Republic of the Philippines
Department of Education
Region XI
Division of Digos City

DIVISION MEMORANDUM
NO. 417, S. 2016

TO: **Public Schools District Supervisor**
Public Elementary School Principals
Private School Administrators

FROM: **DEE D. SILVA, CESO VI**
Schools Division Superintendent

SUBJECT: **IMPLEMENTATION OF VARIOUS POLICIES AND DIRECTIVES RELATIVE TO KINDERGARTEN EDUCATION PROGRAM**

DATE: August 4, 2016

1. In line with the implementation of Republic Act No. 10157 and in consonance with DepEd Order No. 47, s, 2016 entitled Omnibus Policy on Kindergarten Education, the Department Education ROXI through the Curriculum and Learning Management Division (CLMD) issues the enclosed templates for the Implementation of Kindergarten Education Program.

2. Attached is the Regional Memorandum No. 182 s, 2016 for your information and guidance.

3. Immediate dissemination and strict compliance with the Memorandum is highly desired.

DepEd Schools Division of Digos
RELEASED
6889
Date: AUG 0 9 2016 Time: 2:18
By:

Records

Republika ng Pilipinas
KAGAWARAN NG EDUKASYON
REHIYON XI
Lungsod ng Dabaw
Tanggapang Panrehiyon

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July 27, 2016

REGIONAL MEMORANDUM
No. **182** s, 2016

IMPLEMENTATION OF VARIOUS POLICIES AND DIRECTIVES RELATIVE TO KINDERGARTEN EDUCATION PROGRAM

To: Schools Division Superintendents
Chiefs - Curriculum Implementation Division

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1. In line with the implementation of Republic Act No. 10157 also known as the **Kindergarten Education Act** and in consonance with DepEd Order No. 47, s. 2016 entitled **Omnibus Policy on Kindergarten Education**, the Department of Education ROXI through the Curriculum and Learning Management Division (CLMD) issues the enclosed templates for the implementation of Kindergarten Education Program.

2. For an efficient and effective regionwide implementation of the Kindergarten Education Program, all schools both public and private are directed to use the following templates, to wit:

   a. Enclosure No. 1 - Kindergarten Progress Report in MTB (DO No. 47, s. 2016)

   b. Enclosure No. 2 - Kindergarten Daily Lesson Log (DO No. 42, s. 2016)

   c. Enclosure No. 3 - Kindergarten Performance Award (DO No. 36, s. 2016)

   d. Enclosure No. 4 - Kindergarten Classroom (DO No. 47, s. 2016)

   e. Enclosure No. 5 - Kindergarten Learning Standards and Competencies (July 2015) (Weaved as to competencies by Quarter)

3. Expenses relative to the reproduction of the templates shall be charged against the school MOOE and any local funds subject to the usual accounting and auditing rules and regulations.

4. Immediate dissemination and compliance with this Memorandum is earnestly desired.

ATTY. ALBERTO T. ESCOBARTE, CESO IV
Regional Director

Incl.: as stated

References: DO No. 47, s. 2016
DO No. 42, s. 2016
DO No. 36, s. 2016
Standards and Competencies for 5 Year Old Filipino Children (July 2015)

To be indicated in the Perpetual Index
under the following subjects:

KINDERGARTEN EDUCATION
CURRICULUM
LEARNERS
PROGRAMS
POLICY
RULES AND REGULATIONS
STRAND: Curriculum and Instructions

ROC11/arp

Enclosure No. 1 to Regional Memorandum No. 182, s. 2016

Republic of the Philippines
Department of Education
Region: XI
Division: _____
School: _____

KINDERGARTEN PROGRESS REPORT

SY _____

Ngalan: _____
Seksyon: _____ Maestra: _____
Edad sa bata sa pagsugod sa klase : Tuig: _____ Bulan: _____
Edad sa bata pagkahuman sa tuig sa klase: Tuig: _____ Bulan: _____

Ang maong progress report nagpahibalo sa mga ginikanan sa mga nakab -ot sa ilang mga anak sa pageskwela base sa Kindergarten Curriculum Guide. Nagpakita kini sa kinatibuk - ang progreso nga nahibal-an sa imong anak. Nagpaila pud ni sa progreso ug kalamboan sa matag domain matag napulo(10) ka semana para mahibal -an kon aduna pay dugang panahon ug pag tabang sa panginahanglanon nga panahon nga ang imong anak makab-ot ang dapat nga kompetensi para sa nag edad ug 5 ka tuig nga bata.

Matag Kompetensi adunay marka nga: Beginning (B); Developing (D) or Consistent (C)

PANGLAWAS, KATIBUK- ANG PAGKATAWO UG ANG KALAMBOANG *MOTOR*	**K1**	**K2**	**K3**	**K4**
Nagpakita sa saktong pamaagi/pamatasan sa pagpanglimpyo sa panglawas				
Nagpkita sa kinaiya sa pagpalambo sa kaugalingong kaluwasan				
Nagpakita sa kahanas *loko motor* sama sa paglakaw, pagdagan, paglukso, pag ambak, pagsaka sa husto nga paagi sa panahon sa dula, sa sayaw ug ehersisyo				
Nagpakita sa kahanas di loko motor sama sa pagtulak, pagbira, pagtuyok, pagki-ay/pagdminar, pagbawog sa lawas, paglabay, pagsalo ug pagsipa sa husto nga paagi sa panahon sa dula, sa sayaw ug ehersisyo				
Nagpakita og kahanas sa *fine motor* nga gikinahanglan alang sa paglalang sa kaugalingon nga ekspresyon/ art sama sa paggisi, paggupit, pagpapilit, pagkopya , pagdrowing, pagkolor, pag-umol, pagpinta, lacing/pagblend sa mga kolor ug uban pa				
Pagsubay, pagkopya o pagsulat sa mga letra ug mga numero				
KALAMBOANG SOSYO EMOSYUNAL	**K1**	**K2**	**K3**	**K4**
Masulti ang mga impormasyon bahin sa kaugalingon (ngalan, kinatawhan, edad, adlaw'ng natawhan)				
Masulti ang kaugalingong gusto/interes ug panginahanglanon				
Magpakita sa kaandam sa pagpaningkamot sa bag-ong mga kasinatian ug adunay pagsalig sa kaugalingon nga mohimo sa tahas nga nag-inusara				
Magpakita og hustong gibati sa nagkalain-laing sitwasyon				

