



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

DIVISION MEMORANDUM

CID-2026 - 257

TO : Assistant Schools Division Superintendent
CID and SGOD Chiefs
Education Program Supervisors Concerned
Public Schools District Supervisors Concerned
School Heads Concerned
All Others Concerned

Subject: **COMPETENCY COVERAGE FOR THE DEVELOPMENT OF KINDERGARTEN LESSON PLANS IN ILAW FRAMEWORK FOR TERMS 1 TO 3**

Date: June 30, 2026

In reference to Regional Memorandum CLMD-2026-246 dated June 11, 2026, titled "Competency Coverage for the Development of Kindergarten Lesson Plans in ILAW Framework for Terms 1 to 3," this Office directs the Division Development Team, whose members are listed in Enclosure No. 1, to undertake the development and division-level review of Kindergarten lesson plans using the ILAW Framework, based on the assigned learning competencies and suggested content.

This activity aims to support the effective implementation of the Kindergarten Curriculum under the three-term school calendar through the development of lesson plans aligned with the Kindergarten Budget of Work for Terms 1 to 3.

A coordination meeting with the identified writers and evaluators/reviewers shall be conducted on **July 4, 2026, at 8:30 am to 12:00 pm** through an online platform using this link: meet.google.com/jkw-tvxz-mro, to discuss the following agenda:

- overview of Regional Memorandum CLMD-2026-246 and the purpose of the lesson plan development activity;
- assigned competency coverage for the Schools Division Office of Digos City;
- orientation on the review process and use of quality assurance tools, to be facilitated by the Learning Resource personnel;
- task assignments of writers and evaluators/reviewers; and
- timeline and submission requirements.

Teachers and non-teaching personnel who will render services beyond regular working hours, during weekends, holidays, or school breaks relative to the planning and development of the lesson plans shall be granted service credits, or compensatory overtime credits, as applicable, in accordance with DepEd Order No. 13, s. 2024.

Other details are contained in the enclosures.

For immediate dissemination and compliance.

JepEd Schools Division of Digos City

RECORDS SECTION

RELEASED
26-067-6571
DATE: 02 JUL 2026 TIME: 1:17P

BY: _____

Melanie P. Estacio
MELANIE P. ESTACIO, PhD, CESO VI
Schools Division Superintendent

Enclosed: As stated
CID/idn



Republic of the Philippines
Department of Education
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SCHOOLS DIVISION OF DIGOS CITY

Enclosure No. 1

LIST OF WRITERS AND EVALUATORS

Writers:

Desie Jean B. Payan- Rizal Central ES
Mary Antonette F. Geyrozaga- Igpit ES
Annie S. Escoton – Don Mariano Marcos ES
Mary Ann S. Olanda – Ramon Magsaysay CES
Justine C. Buenaventura- Don Mariano Marcos ES
Jesel Charish L. Acera – Badiang ES
Joralyn G. Medina – Marawer ES

Evaluators:

Hazel de Leon- Igpit ES
Cheryl Marie C. Chagas- Digos City CES
Merla S. Silva -Digos City CES
Marilyn de los Santos – Ramon Magsaysay CES



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Enclosure No. 1

Timeline of Activities for the Development and Division-Level Review of Kindergarten Lesson Plans in the ILAW Framework

Date	Activity	Persons Involved	Expected Output
July 4, 2026	Online coordination meeting and orientation on the assigned coverage, ILAW format, review process, task assignments, and timelines	CID, LR personnel, Kindergarten focal person, writers, evaluators/reviewers	Orientation conducted; tasks and expectations clarified
July 1-15, 2026	Online/asynchronous development of Kindergarten lesson plans	Identified writers	Draft lesson plans prepared using the ILAW format
July 16-18, 2026	Initial checking and self-review of draft lesson plans	Writers	Revised draft lesson plans
July 19-24, 2026	Division-level review of lesson plans using the review tools	Evaluators/reviewers, LR personnel, Kindergarten focal person	Reviewed lesson plans with comments/recommendations
July 25-27, 2026	Revision of lesson plans based on review comments	Writers	Improved and corrected lesson plans
July 28-29, 2026	Final division checking and consolidation	Kindergarten focal person, LR personnel	Complete division-reviewed outputs
July 30, 2026	Preparation of editable files and submission folder/link	Kindergarten focal person, LR personnel	Final editable files ready for submission
On or before July 31, 2026	Submission to the Curriculum Implementation Division for transmittal to the Regional Office	Division Development Team / Kindergarten focal person	Final division-reviewed outputs submitted

