

Grade 6 Term 1, Week 9 LESSON PLAN					
Name of Lesson	Me, My Family, My Home, and My Safety				
Learning Area/s	Kindergarten				
Designed by Teacher/s	DepEd libre				
Designed for which Grade Level and Section	kindergarten				
No. of Sessions	Session 1	Session 2	Session 3	Session 4	Session 5
References (books, websites, toolkits, etc.)	• MATATAG Kindergarten Learning Exemplars and Daily Lesson Logs (DLL) for Quarter 1, Week 9. • DepEd Learning Resource Portal: Activity Sheets on 'Knowing My Family' and 'Personal Hygiene'. • Visual aids: Name cards, Family Tree templates, Home Object Flashcards, and Safety Rule Posters. • Hygiene Kit: Soap, water, basin, towel, toothbrush, and a mouth model for demonstration. • Audio-Visuals: 'Hello Song', 'Finger Family', and 'The Bath Song' (YouTube/DepEd TV).				
Declaration of AI use Cite how AI was used in the formulation of the lesson plan. See DO 3, 2026 Annex A.	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with the MELCs. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.				
Intentions.	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.				
Learning Competency: Write the competency/ies from the curriculum that we are targeting, and the content or performance	Identify one's given name, friends' names, their family members, and common things they use that are found at home; Practice ways of caring for and protecting one's body.				

standards applicable to the session.					
Learning Objectives: Write the smaller knowledge, skills, or tasks from the competency that the learners will work on and be able to show by the end of the sessions.	Identify and write one's own given name and recognize the names of at least three friends in the class.	Recognize and name immediate family members and describe their specific roles within the household.	Identify common household objects, categorize them by room, and explain their primary functions.	Demonstrate proper hygiene practices including handwashing and tooth brushing as ways to care for the body.	Practice personal safety rules such as the 'No-Go-Tell' principle to protect one's body from harm.
Learner Context: Write your observations of your learners, and how they have been performing or responding to learning experiences recently. Include strengths, interests, and possible barriers to learning.	This lesson is designed for Kindergarten learners (approx. 5 years old) in a Philippine school context. These students are in a transitional phase from home to school, focusing on self-identity, social relationships, and foundational life skills. They learn best through play, songs, and hands-on activities.				
Learning Experience.	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.				
Pre-Lesson: Describe how you will help the learners get ready for the lesson.	Prepare personalized name cards for each student and a large 'Hello' song poster.	Request parents to send a family photo or have the child draw a picture of their family members.	Gather a 'Home Mystery Box' containing real objects like a spoon, a small pillow, a toy stove, and a comb.	Set up a hygiene station with a basin, clean water, soap, a toothbrush, and a small towel.	Print visual aids illustrating 'Safe' and 'Unsafe' touch scenarios using age-appropriate cartoons.
Flow: Describe the activities that you can implement in 1 or more sessions to meet the learning objectives. Apply the Learning Design Principles...	Session 1 (Names): 1. Circle Time (5 mins): Start with the 'Hello' song where students wave. 2. Activity - Name Parade (10 mins): The teacher shows a name card; the student whose	Session 2 (Family): 1. Review (5 mins): Sing the 'Finger Family' song (Daddy finger, Mommy finger). 2. Show and Tell (10 mins): Students show their family photos and identify members	Session 3 (Home Things): 1. Opening (5 mins): Discuss the parts of a house (Kitchen, Bedroom, Living Room). 2. Scavenger Hunt (10 mins): Hide pictures of home	Session 4 (Body Care): 1. Motivation (5 mins): Play the 'Bath Song'. 2. Demonstration (10 mins): The teacher models proper handwashing steps (Wet, Soap, Scrub for 20 secs, Rinse, Dry).	Session 5 (Body Protection): 1. Intro (5 mins): Teach the 'My Body is Mine' chant. 2. Safety Circle (10 mins): Use a hula hoop to show 'Personal Space.' Explain that only safe people (parents/doctors) can enter

	name is shown stands up and says, 'My name is [Name].' 3. Friendship Web (10 mins): Students sit in a circle and roll a ball of yarn to a classmate, saying the friend's name: 'This is for my friend, [Friend's Name].' 4. Writing Practice (10 mins): Students trace their names on sand trays or with crayons on large paper. 5. Reflection (5 mins): Ask students why names are important.	(Nanay, Tatay, Kuya, Ate). 3. Role Play (10 mins): Group students to act out family chores like sweeping the floor or setting the table. 4. Creative Work (10 mins): Students paste their family photos onto a 'Family Tree' template and color it. 5. Wrap-up (5 mins): Discussion on how family members help each other.	objects around the room. Students must find them and bring them to the 'correct room' designated in the classroom. 3. Function Matching (10 mins): Teacher asks, 'What do we use to eat?' Students point to the spoon. 'What do we use to sleep?' Students point to the bed. 4. Object Drawing (10 mins): Students draw one thing they use at home every day. 5. Discussion (5 mins): Importance of keeping home items in their proper places.	Students practice 'dry' washing at their seats. 3. Hygiene Drill (10 mins): Teacher shows a toothbrush and toothpaste. Discuss brushing after meals. Use a large mouth model if available. 4. Sorting Activity (10 mins): Sort items into 'Good for the Body' (soap, water, fruit) and 'Not Good for the Body' (dirty hands, junk food). 5. Closing (5 mins): Check students' fingernails and explain why we keep them short.	this space for care. 3. No-Go-Tell Rule (10 mins): Roleplay: A stranger offers candy. Students practice saying 'NO!', running away ('GO!'), and telling a trusted adult ('TELL!'). 4. Safe People Chart (10 mins): Students color pictures of people who can help them (Teacher, Police, Parent). 5. Final Circle (5 mins): Review that our bodies are special and we must keep them safe.
Learning Resources: List down the learning resources that will help you reach your objectives. Ensure that they are available and inclusive.	MATATAG Kindergarten Learning Exemplars and Daily Lesson Logs (DLL) for Quarter 1, Week 9.	DepEd Learning Resource Portal: Activity Sheets on 'Knowing My Family' and 'Personal Hygiene'.	Visual aids: Name cards, Family Tree templates, Home Object Flashcards, and Safety Rule Posters.	Hygiene Kit: Soap, water, basin, towel, toothbrush, and a mouth model for demonstration.	Audio-Visuals: 'Hello Song', 'Finger Family', and 'The Bath Song' (YouTube/DepEd TV).
Opportunities for integration: Write down any possibilities to meaningfully anchor learning areas, special topic, or technology. Write N/A if none.	Differentiated Name Writing: Provide dotted lines for tracing for learners with emerging motor skills; provide blank lines for advanced learners.	Inclusive Family Concept: Ensure that children from non-traditional families (e.g., raised by grandparents) feel included when	Tactile Home Objects: Use real household items for learners with visual impairments to feel the shape and texture during the lesson.	Peer Coaching: Pair students who know their names well with those who are still struggling to help them recognize their name cards.	Multilingual Support: Use Mother Tongue (e.g., Tagalog, Cebuano) for family titles and home objects to bridge understanding.