Mosunod sa mga mando sa eskwelahan nga adunay kabubut-on ug maayong mobuhat sa mga tahas ug naandan nga mga buluhaton.				
Mahibaloan ang nagkalain-laing pagbati, moila sa gibati sa uban ug magpakita sa kanunayong pagkamatinabangon				
Magpakita sa pagtahod sa ka pareha og edad ug katigulangan				
Mailhan ang matag-usa nga miyembro sa pamilya				
Mailhan ang mga tao ug mga lugar sulod sa eskwelahan ug komunidad				
LINGUAHI, LITERASI UG KOMUNIKASYON	**K1**	**K2**	**K3**	**K4**
PAGPAMINAW UG PAGTAN-AW				
Makaila og mga elemento sa tingog hal. "pitch"/bulitik (ubos og taas) kakusog (kusog og hinay)				
Maminaw og tarong sa istorya/balak/kanta				
Makahinumdom sa mga detalye sa istorya/balak /kanta nga gipaminawan.				
Makahatag sa mga panghitabo sa istorya nga may kalabutan sa iyang personal nga kasinatian				
Makahan-ay sa sunod-sunod nga paagi sa mga panghitabo sa istorya nga iyang napaminawan.				
Mahukman ang kinaiya ug gibati				
Makabalo sa simpleng hinungdan ug epekto, problema ug solusyon nga may kalambigitan sa panghitabo sa istoryang gipaminawan o sa pamilyar na sitwasyon.				
Makatagna sa sunod nga mahitabo sa istorya.				
Mamihig sa mga butang/hulagway nga pareho/ dili pareho, makaila sa mga nawala nga parte sa mga butang/hulagway, ug makaila kung unsa ang dili haom/apil sa grupo				
PAGSULTI				
Magamit ang hustong panultihon ug "polite greetings" sa tamang sitwasyon				
Makasulti og mga detalye mahitungod sa mga butang, tawo, ug uban pa, gamit ang saktong bokabularyo.				
Aktibong mosalmot sa mga kalihukan sa klase (maka hubiton og balak, garay, ug uban pa) ug panaghisgot pinaagi sa pagtubag sa mga pangutana.				
Makapangutana sa insakto (kinsa, unsa, asa, Kanus-a, ngano)				
Makahatag sa usa hangtod duha ka direksyon				
Makasulti pag usab sa simpleng istorya o makasaysay sa personal na mga kasinatian				
PAGBASA				

Maka-ila sa tingog sa letra (gamit ang Sinugbuanong Binisaya na Alpabeto) /m/ /a/ /t/ /y/ /s/ /k// n/ /l/ /p/ /b/ /g/ /d/ /h/ /w/ /i/ /u/ /r/ /o/ /e/ /ng/				
Makalitok og "uppercase" ug "lowercase" na mga letra (gamit ang Sinugbuanong Binisaya na Alpabeto) M A T Y S K N L P B G D H W I U R O E NG m a t y s k n l p b g d h w i u r o e ng				
Makatandi/mapares ang daku ug gamay nga mga letra (gamit ang Sinugbuanong Binisaya na Alpabeto)				
Makaila sa sinugdanang tingog sa pulong				
Makaila og pulong na magka tingog				
Maka ihap sa silaba sa pulong				
Makaila sa parte sa libro (atubangan ug likod, ngalan sa istorya, nagsulat, nagdibuho, ug uban pa)				
Magpakita nga interesado mobasa pinaagi sa pag abri sa libro, makasulti kung unsay nahitabo sa istorya ug nagapakita sa hustong paggunit sa libro samtang nagbasa (pag abri salibro, pagbasa gikan sa wala pa tuo, ug uban pa)				
Makahubad sa impormasyon base sa simpleng "pictograph"/grapika sa hulagway, mapa, ug "environmental print"				
PAGSULAT				
Makasulat sa kaugalingong pangalan				
Makasulat sa gamay ug daku nga mga letra				
Makapahayag sa mga simpleng ideya gamit ang mga simbolo (mga dibuho, "invented spelling")				
MATHEMATICS	**K1**	**K2**	**K3**	**K4**
Makaila og mga kolor				
Makaila og mga porma				
Makalahi-lahi sa mga butang sumala sa porma, kadak-on, ug kolor				
Makatandi ug makahan-ay sa mga butang sumala sa gidak-on, gitas-on, kadaghanon, ug kadugayon				
Makaila ug makasumpay sa sundanan				
Makasulti sa ngalan sa mga adlaw sa simana				
Makasulti sa mga bulan sa tuig				
Makaila kung buntag o hapon ug makasulti sa taknang oras gamit ang "analog" na orasan				
Makaihap sunod-sunod kutob 20 (Ang bata makaihap hangtud: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20)				
Makaihap og mga butang hangtod napulo (Ang bata makaihap hangtud: 1 2 3 4 5 6 7 8 9 10)				
Makaila og mga numero hangtod napulo				
Makasulat og mga numero hangtod napulo				
Makasunod-sunod sa mga numero				