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June 11, 2026

REGIONAL MEMORANDUM
CLMD-2026-246

COMPETENCY COVERAGE FOR THE DEVELOPMENT OF KINDERGARTEN LESSON PLANS IN ILAW FRAMEWORK FOR TERMS 1 TO 3

To: Assistant Regional Director
Schools Division Superintendents

1. In support of the effective implementation of the Kindergarten Curriculum under the three-term school calendar, this Office, through the Curriculum and Learning Management Division, shall undertake the Development of Kindergarten Lesson Plans in ILAW Framework for Terms 1 to 3 through a hybrid modality.

2. The activity aims to develop contextualized, developmentally appropriate, standards-based, and classroom-ready lesson plans aligned with the Kindergarten Three-Term Budget of Work for Learning Competencies. Specifically, it seeks to:

- a. translate the prescribed learning competencies and suggested content into complete lesson plans using the ILAW format;
- b. provide Kindergarten teachers with appropriate learning experiences for each theme and subtheme;
- c. ensure the consistent integration of recurring competencies, literacy, numeracy, values, movement, music, arts, and learner independence; and
- d. produce quality-assured lesson plans for regional utilization.

3. The activity shall be conducted through the following modalities:

Phase	Modality	Major Activity
Development Phase	Online and asynchronous	Collaborative writing, review, and submission of assigned lesson plans
Quality Assurance Phase	Face-to-face	Validation, refinement, and finalization of the developed lesson plans

4. The assigned Schools Division Offices, term coverage, subthemes, competencies, and suggested content are provided in the enclosure to this Memorandum. Each concerned Schools Division Office shall organize a development team composed of the Division Kindergarten Focal Person, Education Program Supervisor concerned, school heads, master teachers, and experienced Kindergarten teachers.

5. The development teams shall prepare complete lesson plans covering all competencies and suggested content assigned to their respective Schools Division Offices. In developing the lesson plans, the teams shall ensure the following:

- a. strict alignment with the prescribed learning competencies and suggested content in the Kindergarten Budget of Work;



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- b. adherence to the prescribed ILAW lesson plan format;
- c. use of developmentally appropriate, play-based, inclusive, and contextualized learning activities;
- d. integration of literacy, numeracy, values formation, music, arts, movement, health, safety, and learner independence, whenever applicable;
- e. clear presentation of objectives, learning activities, assessment tasks, materials, and expected learner outputs;
- f. provision of differentiated activities responsive to the developmental needs of Kindergarten learners; and
- g. appropriate integration of recurring competencies into classroom routines and daily learning experiences.

6. Competencies marked with an asterisk in the Budget of Work are recurring competencies and shall be consistently incorporated into the lesson plans to reinforce and consolidate learning. The following competencies and content shall also be integrated across terms, whenever appropriate:

- a. alphabet knowledge, letter names, letter sounds, and blending;
- b. number names, quantities, symbols, and one-to-one correspondence;
- c. communication tools and appropriate use of technology;
- d. locomotor and non-locomotor movements;
- e. songs, nursery rhymes, music, arts, and fine motor activities;
- f. rights, responsibilities, polite greetings, and courteous expressions;
- g. personal experiences, dialogues, and conversations about familiar events;
- h. learner independence, agency, and self-regulation;
- i. appreciation of culture and traditions; and
- j. basic mathematical operations, including putting together, taking away, and mathematical estimation.

7. The completed Kindergarten lesson plans for Terms 1 to 3 shall be submitted on or before July 31, 2026, through the submission link to be provided by the Curriculum and Learning Management Division. A face-to-face Quality Assurance Activity shall be conducted sometime in August 2026 to validate, refine, and finalize the developed lesson plans. The specific date, venue, participants, and other arrangements shall be announced through a separate memorandum or advisory.

