)	Pamamatnubay ng Guro: (Teacher-Supervised):	Pamamatnubay ng Guro: (Teacher-Supervised):	Pamamatnubay ng Guro: (Teacher-Supervised):	Pamamatnubay ng Guro: (Teacher-Supervised):	Pamamatnubay ng Guro: (Teacher-Supervised):
	KP (Kalusugang pisikal at pagpapaunlad ng kakayahang motor) CS: Ang bata ay nagkakaroon ng pag-unawa sa: - konsepto ng pamilya, paaralan at komunidad bilang kasapi nito - sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag - pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan.	Grap: Ilan ang babae at lalaki sa inyong pamilya? KMKPPam-00-3 MKSC-00-6	Target Letter: Oo LLKAK-Ih-3	Target Letter: Oo LLKAK-Ih-3	Isulat Natin: Letter Oo LLKAK-Ih-3 LLKH-00-3	Isulat Natin: Letter Oo LLKAK-Ih-3 LLKH-00-3
	PS: Ang bata ay nagpapamalas ng: - pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad - kakayahang gamitin ang kamay at daliri - kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyob sa pamamagitan ng malikhaing pagguhit/pagpinta	Malayang Paggawa: (Mungkahing Gawain) Family Portraits-Family activities KMKPPam-00-6 LLKV-00-6	Malayang Paggawa: (Mungkahing Gawain) Family Portraits-Family activities KMKPPam-00-6 LLKV-00-6	Malayang Paggawa: (Mungkahing Gawain) Family Portraits-Family activities KMKPPam-00-6 LLKV-00-6	Malayang Paggawa: (Mungkahing Gawain) Family Portraits-Family activities KMKPPam-00-6 LLKV-00-6	Malayang Paggawa: (Mungkahing Gawain) Family Portraits-Family activities KMKPPam-00-6 LLKV-00-6
		Pagsasadula: Bahay-bahayan KMKPPam-00-6	Pagsasadula: Bahay-bahayan KMKPPam-00-6	Pagsasadula: Bahay-bahayan KMKPPam-00-6	Pagsasadula: Bahay-bahayan	Pagsasadula: Bahay-bahayan

	LCC: KAKPS-00-1-3 KPKFM-00-1.5 KPKFM-00-1.6 SKMP-00-6 SKMP-00-7 KMKPara-00-2 LKPA-Ig-1	Pagsasadula: Bahay-bahayan KMKPPam-00-6 SEKPSE-If-2 Playdough: People in my family KPKFM-00-1.6 KMKPPam-00-2 Letter Collage: Oo LLKAK-Ih-3 KPKFM-00-1.3 Letter Mosaic: Oo LLKAK-Ih-3 KPKFM-00-1.3	SEKPSE-If-2 Playdough: People in my family KPKFM-00-1.6 KMKPPam-00-2 Letter Collage: Oo LLKAK-Ih-3 KPKFM-00-1.3 Letter Mosaic: Oo LLKAK-Ih-3 KPKFM-00-1.3	SEKPSE-If-2 Playdough: People in my family KPKFM-00-1.6 KMKPPam-00-2 Letter Collage: Oo LLKAK-Ih-3 KPKFM-00-1.3 Letter Mosaic: Oo LLKAK-Ih-3 KPKFM-00-1.3	KMKPPam-00-6 SEKPSE-If-2 Playdough: People in my family KPKFM-00-1.6 KMKPPam-00-2 Letter Collage: Oo LLKAK-Ih-3 KPKFM-00-1.3 Letter Mosaic: Oo LLKAK-Ih-3 KPKFM-00-1.3	KMKPPam-00-6 SEKPSE-If-2 Playdough: People in my family KPKFM-00-1.6 KMKPPam-00-2 Letter Collage: Oo LLKAK-Ih-3 KPKFM-00-1.3 Letter Mosaic: Oo LLKAK-Ih-3 KPKFM-00-1.3
MEETING TIME 2	LA: SE(Pagpapaunlad sa Kakayahang Sosyo-Emosyunal) CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i> ● sariling ugali at damdamin ● increase his/her conversation skills ● letter representation of sounds – that letters as symbols have names and distinct sounds PS: <i>Ang bata ay nagpapamalas ng:</i> ● kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain ● confidently speaks and expresses his/her feelings and ideas in words that make sense. ● identify the letter names and sounds LCC: LLKOL-00-5 LLKOL-1a-2 LLKAK-Ih-7	Mensahe: Inaanyayahan ang mga bata na tingnan ang tsart ng pamilya. Pagusapan kung ilan ang bumubuo sa pamilya. Tanong: Sino sa inyo ang maymaraming babaeng kasapi	Gawain: Phonemic Awareness Activities	Anyayahan ang mga bata na ipakita ang kanilang larawan ng pamilya sa klase.	Pakikinig sa Huling Tunog	Gawain: Awit: Brother, Sister, Help Me Do- PEHT p. 162 with my family

