



Republic of the Philippines  
Department of Education  
Region X  
**DIVISION OF MISAMIS ORIENTAL**  
Del Pilar-Velez Sts., Cagayan de Oro City  
Website: [www.misori.net](http://www.misori.net)  
Contact Numbers: (08822)724615/(088)8564454  
Fax: 856-4524



**DIVISION MEMORANDUM**

No. 394 s., 2016

TO: Education Program Supervisors  
Public Schools District Supervisors  
Elementary School Heads  
Kindergarten Teachers

FROM: **CHERRY MAE L. LIMBACO, Ph.D., CESO V**  
Schools Division Superintendent *HL*

SUBJECT: UTILIZATION OF THE NEW BLOCKS OF TIME AND  
THE DAILY LESSON LOG FOR KINDERGARTEN  
CLASSES

DATE: September 2, 2016

1. By virtue of DepEd Order No. 47, s. 2016 entitled, "Omnibus Policy on Kindergarten Education" and DepEd Order No. 42, s. 2016, re: "Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program", this Office encourages all kindergarten teachers to follow the new blocks of time and the Daily Lesson Log (DLL) appended hereto.
2. It is advised that all kindergarten teachers will integrate reading lesson for 10 minutes at 9:15-9:25 in the morning or 2:30-2:40 in the afternoon during Quiet Time/Nap Time leading to the teaching of rhymes, poems, songs and story time.
3. Immediate dissemination of this Memorandum to all concerned is desired.

**BLOCKS OF TIME (Morning and Afternoon Sessions)**

BLOCKS OF TIME	NO. OF MINUTES	DESCRIPTION OF LEARNING ACTIVITIES	Sample competencies linked to daily routine
7:30-7:45 (Flag Raising Ceremony)	15		
7:45- 7:55 1:00-1:10 Arrival Time	10	Period of individual, peer or group exploration of the different play areas or activity centers in the classroom while waiting for the other children to arrive.	Fine motor skills such as scribbling, drawing, building with blocks, molding figures using playdough. Language literacy and communication skills such as using greetings and polite expressions Socio-emotional skills such as autonomy, working with others, and self-regulation.
7:55-8:05 1:10-1:20 Meeting Time 1	10	Introductory or preparatory activities for the day which include: <input type="checkbox"/> class circle for teacher-guided recitation (e.g., prayer, songs, etc.) <input type="checkbox"/> teacher-led physical exercises	Language, Literacy, and Communication Skills such as following: instructions, expressing ideas, participating in conversations or discussions
8:05-8:50 1:20-2:05 Work Period 1	45	Children work in small groups, in pairs, or individually on either teacher assigned or child initiated activities.	Numeracy skills such as recognizing and writing numerals, comparing quantities, etc. Work and Study Skills such as ability to accomplish tasks within allotted time, ability to stay focused
8:50- 9:00 2:05-2:15 Meeting Time 2	10	The children are once again gathered by the teacher as a whole group. Also a time to prepare for washing hands before eating snacks.	Language, Literacy, and Communication Skills such as following instructions, recalling information
9:00- 9:15 2:15-2:30 Recess	15	Nourishing break for the learners. Proper etiquette for eating will be part of the teacher's instruction as this break is facilitated.	Personal Autonomy or self-help skills (feeding self, use of utensils, etc.) Fine motor skills such as opening lids and containers
9:15-9:25 2:30-2:40 Quiet Time/ Nap Time (Reading Lesson)	10	During this time, children can rest or engage in relaxing activities.	Following instructions
9:25-9:40 2:40-2:55 Stories/Rhymes/Poems/Songs	15	This is a teacher-guided interactive read-aloud activity for stories, rhymes, poems, or songs.	Language, Literacy and Communication Skills such as recalling story details, relating personal experience to story events, etc.
9:40- 10:20 2:55-3:35 Work Period 2	40	Children work in small groups, in pairs, or individually on either teacher-assigned or child initiated activities.	Cognitive Skills e.g. identifying attribute of objects match, sort, arrange objects in sequence according to a specific attribute; reasoning and problem solving skills
10:20- 10:40 3:35-3:55 Indoor/Outdoor Games	20	Activities include sports, simple athletics, movement activities, and outdoor games.	Gross and Fine Motor Skills such as balancing, running, throwing, Catching Receptive and Expressive Language Skills such as following instructions, etc.
10:40- 10:45 3:55-4:00 Meeting Time 3	5	Children are given time to pack away. Teachers synthesize the children's learning experiences. Reminders and learning extensions are also given during this period.	Language, Literacy and Communication Skills such as expressing feelings, describing experiences, following instructions, etc. Self-help skills such as packing own things, return things to the proper place, etc.
Total No. of Minutes	180		
10:45-11:45 4:00-5:00 Teacher's Preparation	60		



**KINDERGARTEN  
DAILY LESSON LOG**

<b>School</b>	DON CARLOS & BAGUMBAYAN E/S
<b>Teacher</b>	NANELYN T. BONTROYAN & FATIMA CORINA A. ROBLES
<b>Content</b>	I AM ME