8. Travel, accommodation, and other incidental expenses relative to the face-to-face Quality Assurance Activity shall be charged against available local funds, subject to the usual government accounting and auditing rules and regulations.

9. Immediate dissemination of and compliance with this Memorandum are directed.

DEPARTMENT OF EDUCATION - DAVAO REGION
CURRICULUM AND LEARNING MANAGEMENT DIVISION
RELEASED

By: _____

Date: _____

Time: _____

June 11, 2026

0624120576

ALLAN G. FARNAZO
Director IV

Encl.: As stated
CLMD/msa



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Enclosure: ASSIGNMENT OF SCHOOLS DIVISION OFFICES AND COMPETENCY COVERAGE FOR THE DEVELOPMENT OF KINDERGARTEN LESSON PLANS IN ILAW FORMAT FOR TERMS 1 TO 3

Schools Division Office	Term and Theme	Assigned Subthemes/Coverage	Learning Competencies and Content to Be Covered
Davao City	Term 1: Knowing Who We Are and Our Families	Transition Week; I Belong to a Kindergarten Class; We Are Unique; We Have Feelings	Classroom rules and routines; polite greetings and courteous expressions; appropriate behavior in common situations; narration of personal experiences; basic information about oneself; names of friends and family members; recognition and expression of basic emotions; singing familiar songs; responding to simple rhythms; movement to music; drawing, coloring, and creative activities expressing feelings.
Davao de Oro	Term 1: Knowing Who We Are and Our Families	We Have Different Body Parts and Senses; We Can Do Many Things with Our Body	Identification of body parts and their functions; use of the five senses; description and classification of objects according to shape, size, texture, sound, taste, and use; locomotor and non-locomotor movements; fine motor activities; personal hygiene; handwashing; health and safety practices; safe and unsafe actions; proper use of personal items; non-standard measurement using body parts.
Davao del Norte	Term 1: Knowing Who We Are and Our Families	We Belong to a Family; We Have Basic Needs	Rights of a child; family members and their roles; uniqueness of families; things found at home; narration of family experiences; respectful communication; participation in conversations; positive attitudes in different



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			circumstances; basic needs such as food, shelter, and clothing; go, grow, and glow foods.
Davao del Sur	Term 1: Knowing Who We Are and Our Families	We Celebrate Special Occasions; We Are Healthy and Safe	Appropriate responses during celebrations and special events; respect for oneself, parents, and family members; sequencing of events; following directions; birthdays, holidays, and other family occasions; parts of the house; common things found at home; health and safety measures at home; proper care and protection of the body.
Davao Occidental	Term 1: Literacy and Numeracy-Focused Competencies	Literacy, pre-writing, and foundational mathematics for Term 1	Loud and soft sounds; syllable segmentation; rhyming words; onset and rime; beginning and ending sounds; book handling and print awareness; letter-sound relationships; matching uppercase and lowercase letters; tracing and drawing lines and shapes; writing one's name; tracing and writing letters and numbers; sizes, length, height, weight, shapes, colors, and patterns; sorting, grouping, arranging, classifying, and non-standard measurement.
Davao Oriental	Term 2: Exploring Our Community	We Belong to a Class; We Love Our School	Classroom rules and regulations; appropriate behavior in school; relationships with teachers and classmates; school celebrations; music, arts, and movement; non-standard measurement using common objects; places and people in school; familiar sounds in school; care and protection of school property; positions and directions, including in, on,



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Digos City	Term 2: Exploring Our Community	We Belong to a Community; We Go to Different Places	over, under, top, bottom, left, right, front, and back. Places in the community; community helpers and their roles; proper behavior in community settings; care and protection of the community; appreciation of culture and traditions; familiar environmental sounds; classification of objects by color and shape; creation of patterns using local materials; modes of transportation by land, water, and air; positions and directions.
Island Garden City of Samal	Term 2: Literacy and Numeracy- Focused Competencies	Literacy, pre-writing, and foundational mathematics for Term 2	Sequence of events in a local text; days of the week and months of the year; syllable segmentation; rhyming words; onset and rime; beginning, middle, and ending sounds; book handling and print awareness; letter-sound relationships; matching uppercase and lowercase letters; name writing; tracing letters and numbers; matching numerals with sets; comparing quantities; counting objects; arranging objects according to number; patterns and non-standard measurement.
Mati City	Term 3: Caring for Our Country and Our World	We Are Filipino Children; We Can See Plants Everywhere	Filipino identity; uniqueness in language, gender, color, culture, status in life, and ability; rights and responsibilities; respect and concern for the country; participation in conversations; music, arts, movement, and creative expression; common plants; parts, classification, and uses of plants; care and protection of plants and the