Makaila sa gikahimutangan sa butang (una, ikaduha, ikatulo ug uban pa) sa usa ka pundoc				
Makasulbad og simpling pagdungag " Addition problem"				
Makasulbad sa simpling pagkuha " subtraction problem"				
Makahut-ong og pundok sa mga konkretong butang nga magkapareho ang gidaghanon hangtod sa napulo (10) (beginning multiplication)				
Makabulag og pundok sa mga konkretong butang nga pareho ang gidaghanon hangtod napulo(10) (beginning division)				
Makasukod og gitas-on, kadaghanon, ug kabug-aton sa mga butang, gamit ang dili saktong sukdanan o "non-standard measuring tools"				
Makaila og sensilyo ug papel nga kwarta hangtod 20.00 pesos. (Makaila og sensilyo ug papel nga kwarta sama sa 5 sentabos, 10 sentabos, 25 sentabos, 1 peso, 5 pesos, 10 pesos ug 20 pesos)				
NASABTAN ANG KINATIBUK-ANG KINAIYAHAN UG NATURAL NGA PALIBOT	**K1**	**K2**	**K3**	**K4**
Makaila sa lain laing parte sa lawas ug mga gamit niini.				
Makalista sa mga obserbasyon ug datus basi sa mga hulagway, numero, ug simbolo				
Makaila sa lain laing parte sa tanum ug mananap.				
Makahan-ay sa klase sa mananap basi sa tagsa-tagsa nga kinaiya/karakter niini.				
Makahulagway sa mga kinahanglanon ug mga pamaagi sa pag-amuma sa mga tanum, mananap, ug palibot.				
Makaila sa lain laing matang sa panahon.				

SUKDANAN SA KAHIBALO

KAHIBALO	BASIHAN
Beginning (B) nagsugod	Panagsa lang nagpakita sa insaktong nahibal-an
	Panagsa lang mo partisipar sa mga kalihukan sa klase ug pagtrabahong kinaugalingon.
	Nagpakita og interes sa paghimo sa iyang mga buluhaton pero kinahanglan pa og hustong pag giya.
Developing (D) nagpalambo	Nagpakita usahay base sa competensi.
	Usahay nagpapartisipar nga adunay pag "supervise"
	Adunay asenso sa pagbuhat og buluhaton
Consistent (C) makanunayon	Nagpakita kanunay sa saktong kompetensi
	Kanunay siya nagpartisipar sa mga lain laing kalihukan ug buluhaton nga siya lang.
	Kanunay ginabuhat ang mga buluhaton ug madugangan pa og sobra pang laing buluhaton

MGA OBSERBASYON SA MAESTRA

UNANG KWARTER	IKADUHANG KWARTER
Pirma sa Ginikanan o Guardian	Pirma sa Ginikanan o Guardian

IKATULONG KWARTER	IKA UPAT NGA KWARTER
Pirma sa Ginikanan o Guardian	Pirma sa Ginikanan o Guardian

LISTAHAN SA PAGTAMBONG SA KLASE

	K1	K2	K3	K4
Adlaw ng nitungha				
Adlaw nga wa ni tungha				
Adlaw nga na uwahi				
adlaw nga di kompleto				

Kini nagpamatuod nga si _____ sa _____ napalambo sa kinatibukang kaarang base sa Kindergarten Curricuum Guide.

_____ _____
Pirma ibabaw sa ngalan sa Maestra Petsa:

_____ _____
Pirma ibabaw sa ngalan sa Prinsipal Petsa:

Enclosure No. 2 to Regional Memorandum No. 182, s. 2016

Annex 1A to DepEd Order 42, s. 2016

KINDERGARTEN DAILY LESSON LOG	School		Grade Level	
	Teacher		Learning Area	
	Teaching Dates and Time		Quarter	

PROCEDURES (BLOCKS OF TIME)	OBJECTIVES Indicate the following: Developmental Domain (DD); Content Standards (CS); Performance Standards (PS); Learning Competency Code (LCC)	CONTENT				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ARRIVALTIME	Developmental Domain(s):					
	Content Standard:					
	Performance Standard:					
	Learning Competency Code:					
MEETING TIME 1	Developmental Domain(s):					
	Content Standard:					
	Performance Standard:					
	Learning Competency Code:					
WORK PERIOD 1	Developmental Domain(s):					
	Content Standard:					
	Performance Standard:					

WORK PERIOD 2	**Content Standard:**					
	Performance Standard:					
	Learning Competency Code:					
INDOOR/OUTDOOR PLAY	**Developmental Domain(s):**					
	Content Standard:					
	Performance Standard:					
	Learning Competency Code:					
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?	

For improvement, enhancement and/or clarification of any DepEd material used, kindly submit feedback to **bld.tld@deped.gov.ph**

Appendix 1

PERFORMANCE AWARD FOR KINDERGARTEN	SAMPLE TITLES
1. Award in Communication/Self-expression	Public Speaker Award, Good Communicator Award, Word Weaver Award
2. Award in Literacy (Reading, Composing, Writing)	Batang Manunulat, Star Reader Award, Aspiring Author, Bookworm Award, Book Lover Award, Potential Composer Award
3. Award in Numeracy	Quantum Leap, Budding Mathematician
4. Award in Performing Arts (Singing, Dancing)	Tinig ng Kabataan Award, Young Dancer Award, Young Singer Award, The Voice, Graceful Dancer Award
5. Award in Physical Agility	Athletics Award, Sporty Kid Award
6. Award in Science	Quantum Leap Award, Naturalist Award, Budding Scientist Award, Kinder Curious Award
7. Award in Self-care	Self-care Star Award, Neat Kid Award, Tiny Tidy Award
8. Award in Visual Arts (Coloring/Drawing)	Awesome Artist Award, Artistic Hands Award