<b>Teaching Dates</b>	June 27 – July 1, 2016
<b>Week No.</b>	WEEK 3
<b>Quarter</b>	First

PROCEDURES (BLOCKS OF TIME)	OBJECTIVES	CONTENT				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ARRIVAL/TIME	<p>Indicate the following: Developmental Domain (DD); Content Standards (CS); Performance Standards (PS); Learning Competency Code (LCC)</p> <p><b>Developmental Domain(s):</b> Language, Literacy and Communication</p> <p><b>Content Standard:</b> The child demonstrates an understanding of increasing his/her conversation skills</p> <p><b>Performance Standard:</b> The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that makes sense</p> <p><b>Learning Competency Code:</b> LLKVPD-1a-13, LLKOL-1a-1-2, LLKOL-1g-3 &amp; 9, LLKOL-00-1-10</p>	<p>Daily Routine: National Anthem Opening Prayer Exercise Karnustahan Attendance Balitaan</p>	<p>Daily Routine: National Anthem Opening Prayer Exercise Karnustahan Attendance Balitaan</p>	<p>Daily Routine: National Anthem Opening Prayer Exercise Karnustahan Attendance Balitaan</p>	<p>Daily Routine: National Anthem Opening Prayer Exercise Karnustahan Attendance Balitaan</p>	<p>Daily Routine: National Anthem Opening Prayer Exercise Karnustahan Attendance Balitaan</p>
MEETING TIME 1	<p><b>Developmental Domain(s):</b> Pagpapaulad sa Kakayahang Sosyo-Emosyunal</p> <p><b>Content Standard:</b> Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin</p> <p><b>Performance Standard:</b> Ang bata ay nagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain.</p> <p><b>Learning Competency Code:</b> SEKPSE 00-1 SEKPSE – 1a – 1.1 SEKPSE – 1a – 1.2 SEKPSE – 1a – 1.3</p> <p><b>Developmental Domain(s):</b></p> <ul style="list-style-type: none"> <li>• Pagpapaulad sa Kakayahang Sosyo-Emosyunal</li> <li>• Language, Literacy and Communication</li> </ul>	<p><b>Message:</b> I have a name. I share part of my full name with my family. Some people have nicknames. <b>Question:</b> What is your name?</p>	<p><b>Message:</b> Every child must have a name. Some names have special meanings. <b>Questions:</b> What does your name mean? Who chose your name?</p>	<p><b>Message:</b> I am a boy. I am a girl. <b>Questions:</b> Who are the boys in class? Who are the girls in class?</p>	<p><b>Message:</b> I am _____ years old. I have a birthday that tells the day I was born. <b>Questions:</b> How old are you? When is your birthday?</p>	<p><b>Message:</b> I live in _____. <b>Question:</b> Where do you live?</p>
		<b>Teacher Supervised:</b> Graph: How many	<b>Teacher Supervised:</b> Graph: Longest Name	<b>Teacher Supervised:</b> Boy and Girl Chart	<b>Teacher Supervised:</b> Birthday Chart	<b>Teacher Supervised:</b> Community Map

<p><b>WORK PERIOD 1</b></p>	<p><b>Content Standard:</b> Ang bata ay nagkakaroon ng pag-unawa sa:</p> <ul style="list-style-type: none"> <li>sariling ugali at damdamin</li> <li>similarities and differences in what he/she can see</li> </ul> <p><b>Performance Standard:</b> Ang bata ay nagpapamalas ng:</p> <ul style="list-style-type: none"> <li>kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga Gawain (!) critically observes and makes sense of things around him/her (!)</li> </ul> <p><b>Learning Competency Code:</b> SEKPE 00-1 SEKPE –la –1.1 SEKPE –la –1.2 SEKPE –la –1.3 LLKV-00-2</p>	<p>letters are in your name? <b>Independent Activities:</b> 1. Name Necklace (Yellow paint) 2. Name Dot Designs (Yellow paint) 3. Playdough: Make My Name 4. Boy Girl Simple Puzzle 5. Birthday Cake</p>	<p><b>Independent Activities:</b> 1. Name Necklace (Yellow paint) 2. Name Dot Designs (Yellow paint) 3. Playdough: Make My Name 4. Boy Girl Simple Puzzle 5. Birthday Cake</p>	<p><b>Independent Activities:</b> 1. Name Necklace (Yellow paint) 2. Name Dot Designs (Yellow paint) 3. Playdough: Make My Name 4. Boy Girl Simple Puzzle 5. Birthday Cake</p>	<p><b>Independent Activities:</b> 1. Name Necklace (Yellow paint) 2. Name Dot Designs (Yellow paint) 3. Playdough: Make My Name 4. Boy Girl Simple Puzzle 5. Birthday Cake</p>	<p><b>Independent Activities:</b> 1. Name Necklace (Yellow paint) 2. Name Dot Designs (Yellow paint) 3. Playdough: Make My Name 4. Boy Girl Simple Puzzle 5. Birthday Cake</p>
<p><b>MEETING TIME 2</b></p>	<p><b>Developmental Domain(s):</b> Pagpapaulat sa Kakayahang Sosyo-Emosyunal</p> <p><b>Content Standard:</b> Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin</p> <p><b>Performance Standard:</b> Ang bata ay nagpapamalas ng kakayang kontrolin ang sariling ugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain.</p> <p><b>Learning Competency Code:</b> SEKPE 00-1 SEKPE –la –1.1 SEKPE –la –1.2 SEKPE –la –1.3</p>	<p><b>Message:</b> We see yellow objects around us. <b>Questions:</b> Whose favorite color is yellow? What yellow objects do you see around you?</p>	<p><b>Show:</b> the graph: How many letters are in your name? <b>Questions:</b> Whose name has the most number of letters? Whose name has the least number of letters? Whose names have the same number of letters?</p>	<p><b>Poem:</b> I love my Name <b>Show:</b> Yellow Poster <b>Activity:</b> Color Hunt</p>	<p><b>Poem:</b> Kaarawanko <b>Questions:</b> When were you born? Who was born on ___?</p>	<p><b>Song:</b> Where are the boys? girls? 5 years old? <b>Activity:</b> Rhyme Time</p>
<p><b>SUPERVISED RECESS</b></p>	<p><b>Developmental Domain(s):</b> Pangangalaga sa Sariling Kalusugan at Kaligtasan</p> <p><b>Content Standard:</b> Ang bata ay nagkakaroon ng pag-unawa sa kakayahang pangalagaan ang sariling kalusugan at kaligtasan</p> <p><b>Performance Standard:</b> Ang bata ay nagpapamalas ng</p>	<p style="text-align: center;">SNACK TIME (Teacher-Supervised)</p>				