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Panabo City	Term 3: Caring for Our Country and Our World	We Know Animals Around Us; We Live in a Beautiful World	environment; grouping and ungrouping sets. Philippine coins and bills and their importance; common animals; parts of animals; classification, habitats, and young animals; ways animals help people; proper care of animals; protection of the environment; weather changes; telling time; observable properties of objects; visual representation using pictographs, pictures, and illustrations; identification of solutions to problems in local texts.
Tagum City	Term 3: Caring for Our Country and Our World	We Are Citizens of the World; We Care for Our World; Term 3 Literacy and Numeracy-Focused Competencies	Acceptance and respect for individual uniqueness; care and protection of the environment; appropriate responses in different situations; use of local materials in artworks; disaster and emergency preparedness; prediction of outcomes; cause-and-effect relationships; phonological awareness; beginning, middle, and ending sounds; print awareness; letter-sound relationships; pre-writing activities; counting and arranging objects; putting together and taking away; mathematical estimation involving more, less, greater than, and less than.

General Instructions for All Development Teams

1. Each team shall develop all lesson plans necessary to cover the assigned subthemes, competencies, and suggested content for the designated term.
2. The sequence of lesson plans shall follow the progression reflected in the Kindergarten Budget of Work.



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3. Writers shall not change the intent of the prescribed learning competencies. Contextualization may be undertaken provided that the competency, developmental expectation, and required learning outcome are retained.
4. Competencies marked with an asterisk shall be treated as recurring competencies and shall be integrated into daily routines and appropriate learning activities.
5. Literacy and numeracy competencies shall be embedded in thematic lessons and shall not be developed as isolated drills only.
6. Every lesson plan shall contain:
 - a. term, theme, and subtheme;
 - b. prescribed learning competency or competencies;
 - c. specific and observable learning objectives;
 - d. appropriate ILAW lesson components;
 - e. learning resources and locally available materials;
 - f. developmentally appropriate and play-based activities;
 - g. differentiated activities or support for learners with varied needs;
 - h. formative assessment or documentation of learning; and
 - i. reflection or notes for succeeding learning experiences.
7. All outputs shall undergo division-level review before submission to the Regional Office.
8. The final output shall be submitted in an editable format to facilitate regional quality assurance, revision, and finalization.

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			<p>circumstances; basic needs such as food, shelter, and clothing; go, grow, and glow foods.</p>
Davao del Sur	<p>Term 1: Knowing Who We Are and Our Families</p>	<p>We Celebrate Special Occasions; We Are Healthy and Safe</p>	<p>Appropriate responses during celebrations and special events; respect for oneself, parents, and family members; sequencing of events; following directions; birthdays, holidays, and other family occasions; parts of the house; common things found at home; health and safety measures at home; proper care and protection of the body.</p>
Davao Occidental	<p>Term 1: Literacy and Numeracy-Focused Competencies</p>	<p>Literacy, pre-writing, and foundational mathematics for Term 1</p>	<p>Loud and soft sounds; syllable segmentation; rhyming words; onset and rime; beginning and ending sounds; book handling and print awareness; letter-sound relationships; matching uppercase and lowercase letters; tracing and drawing lines and shapes; writing one's name; tracing and writing letters and numbers; sizes, length, height, weight, shapes, colors, and patterns; sorting, grouping, arranging, classifying, and non-standard measurement.</p>
Davao Oriental	<p>Term 2: Exploring Our Community</p>	<p>We Belong to a Class; We Love Our School</p>	<p>Classroom rules and regulations; appropriate behavior in school; relationships with teachers and classmates; school celebrations; music, arts, and movement; non-standard measurement using common objects; places and people in school; familiar sounds in school; care and protection of school property; positions and directions, including in, on,</p>



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