KINDERGARTEN DAILY LESSON LOG	SCHOOL:	Visit DepEdResources.com for More	TEACHING DATES:	
	TEACHER:		WEEK NO.	**WEEK 35**
	CONTENT FOCUS:	Ang mga tao ay pumupunta sa ibang lugar	QUARTER:	**4TH QUARTER**

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)** 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**	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*
MEETING TIME 1	LA: SE (Pagpapaunlad sa Kakayahang Sosyo-Emosyunal) PKom (Pakikisalamuha sa Iba Bilang Kasapi ng Komunidad) CS: *:Ang bata ay nagkakaroon ng pag-unawa sa* ● konsepto ng pamilya, paaralan at komunidad bilang kasapi nito PS: *Ang bata ay nakapagpapamalas ng:* ● *pagmamalaki at kasiyahan makapagkuwento ng sariling karansan bilang kabahagi ng pamilya, paaralan at komunidad* LCC: KMKPKom-00-2 KMKPKom-00-3	Mensahe: Ang mga tao ay nakakapunta sa ibang lugar sa pamamagitan ng mga sasakyang panglupa. Tanong: Anong uri ng mga transportasyon ang pwedeng magamit sa lupa?	Mensahe: Ang mga tao ay nakakapunta sa ibang lugar sa pamamagitan ng mga sasakyang pangtubig. Tanong: Anong uri ng mga transportasyon ang pwedeng magamit sa tubig?	Mensahe: Ang mga tao ay nakakapunta sa ibang lugar sa pamamagitan ng mga sasakyang panghimpapawid. Tanong: Anong uri ng mga transportasyon ang pwedeng magamit sa himpapawid?	Mensahe: May iba't ibang trabaho ang mga tao na may kaugnayan sa sasakyang pangserbisyo. Halimbawa: Drayber, konduktor, piloto, mekaniko, kapitan ng barko, dispatcher, flight attendant,at gas boy. Tanong: Anong mga halimbawa ng	Mensahe: Sumusunod sa mga tuntunin ang mga tao tuwing silaay bumibiyahe sa iba't ibang lugar. Tanong: Ano-anong mga tuntunin ang dapat nating sundin? Bakit napakahalaga ng pagsunod sa mga tuntunin?

					trabaho ang may kaugnayan sa transport service?	
WORK PERIOD 1	LA: **KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)** **LL (Language, Literacy and Communication)** **VPD (Visual Perception and Discrimination)** **PA (Phonological Awareness)** **AK (Alphabet Knowledge)** **L(Logic)** **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** ***similarities and differences in what he/she can see** *** letter sound to name relations** ***letter representation of sounds-that letters as symbols have names and distinct sounds** *** objects in environment have properties or attributes (e.g color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes)** **PS:*****Ang bata ay nakapgpapamalas ng:*** *** kakayahang gamitin ang kamay at daliri** *** kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyon sa pamamagitan ng malikhaing paggupit/pagpinta** ***critically observes and makes sense of things around him/her** *** sound by listening to familiar poems and stories, and singing of rhymes and songs** *** identify the letter names and sounds** *** manipulate objects based on properties or attributes** LCC:	Pamamatnubay ng Guro: Call Out Word Game LLKVPD-Ie-4 Malayang Paggawa: (Mungkahing Gawain) Transportation Puzzles KPKFM-00-1.5 Transportation Junk Models SKMP-00-8 Syllable Race LLKPA-Ig-8 Wheel Sequence MKSC-00-8 Boat Collage SKMP-00-7	Pamamatnubay ng Guro: Call Out Word Gane LLKVPD-Ie-4 Malayang Paggawa: (Mungkahing Gawain) Boat Collage SKMP-00-7 Transportation Puzzles KPKFM-00-1.5 Transportation Junk Models SKMP-00-8 Syllable Race LLKPA-Ig-8 Wheel Sequence MKSC-00-8	Pamamatnubay ng Guro: Transportation Mobiles SKMP-00-4 Malayang Paggawa: (Mungkahing Gawain) Wheel Sequence MKSC-00-8 Boat Collage SKMP-00-7 Transportation Puzzles KPKFM-00-1.5 Transportation Junk Models SKMP-00-8 Syllable Race LLKPA-Ig-8	Pamamatnubay ng Guro: Blend It LLKAK –Ih-7 Malayang Paggawa: (Mungkahing Gawain) Syllable Race LLKPA-Ig-8 Wheel Sequence MKSC-00-8 Boat Collage SKMP-00-7 Transportation Puzzles KPKFM-00-1.5 Transportation Junk Models SKMP-00-8	Pamamatnubay ng Guro: Poster: Safety Rules SKMP-00-1 Malayang Paggawa: (Mungkahing Gawain) Transportation Junk Models SKMP-00-8 Syllable Race LLKPA-Ig-8 Wheel Sequence MKSC-00-8 Boat Collage SKMP-00-7 Transportation Puzzles KPKFM-00-1.5
MEETING TIME 2	**LA: LL (Language, Literacy and Communication)** **OL (Oral Language)** CS: *The child demonstrates an understanding of:* ***Increasing his/her conversation skills** PS: *The child shall be able to:* ● **confidently speaks and expresses his/her feelings and ideas in words that** ● **make sense**	Laro: Round Robin Awit “ Bike ride”	Laro: “ What’s the word? “ (Opposite words) Awit: The Wheel on the Bus	Mensahe: May iba’t ibang katangian ang bawat sasakyan. Ikumpara ang bawat transportasyon.	Awit: Twinkle Twinkle Traffic Lights Ipapakita ng mga bata ang ginawa nilang Transportation Junk Models.	Awit: This is the way we cross the street… Segmentation Exercises

