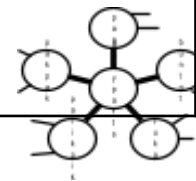
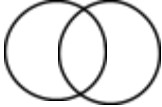
 KINDERGARTEN DAILY LESSON LOG	SCHOOL:		TEACHING DATES:	
	TEACHER:		WEEK NO.	27
	CONTENT FOCUS:	Maraming iba't ibang uri ng hayop.	QUARTER:	THIRD

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	<p>LA: LL (Language, Literacy and Communication) SE (Pagpapaunlad sa Kakayahang Sosyo-Emosyunal) KA (Kagandahang-Asal) KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)-Kasanayang “Gross Motor” (GM) M (Mathematics)- Number and Number Sense (NNS) Measurement (ME) SINING-Malikhaing Pagpapahayag (Creative Expression) PNE (Understanding the physical and natural environment)-Earth Science:Environment and the Weather (E)</p> <hr/> <p>CS: <i>The child demonstrates an understanding of:</i></p> <ul style="list-style-type: none"> ● increasing his/her conversation skills ● sariling ugali at damdamin ● konsepto ng mga sumusunod na batayan upang lubos na mapahalagan ang sarili <p>aggalang</p> <ul style="list-style-type: none"> ● kanyang kapaligiran at naiuugnay ditto ang angkop na paggalaw ng katawan ● the sense of quantity and numeral relations ● concept of size, length, weight, time, and money ● pagpapahayag ng kaisipan at imahinasyon sa malikhaing at malayang pamamaraan ● different types of weather and changes that occur in the environment 	<p>Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i></p>	<p>Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i></p>	<p>Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i></p>	<p>Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i></p>	<p>Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i></p>

	<p>PS: <i>The child shall be able to:</i></p> <ul style="list-style-type: none"> ● confidently speaks and expresses his/her feelings and ideas in words that makes sense ● kakayahang maipahayag ang kaisipan, damdamin, saloobin, at imahinasyon sa pamamagitan ng pagsasayaw ● tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang-alang sa sarili at sa iba ● maayos na galaw at koordinasyon ng mga bahagi ng katawan ● perform rote counting, recognize and identify numerals ● tell the number of days in a week and the names of the days in a week ● talk about the different kinds of weather 					
<p>MEETING TIME 1</p>	<p>LA: PNE (Understanding the physical and natural environment) A (Life Science Animals) LL(Language, Literacy and Communication) M (Mathematics)- Number and Number Sense (NNS)</p> <p>CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i></p> <ul style="list-style-type: none"> ● characteristics and needs of animals and how they grow ● konsepto ng komunidad bilang kasapi nito ● the sense and quantity and numeral relations <p>PS: <i>Ang bata ay nagpapamalas ng:</i></p> <ul style="list-style-type: none"> ● communicate the usefulness of animals and practice ways to care for them ● pagmamalaki <p>kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng komunidad</p>	<p>Mensahe:Iba'ti ba ang uri ng mga hayop.May mga hayop na nakatira sa lupa. Tanong: :Saan nakatira ang ibang mga hayop?</p>	<p>Mensahe : May mga hayop na nakatira sa tubig. May mga nakatira sa ilog at sapa o tubig tabang. Mayroon din sa tubig-alat o sa mga dagat at karagatan. May mga hayop din na maaring mabuhay sa tubig at lupa Tanong: Ano-anong</p>	<p>Ang mga hayop ay may iba't ibang bahagi ng katawan. May mga hayop na may espesyal na bahagi ng katawan. Ang mga bahaging ito ay makakatulong sa mga hayop sa iba't ibang paraan</p>	<p>Mensahe: Ang mga hayop ay magkakaiba ng dami ng paa.. ⇒ May mga hayop na 2 ang paa. ⇒ May mga hayop na 4 ang paa.. ⇒ May mga hayop na walang paa. Tanong Ang mga hayop ba ay may pareparehong</p>	<p>Mensahe:Ang mga hayop ay may iba't ibang balot sa katawan na nakakatulong upang sila ay maprotektahan . Note: Magdrowing ng habi ng iba'tibang panakip katawan ng mga hayop.Isulat</p>