Appendix 2

CHARACTER TRAITS FOR KINDERGARTEN TO GRADE 3	SAMPLE TITLES
1. Active (participation)	Eager Beaver Award
2. Cheerfulness	Sunshine Award, Cheerful Soul Award, Exuberant Heart Award
3. Cooperation/Team player	Collaborative Kid Award, Contributor Award, Team Player Award
4. Friendliness	Friendly Neighbor Award, Miss/Mister Congeniality, Kinder Buddy Award
5. Gentleness	Peace Maker Award, Ambassador Award, Peace Keeper Award
6. Hardworking	Extra Miler Award, Task Champ Award, Busy Bee Award
7. Helpfulness	Happy Helper Award
8. Honesty	Honest Kid Award, Matapat Award
9. Initiative	Enthusiastic Learner Award, Sparkler Award
10. Kindness	Golden Heart Award
11. Leadership	Mr/Ms Motivator, Kinder Leader Award, Little Teacher Award
12. Motivation / Enthusiasm	Eager Beaver Award
13. Patience	Ms/Mr Patience, Patience Advocate Award
14. Perseverance	Out-of-Your-Shell Award, Extra Miler Award, Determined Kid Award
15. Persistence	Tenacious Striver Award, Batang Masigasig Award
16. Politeness/Courtesy	Batang Magalang Award, Courteous Kid Award
17. Responsibility	Batang Maasahan Award
18. Risk taking	Brave Soul Award, Kaya Ko! Award
19. Self-discipline	Prudent Worker Award, Disiplinado Ako Award
20. Sharing	Great Giver Award, Mapagbigay Award
21. Sportsmanship	Good Sport Award

Enclosure No. 4 to Regional Memorandum No. 182, s. 2016

Republic of the Philippines
Department of Education
Region XI

WHAT TO LOOK INSIDE A KINDERGARTEN CLASSROOM

(DepEd Order No. 47, s. 2016)

AREA OF CONCERN		INDICATORS
ENROLLMENT		1:25 or a maximum of 35 / Learning Class
CLASSROOM AREA	1	7m X 9m floor area
	2	Located on the ground floor, must be next to the nearest entry and/or exit access points
	3	with natural & electrical lightings (have at least 2 pcs 40-watt flourescent lamps and 1 wide window)
FURNITURE AND EQUIPMENT	1	5 sets of child-sized tables and chairs (5 tables and 30 chairs, 6 tables and 35 chairs
	2	1 set teacher's table and chair
	3	1 unit teacher's cabinet
	4	1 unit kindergarten cubby for the learners personal belonging
	5	1 open shelf for the learners materials
	6	1 open shelf for storybooks
	7	1 open shelf for manipulative toys
	8	Blackboard/whiteboard within eye level and reach of children
	9	Multi-media equipment compatible with kindergarten multi-media materials and assisitive technology (CD & DVD players, sound system, TV, computer, monitor, laptop, etc.)
	10	4 x 4 Mats or throw pillows for rest periods
	11	1 unit ceiling fan
	12	2 units wall fan
HEALTH FACILTIES	1	One child-sized toilet bowl for every 25 children at one time inside the classroom or nearby 10-15 meters from the classroom
	2	Child-sized lavatories/sink, working faucets for hand washing, and tooth brushing inside the classroom or 10-15 meters from the classroom
	3	Safe drinking tap water.
	4	First Aid kit with thermometer, ice pack, cotton balls, alcohol, adhesive strip, itch lotion, iodine solution, spirit of ammonia, gauze, medical tape, traingular bandage, and basic medicines
ACTIVITY CORNERS	1	**PERSONAL CARE & GROOMING CORNER** (mirror, comb, towel, toothbrush, soap, toiletries, nail cutter, tissue paper, etc.)
	2	**LANGUAGE ARTS CORNER** BOOKS - (picture story books, picture concept books, wordless books, science/nature books, Filipiniana, student or teacher-made books), and other reading materials displayed on open shleves * area should be covered with mat or carpet, have pillows and small stuffed toys

	3	**SENSORY-PERCEPTUAL & NUMERACY SKILLS CORNER/ SCIENCE & MATH CORNER** (magnifying glass, counters, beads, number cards, nature tables, etc...)
	4	**MOTOR & CREATIVE DEVELOPMENT CORNER** (percussion instruments, bamboo castanets, coconut maracas, tambourine, xylophone, wood block) open-ended materials (big blocks, small blocks, clay, etc...)
	5	**WORK AREA / ACTIVITY AREA** * Tables, chairs, art and school supplies
	6	**DRAMATIC PLAY / ACTIVITY AREA** * Household play items, costumes, or dress me up items, etc...
INSTRUCTIONAL MATERIALS	1	Manipulative Toys (table blocks, lacing beads, tangrams, counting frame, picture dominoes, jigsaw puzzles, and counters (such as stones, shells, seeds, bottle caps, leaves, and twigs)
	2	Activity Cards/board games (cover all and call out games: upper case letters, lower case letters; colors, numbers, shapes, connecting games, picking up games, etc...)
	3	Learner's Materials (Readiness Activity Sheets) and Teacher-Made activity sheets
	4	Books (read aloud books or big books, small books, picture story books, wordless picture books, concept books, board books, etc...) at least 25 titles per class
	5	Open-ended sensory materials (sand and water, clay or home-made playdough, etc.
	6	Multimedia and computer-aided materials such as songs, rhymes, movies in CD/DVD, interactive educational games
	7	Indigenous instructional materials or locally produced or parent-made toys and play equipment
	8	Standards and Competencies for 5 year Old Filipino Children (July 2015)
	9	NKCG Vol 1 & 2
	10	Eight Week Curriculum
	11	ECCD Guide Checklist
EMERGENCY EQUIPMENT & TOOLS	1	Fire extinguisher
	2	Flashlight
	3	Whistle
	4	Fire/Earthquake exit plan
	5	Free from hazards such as digging, stairways, pools, open electric wires, and unsafe electrict outlets
OUTDOOR PLAYGROUND AREA	1	At least 360 sq. m (should have a balance of sunny and shaded areas, it should be clean, safe, and well-maintained)
PLAYGROUND EQUIPMENT		should have but not limited to:
	1	Balance Beam, swing, seesaw, monkey bars, sand and water play equipment, simple obstacle, and slides are recommended
	2	**HOUSE & GARDEN CARE AREA**
		(gardening tools, shovel, spade, pails, sprinklers, cleaning tools, etc...)