	LCC: LLKOL-Ia-2 LLKOL-Id-4			Ano ang kanilang pagkakatulad o pagkakaiba? –eroplano,		
SUPERVISED RECESS	LA: **PKK Pangangalaga sa Sariling Kalusugan at Kaligtasan** 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**	SNACK TIME				
NAP TIME						
STORY	LA: **BPA (Book and Print Awareness)** **ATR (Attitude Towards Reading)** CS: *The child demonstrates an understanding of:* ● **book familiarity, awareness that there is a story to read with a beginning and an end, written by author(s), and illustrated by someone** ● **importance that books can be used to entertain self and to learn new things** 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** ● **demonstrate positive attitude toward reading by himself/herself and with others** LCC: **LLKBPA-00-2 to 8** **LLKBPA-00-9**	Story: Ang Barumbadong Bus	Story: Bus Stops	Story Snakes on the Bus	Story: Ang Bisikleta ni Momon	Story: Ang Ambisyosong Istetoskop
WORK PERIOD 2	LA: **M (Mathematics)** **L (Logic)** **NNS (Number and Number Sense** **ME (Measurement)** CS: CS: *The child demonstrates an understanding of:* *** the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease** ***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**	Pamamatnubay ng Guro: Train Ride: Balloons MKAT-00-3 MKAT-00-8 Malayang Paggawa: (Mungkahing Gawain) Block Play MKSC-00-4	Pamamatnubay ng Guro: Ten Spots MKAT-00-3 MKAT-00-8 Malayang Paggawa: (Mungkahing Gawain) What Numbers Can You Make	Pamamatnubay ng Guro: Dogs in the Pocket Chart MKAT-00-3 MKAT-00-11 Malayang Paggawa: (Mungkahing Gawain)	Pamamatnubay ng Guro: Ten Frames MKC-00-7 Malayang Paggawa: (Mungkahing Gawain) Number Concentration (0-10)	Pamamatnubay ng Guro: Hands Down, Kites Up MKME-00-2 Malayang Paggawa: (Mungkahing Gawain) Number Train Graph

	PS: *The child shall be able to:* *** perform simple addition and subtraction of up to 10 objects or pictures/drawings** ***manipulate objects based on properties or attributes** LCC:	MKSC-00-2 Number Train Graph MKAT-00-8 Number Concentration (0-10) MKC-00-2 Tens Concentration MKAT-00-3 What Numbers Can You Make (up to quantities of 10) MKAT-00-3 MKAT-00-8	(up to quantities of 10) MKAT-00-3 MKAT-00-8 Block Play MKSC-00-4 MKSC-00-2 Number Train Graph MKAT-00-8 Number Concentration (0-10) MKC-00-2 Tens Concentration MKAT-00-3	Tens Concentration MKAT-00-3 What Numbers Can You Make (up to quantities of 10) MKAT-00-3 MKAT-00-8 Block Play MKSC-00-4 MKSC-00-2 Number Train Graph MKAT-00-8 Number Concentration (0-10) MKC-00-2	MKC-00-2 Tens Concentration MKAT-00-3 What Numbers Can You Make (up to quantities of 10) MKAT-00-3 MKAT-00-8 Block Play MKSC-00-4 MKSC-00-2 Number Train Graph MKAT-00-8	MKAT-00-8 Number Concentration (0-10) MKC-00-2 Tens Concentration MKAT-00-3 What Numbers Can You Make (up to quantities of 10) MKAT-00-3 MKAT-00-8 Block Play MKSC-00-4 MKSC-00-2
INDOOR/OUTDOOR	LA: **KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)** **PF (Kasanayang Pisikal/Physical Fitness)** **GM (Kasanayang Gross Motor)** CS: *Ang bata ay nagkakaroon ng pag-unawa sa:* *** kahalagahan ng pagkakaroon ng masiglang pangangatawan** *** kanyang kapaligiran at naiuugnay ditto ang angkop na paggalaw ng katawan** PS: *Ang bata ay nagpapamalas ng:* *** sapat na lakas na magagamit sa pagsali sa mga pang-araw-araw na gawain** *** maayos na galaw at koordinasyon ng mga bahagi ng katawan.** LCC:	Hot Cars KPKGM-Ia-1	The Boat is Sinking SEKPKN-00-1	Red Light, Green Light, Traffic Lights KAKPS-00-5	Follow the Driver KPKGM-Ig-3	Hot Cars KPKGM-Ia-1
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?	