	<ul style="list-style-type: none"> perform rote counting, recognize and identify numerals <p>LCC: PNEKA-Ie-1 PNEKA-IIIh-2 PNEKA-IIIi-4 LLKOL-00-10 MKC-00-8</p>		<p>mga hayop ang nakatira sa tubig?Ano namang mga hayop ang maaaring mabuhay sa lupa at sa tubig? Maaring mabuhay sa lupa at tubig?</p>  <p>Maaring mabuhay sa lupa at tubig Nakatira satubig nakatira sa lupa</p>		<p>bilang ng mga paa?</p>	<p>ang mga sagot ng mga bata habang pinag-uusapan ang mga panakip katawan ng mga hayop. Ang habi ng hibla ng panakip katawan ng hayop ay depende sa mapag-uusapan ng klase.</p>
<p>WORK PERIOD 1</p>	<p>LA: PNE (Understanding the physical and natural environment) SINING –Malikhaing Pagpapahayag (Creative Expression) M (Mathematics)- Number and Number Sense (NNS) Logic (L) SE (Pagpapaunlad sa Kakayahang Sosyo-Emosyunal) KA (Kagandahang-Asal) KP (Kalusugang pisikal at pagpapaunlad ng kakayahang motor)-Kasanayang “Fine Motor” (FM) LL (Language, Literacy and Communication)</p> <p>CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i></p> <ul style="list-style-type: none"> characteristics and needs of animals and how they grow kahalagahan at kagandahan ng kapaligiran 	<p>Pamamatnubay ng Guro: Poster: Mga Hayop na nabubuhay sa Lupa. PNEKA-Ie-1 PNEKA-IIIi-4</p> <p>Malayang Paggawa: (Mungkahing Gawain) 1. Hand Antler Headbands KPKFM-00-1.3</p>	<p>Pamamatnubay ng Guro: Poster: ng Hayop sa ating pamayanan SKMP-00-2 PNEKA-Ie-1 PNEKA-IIIi-4</p> <p>Malayang Paggawa: (Mungkahing Gawain) 1. Hand Antler Headbands KPKFM-00-1.3</p>	<p>Pamamatnubay ng Guro: Tsart: Ilan ang paa ng mga hayop? MKC-00-8 PNEKA-IIIi-4 PNEKA-Ie-1</p> <p>Malayang Paggawa: (Mungkahing Gawain) 1. Hand Antler Headbands KPKFM-00-1.3</p>	<p>Pamamatnubay ng Guro: Tayo ay sumulat ng titik Vv LLKH-00-6 LLKH-00-3 to 4</p> <p>Tsart ng Animal Body Covering PNEKA-IIIi-4 PNEKA-Ie-1</p> <p>Malayang Paggawa:</p>	<p>Pamamatnubay ng Guro: Fish Mobile SKMP-00-2 SKMP-00-5 KPKFM-00-1.3 KPKFM-00-1.4 Malayang Paggawa: (Mungkahing Gawain) 1. Hand Antler Headbands KPKFM-00-1.3 SKMP-00-2</p>

	<ul style="list-style-type: none"> pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan konsepto ng mga sumusunod na batayan upang lubos na mapahalagahan ang sarili sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag letter representation of sounds- that letters as symbols have names and distinct sounds 	SKMP-00-2 2. Animal Match (picture-word) PNEKA-Ie-1 MKAT-00-1 3.CVC Memory Game LLKVPD-00-6 LLKVPD-Ie-4 KAKPS-00-5 KAKPS-00-12	SKMP-00-2 2. Animal Match (picture-word) PNEKA-Ie-1 MKAT-00-1 3.CVC Memory Game LLKVPD-00-6 LLKVPD-Ie-4 KAKPS-00-5 KAKPS-00-12	SKMP-00-2 2. Animal Match (picture-word) PNEKA-Ie-1 MKAT-00-1 3.CVC Memory Game LLKVPD-00-6 LLKVPD-Ie-4 KAKPS-00-5 KAKPS-00-12	(Mungkahing Gawain) 1. Hand Antler Headbands KPKFM-00-1.3 SKMP-00-2 2. Animal Match (picture-word) PNEKA-Ie-1 MKAT-00-1 3.CVC Memory Game LLKVPD-00-6 LLKVPD-Ie-4 KAKPS-00-5 KAKPS-00-12	2. Animal Match (picture-word) PNEKA-Ie-1 MKAT-00-1 3.CVC Memory Game LLKVPD-00-6 LLKVPD-Ie-4 KAKPS-00-5 KAKPS-00-12 4.Letter Collage-Vv LLKAK-Ih-3 KPKFM-00-1.3 SKMP-00-7 KAKPS-00-5
	<p>PS: <i>Ang bata ay nagpapamalas ng:</i></p> <ul style="list-style-type: none"> kakayahang gamitin ang kamay at daliri kakayahang magmasid at magpahalaga sa ganda ng kapaligiran kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyon sa pamamagitan ng malikhaing pagguhit/pagpinta identify the letter names and sounds 	4.Letter Collage-Vv LLKAK-Ih-3 KPKFM-00-1.3 SKMP-00-7 KAKPS-00-5	4.Letter Collage-Vv LLKAK-Ih-3 KPKFM-00-1.3 SKMP-00-7 KAKPS-00-5	4.Letter Collage-Vv LLKAK-Ih-3 KPKFM-00-1.3 SKMP-00-7 KAKPS-00-5	4.Letter Collage-Vv LLKAK-Ih-3 KPKFM-00-1.3 SKMP-00-7 KAKPS-00-5	4.Letter Collage-Vv LLKAK-Ih-3 KPKFM-00-1.3 SKMP-00-7 KAKPS-00-5
	<p>LCC: SKMP-00-2 SKPK-00-1 KMKPKom-00-5 KAKPS-00-5 KAKPS-00-19 MKSC-00-5 KPKFM-00-1.3 KPKFM-00-1.4 KPKFM-00-1.5</p>	<ul style="list-style-type: none"> Make me an animal KPKFM-00-1.5 SKMP-00-6 	<ul style="list-style-type: none"> Make me an animal KPKFM-00-1.5 SKMP-00-6 	<ul style="list-style-type: none"> Make me an animal KPKFM-00-1.5 SKMP-00-6 	<ul style="list-style-type: none"> Make me an animal KPKFM-00-1.5 SKMP-00-6 	<ul style="list-style-type: none"> Make me an animal KPKFM-00-1.5 SKMP-00-6
MEETING TIME 2	<p>LA: SE(Pagpapaunlad sa Kakayahang Sosyo-Emosyunal) PNE (Understanding the physical and natural environment) A (Life Science Animals) M (Mathematics)- Number and Number Sense (NNS)</p>	Gawain: Bugtungan: Mga Hayop sa Paligid (Mga hayop na nakatira sa	Gawain Bugtungan: Mga Hayop sa Paligid (Animal live in land) Break the Code	Magpakita ng tsart ng Uri ng mga hayop. Tanong: May mga hayop ba na tatlo (3) ang	Sound it Out	Snap and Clap (9)