		identifying family members.			
Assessment.	Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction.				
Formative Assessment: Create a task, activity, or questions to evaluate learning and provide feedback. (Strictly 5 MCQs per session).	Session 1 MCQ: 1. What do we call the special word used to identify you? A) Pet B) Name C) Toy D) Song. 2. What should you look for to find your seat in the classroom? A) A picture B) Your name card C) A bag D) A chair. 3. Who is a friend? A) A stranger B) A person you play with C) An animal D) A toy. 4. How do you feel when a friend calls you by your name? A) Sad B) Angry C) Happy D) Scared. 5. Which of these is a way to write your name? A) Jumping B) Sleeping C) Tracing letters D) Running.	Session 2 MCQ: 1. Who is the mother of the family? A) Tatay B) Nanay C) Kuya D) Ate. 2. Who is the father? A) Nanay B) Baby C) Tatay D) Friend. 3. What is the role of a child in the family? A) To work B) To help with simple chores C) To cook alone D) To go to the market alone. 4. Who are the older siblings? A) Lolo and Lola B) Kuya and Ate C) Friends D) Teachers. 5. Where does a family usually live? A) School B) Market C) Home D) Hospital.	Session 3 MCQ: 1. Which item do you use for sleeping? A) Spoon B) Bed C) Broom D) Plate. 2. Where do you find a stove and a refrigerator? A) Bedroom B) Bathroom C) Kitchen D) Garden. 3. What do you use to sit on? A) Table B) Chair C) Pillow D) Pot. 4. Which object is used for eating? A) Fork and Spoon B) Bed and Pillow C) Soap and Water D) Pen and Paper. 5. What should we do after using our toys? A) Leave them on the floor B) Put them in the box C) Throw them D) Give them away.	Session 4 MCQ: 1. What do we use to make our bodies clean during a bath? A) Mud B) Soap and water C) Juice D) Ink. 2. When is the best time to brush your teeth? A) Before playing B) After eating C) While sleeping D) Before running. 3. What do we use to dry our hands? A) Paper B) Clean towel C) Shirt D) Floor. 4. Why is washing hands important? A) To get wet B) To wash away germs C) To play with bubbles D) To waste water. 5. Which of these helps us stay healthy? A) Eating junk food B) Taking a bath C) Not sleeping D) Playing in the rain.	Session 5 MCQ: 1. Your body belongs to... A) Everyone B) You C) Strangers D) No one. 2. What should you do if someone touches you in a way that makes you feel uncomfortable? A) Stay quiet B) Say 'No' and tell a teacher C) Cry alone D) Give them a hug. 3. Who is a safe person to talk to if you are scared? A) A stranger B) Your teacher or parent C) A person you don't know D) A scary monster. 4. Which part of your body is private (covered by a swimsuit)? A) Hands B) Feet C) Parts covered by underwear D) Hair. 5. What is the 'Go' in 'No-Go-Tell'? A) Go to sleep B) Go away from the danger C) Go buy candy D) Go to the park.
Ways Forward.	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.				
Extended learning opportunities:	Ask students to practice writing their first name 5	Assignment: Draw a picture of your favorite	Home Task: With a parent's help, count how many chairs and	Practical Task: Practice the 7 steps of	Family Discussion: Talk to your parents about who the

Suggest other learning experiences outside the classroom/class hours that learners may want to access to reinforce what they have learned...	times at home with the help of an adult.	family activity and bring it to class tomorrow.	tables you have in your house.	handwashing at home before every meal.	'Safe Adults' are in your neighborhood.
Reflections: Think about what you need to change for the next session based on what happened today.	(To be filled out after the lesson) Reflection Prompt: Did the learners easily grasp the core concept introduced today?	(To be filled out after the lesson) Reflection Prompt: Did the guided practice effectively translate into independent success?	(To be filled out after the lesson) Reflection Prompt: Which part of the collaborative task challenged the students the most?	(To be filled out after the lesson) Reflection Prompt: How well did the formative assessment reflect the learning objectives?	(To be filled out after the lesson) Reflection Prompt: What percentage of the class reached proficiency by the end of the week?
Prepared by: Deped libre Teacher			Checked by: Juan Dela Cruz Principal / Head		