		sapamilya? Lalake? Pantay ba angbilang ng lalake at babae?				
SUPERVISED RECESS	LA: PKK Pangangalaga sa Sariling Kalusugan at Kaligtasan	SNACK TIME				
	CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i> * kakayahang pangalagaan ang sariling kalusugan at kaligtasan					
	PS: <i>Ang bata ay nagpapamalas ng:</i> * 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					
NAP TIME						
STORY	LA: BPA (Book and Print Awareness)	Kwento: The Family-Teenage rs	Kwento: Big World, Small World	Kuwento: Chenelyn! Chenelyn!	Kuwento: Milly, Molly and Heidi Untidy	Kwento: Papa’s House, Mama’s House
	CS: <i>The child demonstrates an understanding of:</i> 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: <i>The child shall be able to:</i> 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 (Mathematics)	Pamamatnubay ng Guro: NumberStation (quanities of 7; using toothpicks) MKC-00-4	Pamamatnubay ng Guro: Who has more? (quantities of 7) Comparing Quantities MKC-00-8	Pamamatnubay ng Guro: Hand Game (concrete; quantities of 7) MKC-00-26 MKAT-00-4 MKAT-00-8	Pamamatnubay ng Guro: Number Books MKC-00-2	Pamamatnubay ng Guro: Shape Patterns MKSC-00-19
	CS: CS: <i>The child demonstrates an understanding of:</i> * 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 *concepts of size, length, weight, time, and money					

	PS: <i>The child shall be able to:</i> * manipulate objects based on properties or attributes * use arbitrary measuring tools/means to determine size, length, weight of things around him/her.	Malayang Paggawa: (Mungkahing Gawain)	Malayang Paggawa: (Mungkahing Gawain)	Malayang Paggawa: (Mungkahing Gawain)	Malayang Paggawa: (Mungkahing Gawain)	Malayang Paggawa: (Mungkahing Gawain)
	LCC: MKSC- 00-4 MKME -00-1 MKC-00-2 TO 6 MKAT-00-1	Playdough Numerals (0-7) KPKFM-00-1.5 Mixed Up Numbers (0-7) MKC-00-4 It's a Match MKC-00-3 to 4 Number Concentration (0-7) MKC-00-2 and 4 Number Call-out (0-7) MKSC-00-2 and 4	Playdough Numerals (0-7) KPKFM-00-1.5 Mixed Up Numbers (0-7) MKC-00-4 It's a Match MKC-00-3 to 4 Number Concentration (0-7) MKC-00-2 and 4 Number Call-out (0-7) MKSC-00-2 and 4	Playdough Numerals (0-7) KPKFM-00-1.5 Mixed Up Numbers (0-7) MKC-00-4 It's a Match MKC-00-3 to 4 Number Concentration (0-7) MKC-00-2 and 4 Number Call-out (0-7) MKSC-00-2 and 4	Playdough Numerals (0-7) KPKFM-00-1.5 Mixed Up Numbers (0-7) MKC-00-4 It's a Match MKC-00-3 to 4 Number Concentration (0-7) MKC-00-2 and 4 Number Call-out (0-7) MKSC-00-2 and 4	Playdough Numerals (0-7) KPKFM-00-1.5 Mixed Up Numbers (0-7) MKC-00-4 It's a Match MKC-00-3 to 4 Number Concentration (0-7) MKC-00-2 and 4 Number Call-out (0-7) MKSC-00-2 and 4
INDOOR/OUTDOOR	LA: KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)	Movement Counting MKSC-00-12 KPKGM-Ie-2	House to rent KAKPS-00-19	Body Letters LLKAK-Ih-3	People Counting Games (7) KAKPS-00-19 MKSC-00-2	Count and Turn KAKPS-00-19 MKSC-00-2
	CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i>					
	* kanyang kapaligiran at naiuugnay dito ang angkop na paggalaw ng katawan PS: <i>Ang bata ay nagpapamalas ng:</i> * maayos na galaw at koordinasyon ng mga bahagi ng katawan					

	LCC: KPKGM-Ia-1 to 3					
MEETING TIME 3	DISMISSAL ROUTINE					

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.
A. No. of learners who earned 80% in 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 worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	