	<p>LCC (Language, Literacy and Communication)</p> <p>CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i></p> <ul style="list-style-type: none"> •sariling ugali at damdamin •konsepto ng komunidad bilang kasapi nito • characteristics and needs of animals and how they grow • the sense and quantity and numeral relations <p>PS: <i>Ang bata ay nagpapamalas ng:</i></p> <ul style="list-style-type: none"> •kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain •pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng komunidad • communicate the usefulness of animals and practice ways to care for them • perform rote counting and count with one-to-one correspondence <p>LCC: PNEKA-Ie-1, PNEKA-IIIh-2 PNEKA-IIIi-4, LLKOL-Ia-2 SEKPSE-If-2 MKSC-00-12, MKC-00-7</p>	lupa) Bumilang at ulitin (9)		paa? Gawain: Tumayo at Maupo (9)		
SUPERVISED RECESS	<p>LA: PKK Pangangalaga sa Sariling Kalusugan at Kaligtasan KA (Kagandahang-Asal) SE(Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)</p> <p>CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i></p> <p>konsepto ng mga</p> <ul style="list-style-type: none"> • kakayahang pangalagaan ang sariling kalusugan at kaligtasan • konsepto ng mga sumusunod na batayan upang lubos na mapahalagahan ang sarili <p>-paggalang</p> <ul style="list-style-type: none"> • sariling ugali at damdamin <p>PS:<i>Ang bata ay nagpapamalas ng:</i></p> <ul style="list-style-type: none"> • pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan 	SNACK TIME				

	<ul style="list-style-type: none"> • tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang-alang sa sarili at sa iba • kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain 					
	LCC: KPKPKK-Ih-1 KAKPS-00-14 SEKPSE-Ie-5					
NAP TIME						
STORY	LA: BPA (Book and Print Awareness)	Kuwento: Miss Moo Goes to the Zoo	Kuwento: Sa Ilalim ng Dagat	Kuwento: Si Langgam at si Tipaklong	Kuwento: Ang Isang Mayang Uhaw	Kuwento: Si Pilandok at ang Buwaya
	CS: <i>The child demonstrates an understanding of:</i> <ul style="list-style-type: none"> • book familiarity, awareness that there is a story to read with a beginning and an ending, written by author(s), and illustrated by someone 					
	PS: <i>The child shall be able to:</i> e 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) Number and Number Sense (NNS) Logic (L) KP (Kalusugang pisikal at pagpapaunlad ng kakayahang motor)-Kasanayang “Fine Motor” (FM)	Pamamatnubay ng Guro: Number Stations (napapakita ng 9; gamit ang toothpicks o squares) MKSC-00-23 KPKFM-00-1.6 Malayang Paggawa: (Mungkahing Gawain)	Pamamatnubay ng Guro: Sino ang may mas marami? (nagpapakita ng 9) MKC-00-7 MKC-00-8 Malayang Paggawa: (Mungkahing Gawain) 1.Paglalaro ng “Table Blocks”	Pamamatnubay ng Guro: Hand game (up to quantities of 9) MKAT-00-26 MKAT-00-3 MKAT-00-8-10 Malayang Paggawa: (Mungkahing Gawain) 1.Paglalaro ng “Table Blocks”	Pamamatnubay ng Guro: Hand game (up to quantities of 9) MKAT-00-26 MKAT-00-3 MKAT-00-8-10 Malayang Paggawa: (Mungkahing Gawain) 1.Paglalaro ng “Table Blocks”	Pamamatnubay ng Guro: Hand game (up to quantities of 9) MKAT-00-26 MKAT-00-3 MKAT-00-8-10 Malayang Paggawa: (Mungkahing Gawain) 1.Paglalaro ng “Table Blocks”
	CS: <i>The child demonstrates an understanding of:</i> <ul style="list-style-type: none"> • 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 results in decrease 					