Enclosure No. 5 to Regional Memorandum No. 182, s. 2016

Republic of the Philippines
Department of Education
DepEd Complex, Meralco Avenue
Pasig City

Standards and Competencies for Five-Year-Old Filipino Children

July 2015

Kindergarten Learning Competencies based from the Curriculum Guide

FIRST QUARTER

PAGPAPAUNLAD SA KAKAYAHANG SOSYO-EMOSYUNAL (SE)	KAGANDAHANG ASAL (KA)	KALUSUGANG PISIKAL AT PAGPAPAUNLAD	SINING	MATHEMATICS (M)	PHYSICAL & NATURAL ENVIRONMENT (PNE)	LANGUAGE, LITERACY & COMMUNICATION
Nakikilala ang sarili -pangalan at apelyido - kasarian -gulang/kapanganakan -gusto/di-gusto ***N KCG WK 3, DAY 2/ NKCG WK 3, DAY 4***	Napagsisikapang matapos ang sinimulang gawain sa itinakdang oras ***LOCALIZED MATERIALS***	Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo - Nakapagsisimula ng laro - Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan ***NKCG WK 4, DAY 1/PEHT P.55***	Natutukoy ang magagandang bagay na nakikita sa paligid ***PEHT P. 118,119***	Describe objects based on attributes/properties (shapes, size, its use and functions) ***LOCALIZED MATERIALS/PEHT P. 120, 122, 124***	Identify one's basic body parts ***NKCG WK 3, DAY 2/ PAGHANAS P.43/PEHT P. 49***	Use the proper expression in introducing oneself e.g., I am/My name is _____. ***NKCG WK 4, DAY 3/ PEHT P. 39 41***
Naisakikilos ang sariling kakayahan sa iba't ibang paraan, hal. pag-awit, pagsayaw, at iba pa	Nakagagawa nang may kusa ***BIG BOOK WK 4, DAY 3***				Tell the function of each basic body part ***NKCG WK 4, DAY 1-5/PEH 50T P.***	Use polite greetings and courteous expressions in appropriate situations -Good Morning/Afternoon -Thank You/You're Welcome -Excuse Me/I'm Sorry 1.4 Please..../May I.... ***.LOCALIZED MATERIALS***

asasabi ang mga sariling ngangailangan nang alang pag-aalinlangan *EHT P. 127*					Demonstrate movements using different body parts ***NKCG WK 4-7, DAY 1-5/ PEHT P. 51-55***	Talk about one's personal experiences/narrates events of the day
aipakikita ang tiwala sa rili na tugunan ang sariling angangailangan nang mag-a Hal. maghugas ng kamay, umain,magbihis, magligpit, pusin ang gawaing asimulan					Name the five senses and their corresponding body parts **NKCG WK 4-7, DAY 1-5/PEHT P. 47-48**	Talk about likes/dislikes (foods, pets, toys, games, friends, places) ***NKCG WK 3, DAY 1***
aipakikita ang kahandaan a sumubok ng bagong aranasan	Naisasagawa ang simpleng gawain nang maluwag sa kalooban ⊡ *Nakapagsesipilyo	Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta ***NKCG WK 78, DAY 3***	Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit ***LOCALIZED MATERIALS***	Group objects that are alike	Use the senses to observe the environment ***NKCG WK 4-7, DAY 1-5***	Trace, copy, and write different strokes: scribbling (free hand), straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag

tutukoy ang kahalagahan pagpapakita ng sitibong pag-uugali sa rap ng hindi inaasahang ngyayari tulad ng gkatalo sa laro, atbp.	Nakagagawa nang nag-iisa		Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa "name tag", kasapi ng mag-anak , gawain ng bawat kasapi ng mag-anak, mga alagang hayop mga halaman sa paligid) ***NKCG WK 3, DAY 2-3***	Match object, pictures based on properties /attributes in one-to-one correspondence - object to object - object to picture - picture to picture ***PEHT P. 125***	Use the senses to observe and perform simple experiments in classifying objects (e.g., texture – soft/hard, smooth/rough; taste – salty, sweet, sour) ***NKCG WK 4-7, DAY 1-5***	Trace, copy, and draw familiar figures
ipakikita ang pag-unawa nangyayari o salukuyang sitwasyon at kapaghihintay sa tamang as na matugunan ang sto/pangangailangan			Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan at iba pa ***LOCALIZED MATERIALS-Collage***	Sort and classify objects according to one attribute/property (shape, color, size, function/use) **WEEK 2 DAY 1-5/ /PEHT P. 124,126**	Identify one's basic needs and ways to care for one's body ***NKCG WK 4-7, DAY 1-5/PEHT P. 56***	Identify familiar sounds in the environment
akikilala ang mga ngunahing emosyon uwa, takot, galit, at ngkot) ***EHT P. 58***	Nakasusunod sa mga utos/gawain nang maayos at maluwag sa kalooban		Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura ***LOCALIZED MATERIALS/PEHT P. 122***	Rote count up to 20 ***PEHT P. 123***		Tell who/what is producing a given sound
	Naipakikita nang kaaya-aya ang tamang gawain sa iba't ibang sitwasyon		Nakapagmomolde ng luwad (clay) sa nais na anyo ***NKCG WK 4, DAY 1***	Count objects with one-to-one correspondence up to quantities of 10 ***PEHT P. 97***	Practice ways to care for one's body ***NKCG WK 4-5, DAY 1-5/PEHT P. 57***	Identify where the sound is coming from (inside/outside the room)

