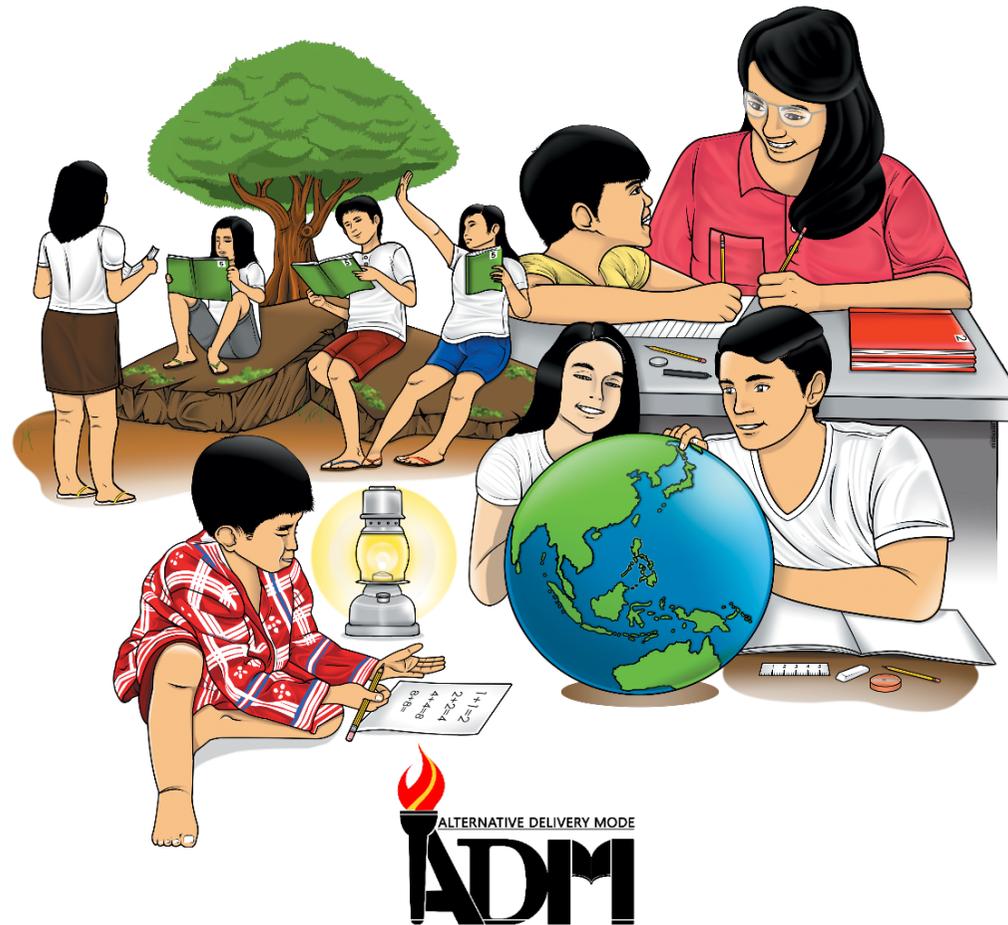




Kindergarten

Quarter 1: Week 10 Learning Experiences



Kindergarten

Alternative Delivery Mode

Quarter 1: Week 10 Learning Experiences

First Edition, 2020

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Kindergarten

Quarter 1: Week 10 Learning Experiences

Introductory Message

For the facilitator:

Welcome to the Kindergarten Learning Experiences (KLE) for Alternative Delivery Mode (ADM)!

This learning resource was aligned with the identified Most Essential Learning Competencies (MELCs) applicable to the child's real-life situations. This is collaboratively designed, developed and reviewed by educators both from public and private institutions to assist the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration on their needs and circumstances.

As a facilitator, you are expected to prepare the needed materials in advance. If the suggested materials in the activities herein are not available, it is advised that you will utilize whatever is in the locality.

You also need to keep track of the learners' progress while allowing them to learn through play. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the material.