	<ul style="list-style-type: none"> sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag 	1.Paglalaro ng “Table Blocks” MKSC-00-4 MKSC-00-2 KPKFM-00-1.6	MKSC-00-4 MKSC-00-2 KPKFM-00-1.6	MKSC-00-4 MKSC-00-2 KPKFM-00-1.6	MKSC-00-4 MKSC-00-2 KPKFM-00-1.6	MKSC-00-4 MKSC-00-2 KPKFM-00-1.6
	<p>PS: <i>The child shall be able to:</i></p> <ul style="list-style-type: none"> manipulate objects based on properties or attributes kakayahang gamitin ang kamay at daliri <p>LCC: MKSC- 00-4 MKSC-00-7 to 8 MKSC-00-23 MKAT-00-26 MKC-00-2 to 5 KPKFM-00-1.4 KPKFM-00-1.6</p>	<p>2.Pagsulat ng Numero (0, 1, 2, 3, 4, 5, 6, 7, 8, 9) MKC-00-3 KPKFM-00-1.4</p> <p>3.Number Concentration (0-9) MKC-00-2</p> <p>4.Mixed Up Number MKC-00-2 MKC-00-5</p> <p>5.It’s A Match (0-9) MKC-00-2 MKAT-00-14</p>	<p>2.Pagsulat ng Numero (0, 1, 2, 3, 4, 5, 6, 7, 8, 9) MKC-00-3 KPKFM-00-1.4</p> <p>3.Number Concentration (0-9) MKC-00-2</p> <p>4.Mixed Up Number MKC-00-2 MKC-00-5</p> <p>5.It’s A Match (0-9) MKC-00-2 MKAT-00-14</p>	<p>2.Pagsulat ng Numero (0, 1, 2, 3, 4, 5, 6, 7, 8, 9) MKC-00-3 KPKFM-00-1.4</p> <p>3.Number Concentration (0-9) MKC-00-2</p> <p>4.Mixed Up Number MKC-00-2 MKC-00-5</p> <p>5.It’s A Match (0-9) MKC-00-2 MKAT-00-14</p>	<p>2.Pagsulat ng Numero (0, 1, 2, 3, 4, 5, 6, 7, 8, 9) MKC-00-3 KPKFM-00-1.4</p> <p>3.Number Concentration (0-9) MKC-00-2</p> <p>4.Mixed Up Number MKC-00-2 MKC-00-5</p> <p>5.It’s A Match (0-9) MKC-00-2 MKAT-00-14</p>	<p>2.Pagsulat ng Numero (0, 1, 2, 3, 4, 5, 6, 7, 8, 9) MKC-00-3 KPKFM-00-1.4</p> <p>3.Number Concentration (0-9) MKC-00-2</p> <p>4.Mixed Up Number MKC-00-2 MKC-00-5</p> <p>5.It’s A Match (0-9) MKC-00-2 MKAT-00-14</p>
INDOOR/OUTDOOR	<p>LA: KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor) KA (Kagandahang-Asal) LL(Language, Literacy and Communication)</p> <p>CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i></p>	ACTIVITY: Calling the Kittens	ACTIVITY: A Fish Story	ACTIVITY: Duck... Duck..... Goose	ACTIVITY: Animal Relay (galaw ng mga hayop)	ACTIVITY: Animal Relay (galaw ng mga hayop)

	<ul style="list-style-type: none"> •kanyang kapaligiran at naiuugnay dito ang angkop na paggalaw ng katawan •konsepto ng mga sumusunod na batayan upang lubos na mapahalagahan ang sarili -disiplina -pakikipagkapwa 					
	<p>PS: <i>Ang bata ay nagpapamalas ng:</i></p> <ul style="list-style-type: none"> •maayos na galaw at koordinasyon ng mga bahagi ng katawan • tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang-alang sa sarili at sa iba 					
	<p>LCC: KPKGM-Ia-1 KPKGM-Ie-2 KPKGM-Ig-3 KAKPS-00-5 KAKPS-00-9 KAKPS-00-19 LLKOL-Ia-2</p>					
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?	