		Naipahahayag sa positibong paraan ang nararamdaman					Compare two groups of objects to decide which is more or less, or if they are equal - Identify sets with one more or one less element			Tell if the sound is loud/soft, high/low
		Nakapagliligpit lamang ng sariling gamit					Recognize and identify numerals 0 to 10			Differentiate a soft from a loud sound/high from low
		Naisakikilos ang sariling kakayahan sa iba't ibang paraan, hal. pag-awit, pagsayaw, at iba pa					Read and write numerals 0 to 10***LOCALIZED MATERIALS, NKCG WEEK 1-37***	Describe how one grows and changes ***NKCG WK 9, DAY 1-5***		Listen discriminately and respond appropriately, i.e., speak loudly/softly when asked, asked to adjust volume of television/radio ***LOCALIZED MATERIALS***
		Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan ***NKCG WK 2, DAY 1PEHT P. 79-80, 87-88***					Match numerals to a set of concrete objects from 0 to 10			Tell which objects/pictures are the same based on color, shape, size, direction, and other details (T-shirt with collar and without collar) **PEHT P. 126**
		Nakapaghihintay ng kanyang pagkakataon					Tell which activities take a longer or shorter time (recognize and names the things that can be done in a minute, e.g., washing hands, etc., and recognize and name the things that can be done in an hour)			Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English **NKCG WEEK 11 P.125/PEHT P. 189=190**

								Recognize symmetry (own body, basic shapes) ***NKCG WK 4, DAY 3***				Talk about the details of an object/picture like toys, pets, foods, places
								Recognize simple shapes in the environment ***PEHT P. 118-119***				1. Identify the sounds of letters orally given
								Collect data on one variable (e.g., sex/boys or girls) through observation and asking questions ***LOCALIZED MATERIALS***				2. Identify whether or not 2 spoken words begin with the same sound
												3. Select from 3 spoken words those that begin with the same sound
												1. Identify parts of a book (front and back cover, and its pages)
												2. Identify/read the title of the story
												3. Talk about the pictures on the book cover
												4. Tell what an author and illustrator do
												1. Recognize one's given name by sight
												2. Identify the letters of one's given name

											3. Identify the letters [redacted] f the alphabet (mother ton[redacted] ue, orthography)
											4. Give the sound of e[redacted] ch le (mother tongue, orth[redacted] grap
											5. Match the letter so[redacted] und t letter form
											6. Name the beginnin[redacted] g lett their friends' names, [redacted] heir family members', and [redacted] com
											1. Answer questions [redacted] bou details in a pictograp[redacted] ***LOCALIZED MATERIA*** [redacted] ***LS***
											1. Listen attentively a[redacted] nd r during story reading ***LOCALIZED MATERI*** [redacted] ***LS***
											1. Name common objects/things in the[redacted] environment (in sch[redacted] ol, and community ***LOCALIZED MATERI*** [redacted] ***ALS***
											2. Describe commo[redacted] objects/things in th[redacted] environment based [redacted] on shape, size, and fu[redacted] ctio ***LOCALIZED MATER*** [redacted] ***IAL***
											3. Recall and use w [redacted] ord story listened to ***LOCALIZED MATER*** [redacted] ***IAL***

Nagkakàroon ng kamalayan sa damdamin ng iba	Napagbabalik/napagsasauli ng mga bagay na napulot	Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso)	Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan at iba pa	Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest)	Observe, describe, and examine common animals using their senses ***NKCG WEEK 27 P.75***	Tell the missing parts in objects/ pictures
Nakikilala at iginagalang ang pagkakaiba-iba ng tao: wika, kasarian, kaanyuan, kulay, kultura (kasuotan, gawi, paniniwala), katayuan sa buhay, kakayahan	Nakahihingi ng pahintulot (paggamit ng bagay na pag-aari ng ibang tao, pagpasok/paglabas ng silid-aralan/tahanan) ***PEHT P. 184-186***	Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw	Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura ***PEHT P. 184-186***	Identify the number that comes before, after, or in between	Group animals according to certain characteristics (how they look/ body, coverings/parts, how they move, sounds they make, what they eat, where they live) ***NKCG WEEK 28***	Draw the missing part
		Naipakikita ang panimbang sa pagsasagawa ng iba't ibang kilos ng katawan, gaya ng paglukso-luksong pahalinhinan ang mga paa (skipping), pagtulay nang di natutumba sa tuwid na guhit, pag-akyat at pagbaba sa hagdanan	Nakapagkikiskis (rubbing) ng krayola sa papel na nakapatong sa iba't ibang teksturang makikita sa paligid: semento, banig, medalya, basket, pera, sahig	Arrange three numbers from least to greatest/ greatest to least	Identify the needs of animals ***NKCG WEEK 29 P.104/PEHT P. 113-114***	Ask questions about stories (who, what, where, when, why) as may be appropriate
			Nakapagmomolde ng luwad (clay) sa nais na anyo	Identify the 1st, 2nd, 3rd, up to 10th object in a given set	Identify ways to care for animals ***NKCG WEEK 29 P.104***	Give 1- to 2-step oral directions

						Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage ***PEHT P. 81***	Recognize the words "put together," "add to," and "in all" that indicate the act of adding whole numbers	Identify and describe how animals can be usefu ***INKCG WEEK 28 P.90***	Tell whether a pair or set of spoken words rhyme
						Nakapagmomolde ng luwad (clay) sa nais na anyo	Recognize the words "take away," "less," and "are left" that indicate the act of subtracting whole numbers	Name common plants ***NKCG WEEK 28 P.90/PEHT P. 118-119***	Tell whether words from a story read rhyme or not
						Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage ***PEHT P. 81,106***	Recognize that a clock and a watch tell time	Observe, describe, and examine common plants using their senses ***NKCG WEEK 25 P.63***	Give a word that rhymes with a spoken word
							Recognize and name the hour and minute hands in a clock	Group plants according to certain characteristics, e.g., parts, kind, habitat ***NKCG WEEK 26 P.63***	Predict what the story is all about based on the title of the book and the picture on the cover
							Tell time by the hour	Identify needs of plants and ways to care for plants ***NKCG WEEK 28 P.64/PEHT P. 112***	Flip pages of the book sequentially from front to back

					Tell the time of day when activities are being done, e.g., morning, afternoon, night	Identify and describe how plants can be useful ***NKCG WEEK 26 P. 63/PEHT P. 109***	Trace, copy, and write the letters of the alphabet: straight lines (A,E, F,H, I L,T), combination of straight and slanting lines (K, M,N, V, W, Y, Z), combination of straight and curved lines (C, B, C, D, G, O, P, Q, R, S, U), rounded strokes with loops
					Identify two to three dimensional shapes: square, circle, triangle, rectangle		Match an upper-case letter to its lowe
					Create simple pictographs		Hold the book upright
							Give the names of family members, school personnel,
							Tell the event that happened first, middle, and last in stories listened to
							Give the correct sequence of three events in a story listened to orally and/or through drawing
							Infer character feelings and traits in a story listened to
							Identify the speaker in the story or poem listened to

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THIRD QUARTER

PAGPAPAUNLAD SA KAKAYAHANG SOSYO-EMOSYUNAL (SE)	KAGANDAHANG ASAL (KA)	KALUSUGANG PISIKAL AT PAGPAPAUNLAD	SINING	MATHEMATICS	PHYSICAL & NATURAL ENVIRONMENT	LANGUAGE, LITERACY & COMMUNICATION
Natutukoy na may pamilya ang bawat isa	Natatawag ang mga kalaro at ibang tao sa kanilang pangalan	Paggamit ng kutsara at tinidor, pagbobotones, pagsara ng zipper, pagtali/pagsuot ng sapatos	Nakapagpapatung-patong, nakapagdudugtung-dugtong at nakapagdidikit-dikit (assemblage) ng mga patapong bagay: maliit na kahon ng gamot	Complete patterns ***NKCG WEEK 4 P.33***	Classify objects according to observable properties like size, color, shape, texture, and weight)	Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words
Natutukoy kung sino-sino ang bumubuo ng pamilya	Naipakikita ang pagiging tahimik at maayos sa pagkilos/ pagsunod sa seremonya gaya ng pagluhod/pagtayo/pagyuko, pag-awit kung nasa pook dalanginan	Naisasagawa ang mga sumusunod na kasanayan 2.1 paglipat ng pahina 2.2 pagtiklop ng papel 2.3 pagpilas/paggupit/pagdikit ng papel 2.4 pagbakat, pagkopya ng larawan, hugis, at titik 2.5 pagmomolde ng luwad (clay), pagbuo ng puzzles, 2.6 paglikha ng mga modelo pangkaraniwang bagay sa paligid	Nakagagalaw, nakasasabay, nakaiindak at nakasasayaw sa himig na napapakinggan	Reproduce and extend patterns	Demonstrate an understanding that objects are made from one or more materials like metal, plastic, wood, paper	Identify the letter, number, or word that is different in a group

lailalarawan kung paano ıagkakaiba at nagkakatulad ıng bawat pamilya	Naipakikita ang paggalang sa pambansang sagisag (watawat at Pambansang Awit): pagtayo nang tuwid na nakalagay ang kanang kamay sa dibdib habang umaawit at itinataas ang watawat					Create own patterns	Communicate changes observed (e.g., shorter pencil when sharpened, ice to water, corn kernel becomes pop corn)	Express thoughts, feelings, fears, ideas, wishes, and dreams
Naipakikita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda sa pamamagitan ng:						Transform/translate patterns from one form to another	Explores how objects can be moved like pushing, pulling, rising, sinking, blowing	Participate actively in a dialog or conversation of familar topics
4.1 pagsunod nang maayos sa mga utos/kahilingan 4.2 pagmamano/paghalik 4.3 paggamit ng magagalang na pagbati/pananalita 4.4 pagsasabi ng mga salitang may pagmamahal (I love you Papa/Mama) 4.5 pagsasabi ng "Hindi ko po sinasadya ", "Salamat po", "Walang anuman", kung kinakailangan 4.6 pakikinig sa mungkahi ng mga magulang at iba pang kaanak 4.7 pagpapakita ang interes sa iniisip at ginagawa ng mga nakatatanda at iba pang miyembro ng pamilya						Combine elements of two sets using concrete objects to represent the concept of addition ***NKCG WEEK 6 P.60***	Describe movement of objects like, straight, round and round, back and forth, fast and slow	Identify several words that begin with the same sound as the spoken word