	<p>pag-sasagawa ng mga pangunahing kasabayan ukol sa pagsasailalaking kalinisang pang-araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan</p> <p><b>Learning Competency Code:</b> KPKPKK-Ih-1</p>					
NAP TIME	<p><b>Developmental Domain(s):</b> Book and Print Awareness</p> <p><b>Content Standard:</b> 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</p> <p><b>Performance Standard:</b> 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</p> <p><b>Learning Competency Code:</b> LKBPA-00-2 to 8</p>					
WORK PERIOD 2	<p><b>Developmental Domain(s):</b> Mathematics</p> <p><b>Content Standard:</b> The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease</p> <p><b>Performance Standard:</b> The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings</p> <p><b>Learning Competency Code:</b> MKSC-00-12 MKC-00-7 TO 8 MKC-00-2 TO 6 MKME-00-2</p> <p><b>Developmental Domain(s):</b> Kalusugang Pisikal at Pagpapahalagang Kakayahang Motor</p>	<p><b>Teacher Supervised:</b> Large Numeral Cards (1,2,3)</p> <p><b>Independent Activities:</b> 1. Block Play 2. Number Concentration (0-3) 3. Number Lotto (0-3) 4. Color Fishing Game 5. Playdough Numerals</p>	<p><b>Teacher Supervised:</b> Large Numeral Cards (1,2,3)</p> <p><b>Independent Activities:</b> 1. Block Play 2. Number Concentration (0-3) 3. Number Lotto (0-3) 4. Color Fishing Game 5. Playdough Numerals</p>	<p><b>Teacher Supervised:</b> Number Stations (quantities of 3)</p> <p><b>Independent Activities:</b> 1. Block Play 2. Number Concentration (0-3) 3. Number Lotto (0-3) 4. Color Fishing Game 5. Playdough Numerals</p>	<p><b>Teacher Supervised:</b> Ilang Hakbang (Measuring Distance)</p> <p><b>Independent Activities:</b> 1. Block Play 2. Number Concentration (0-3) 3. Number Lotto (0-3) 4. Color Fishing Game 5. Playdough Numerals</p>	<p><b>Teacher Supervised:</b> Ilang Hakbang (Measuring Distance)</p> <p><b>Independent Activities:</b> 1. Block Play 2. Number Concentration (0-3) 3. Number Lotto (0-3) 4. Color Fishing Game 5. Playdough Numerals</p>
		<p><b>Story:</b> Si Diggong Dilaw</p>	<p><b>Story:</b> Tiki-Tiki Tempog</p>	<p><b>Story:</b> Mahabang Mahabang Mahaba</p>	<p><b>Story:</b> A Surprise Birthday Gift</p>	<p><b>Story:</b> Mia's Birthday</p>
		Name Game	Your Name and Mine	Name Hops	Birthday Train	Ang Bilang ng Edad

INDOOR/OUTDOOR PLAY		Content Standard: Ang bata ay nagkakaroon ng pag-unawa sa kanyang kapaligiran at nalugnay dito ang angkop na paggalaw ng katawan				Ko
		Performance Standard: Ang bata ay nagpapamalas ng mayos na galaw at koordinasyon ng mga bahagi ng katawan				
		Learning Competency Code: KPKG-Ma-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?						

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