ikukùwento ang mga agawa ng pamilya nang na-sama - Nailalarawan g nagagawa ng mga gapag-alaga/Nanay/Tatay/ o/Lola, atbp.						Take away a quantity from a given set using concrete objects to represent the concept of subtraction ***NKCG WEEK 6 P 61***	Use objects and materials safely	Tell that the left page is looked at/read before the right page
tutukoy ang mga ngangailangan ng pamilya kung paano nila ito tutugunan						Add quantities up to 10 using concrete objects ***NKCG WEEK 23 P. 129***		
kahihingi ng tulong sa ga nakatatanda at iba pang yembro ng pamilya						Subtract quantities up to 10 using concrete objects		Name the places and the things found in a map of a classroom
						Use a variety of materials and communicate strategies used to determine answers to addition and subtraction problems listened to		Express simple ideas through symbols (e.g., drawings, invented spelling)
						Tell the number of days in a week		Browse books on their own
						Tell the names of the days in a week, months in a year		Name the places and the things found in the classroom, school and community
						Identify objects in the environment that has the same shape as a sphere, cube, cylinder		Identify simple cause and/or effect of events in a story listened to

				Discuss simple pictographs		Identify problem so[redacted] utio[redacted] story listened to
						Predict what might [redacted]happ[redacted] next in the story list[redacted]ened

Kindergarten Learning Competencies based from the Curriculum Guide

FOURTH QUARTER

PAGPAPAUNLAD SA KAKAYAHANG SOSYO-EMOSYUNAL (SE)	KAGANDAHANG ASAL (KA)	KALUSUGANG PISIKAL AT PAGPAPAUNLAD	SINING	MATHEMATICS	PHYSICAL & NATURAL ENVIRONMENT	LANGUAGE, LITERACY COMMUNICATION
Natutukoy na ang bawat isa ay may karapatang matuto/makapag-aral/pumasok sa paaralan ***PEHT P. 45 & 47/NKCG WEEK 17 P.188***	Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwag sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob ***NKCG WEEK 16 P.177***	Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng: paglilinis ng katawan, paghuhugas ng kamay bago at pagkatapos kumain, pagsesipilyo, pagsusuklay, paglilinis ng kuko, pagpapalit ng damit, pagtugon sa personal na pangangailangan nang nag-iisa (pag-ihi, pagdumi) paghuhugas ng kamay, pagkatapos gumamit ng palikuran ***NKCG WEEK 8 P.87***	Naipakikita ang kawilihan nang may sariling interpretasyon sa himig/tugtuging napapakinggan	Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and then rearranged still has the same quantity) ***NKCG WEEK 36***	Tell and describe the different kinds of weather (sunny, rainy, cloudy, stormy, windy) ***PEHT 61***	Tell which two letters, nu[illegible] or words in a group are th[illegible]
Nakikilala ang mga tauhan ng paaralan at ang tungkulin nilang ginagampanan ***NKCG WEEK 22 P.13-25***	Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi (pagbabahagi ng pagkain, laruan, gamit) ***NKCG WEEK 30 P. 118***	Naipakikita ang wastong pangangalaga sa mga pansariling kagamitan sa paglilinis at pag-aayos ng katawan ***NKCG WEEK 8 P.87***		Tell that the volume of liquid does not change even if the size and shape of container do ***NKCG WEEK 30 DAY 3***	Observe and record the weather daily (as part of the opening routine)***NKCG WEEK 14***	Retell in 1 to 3 sentences pictures and dramatizati[illegible]

Nakapagbubuo ng pagkakaibigan	Naipakikita ang kusang pagtulong sa panahon ng pangangailangan	Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong lugar			Tell that length of an object does not change even if it is moved	Identify what we wear and use for each kind of weather	Tell the number of syllab given spoken words
Nakapagkukuwento ng mga ginagawa sa paaralan		Nakikilala ang kahalagahan ng pansariling kaligtasan: nagpapaalam kung lalabas, sumasama lamang sa mga kilalang tao/kalaro, nagsasabi ng "HUWAG" o "HINDI" kung hinipo ang maselang bahagi ng katawan			Solve simple addition and subtraction number stories (up to quantities of 10) read by the teacher using a variety of ways (e.g., concrete materials, drawings) and describe and explain the strategies used	Observe safety practices in different kinds of weather ***NKCG WEEK 14 P.158***	Point to the first part/be of story

kilála ang mga taong a tutulong sa komunidad guro, bombero, pulis, at pa					Use nonstandard measuring tools e.g. length – feet, hand, piece of - string -capacity – mug/glass - mass – stone, table blocks		Predict possible e[illegible] ing listened to
Natutukoy ang iba't ibang lugar sa komunidad					Recognize and identify coins and bills up to PhP20 (pesos and centavos)		Express one's idea [illegible] self through creative w[illegible]ys (illustration, body m[illegible] ove[illegible] singing, dancing) b[illegible]sed listened to
Napananatiling malinis ang kapaligiran sa pamamagitan ng pagtulong sa mga simpleng gawain tulad ng pagwawalis ng bakuran, pagtapon ng basura sa tamang lalagyan at iba pa.					Identify the positions of the objects using "in," "on," "over," "under," "top," and "bottom"		
Naipakikita ang pagtulong at pangangalaga sa kapaligiran: pagdidilig ng mga halaman, pag-aalis ng mga damo at kalat, hindi pagsira ng halaman, pag-aalaga sa hayop					Tells possible outcomes of familiar events (e.g., what to wear on a sunny/rainy days, running fast on a wet and slippery corridor, etc.)		
Naikukuwento ang mga naging karanasan bilang kasapi ng komunidad							