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QUARTER 1- WEEK 10 LEARNING EXPERIENCES

Content Standards: The child demonstrates an understanding of body parts and their uses.			
Performance Standards: The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living.			
Most Essential Learning Competencies: Practice ways to care for one’s body.			
Content Focus: I can take care of my body in many ways.			
	Learning Experiences	Materials	Note to the Facilitator
What I need to know	I can help stop the spread of germs by washing my hands.		
What I know	<p>Introduction</p> <p>Say:</p> <p>Good day kid!</p> <p>Hope you are fine today!</p> <p>Last time, we have learned the basic needs of our body in order to live and the ways in taking care of our body.</p> <p>Today, we are going to learn more ways on how to take care of our body to be healthy.</p> <p>But before we proceed, we will sing first.</p>		<p>Optional:</p> <p>Start the day’s activity with a prayer. Use any prayer the child is familiar with.</p> <p>Then sing any familiar localized song.</p> <p>Let the learner practice courteous greetings every day.</p>

	<p>Please sing with me.</p> <p style="text-align: center;">This is the Way</p> <p style="text-align: center;">This is the way I wash my hands, wash my hands, wash my hands. This is the way I wash my hands, early in the morning.</p> <p>Variation:</p> <ul style="list-style-type: none">• wash my face• comb my hair• brush my teeth <p>Do the action with the learner while singing.</p>		<p>Introduce the flow of this routine every day.</p>
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<p style="text-align: center;">What's new</p>	<p>Say: We have done this activity before, but we will do it again.</p> <p>Activity 1: Proper Handwashing</p> <p>Procedure:</p> <p>1. Demonstrate to the learner the proper way of washing the hands following the steps below:</p> <p style="text-align: center;">Proper Handwashing (doh.gov.ph)</p> <p>a) Wet hands with water and apply soap.</p> <p>b) Lather soap and rub hands together, palm-to-palm and in between fingers.</p> <p>c) Rub back of one hand with the palm of your other hand.</p> <p>d) Rub fingertips of each hand in opposite palm.</p>	<ul style="list-style-type: none"> • water • soap • small clean towel • poster on proper handwashing 	<p>Bring the learner to the lavatory when demonstrating the proper handwashing. Use the poster of proper handwashing in Annex 1.</p> <p>Always remind the learner to arrange/organize the materials or clean the area after the activity.</p>
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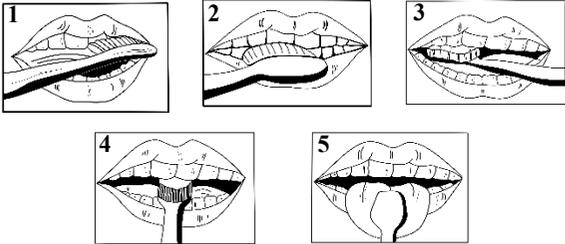
	<ul style="list-style-type: none"> e) Rub each thumb clasped in opposite hand. f) Rub both palms with fingers. g) Rinse thoroughly with running or poured in water. h) Wipe hands with clean and dry cloth/towel. <ol style="list-style-type: none"> 2. Let the learner wash his/her hands with the facilitator. 3. Let the learner do the handwashing by himself/herself. 4. Wipe hands with clean towel. 		
<p style="text-align: center;">What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. How did you wash your hands? (did it step by step, used water and soap and cleaned it thoroughly, and wiped with clean towel) 2. Why should we wash our hands? (To make our hands clean, to be healthy and to avoid getting sick). 3. How many times should you wash your hands every day? 		

	(many times, as needed)		
	<p>Say:</p> <p>Great job!</p> <p>You already knew the correct way of washing your hands.</p> <p>You must wash your hands before and after eating, after playing or touching something that is dirty.</p> <p>This is to protect you from germs and virus.</p>		
What's more	<p>Snack Time:</p> <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating etiquette • Value of sharing food 		Teach the learner the importance of these routines and encourage them to practice all of these during snacks and meal time.
	<p>Say: Now let's have another activity.</p> <p>Activity 2: How Germs Spread</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare all the needed materials on the table. 2. Put paste or glue on the learner's hand. 	<ul style="list-style-type: none"> • glue • glitters/silver dust • basin • water • soap 	<p>Provide assistance to the learner whenever needed but do not do the activity for him/her.</p> <p>Close supervision is needed during the activity</p>

	<p>3. Sprinkle glitters/silver dust on it.</p> <p>4. Let the learner do the following:</p> <ul style="list-style-type: none"> • rub hands to spread the glitters/silver dust evenly; • hold any object in the house; • ask another family member to hold the objects you have touched • try to get the glitters/silver dust off by wiping a towel; • wash hands using soap and water; and • wipe hands with clean towel/cloth. 	<ul style="list-style-type: none"> • towel 	<p>Let the learner arrange/organize the materials and clean the mess after the activity.</p>
<p>What I have learned</p>	<p>Wrap-up</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What happened to the glitters/silver dust on your hands when you touched the objects? (It stuck on to the objects.) 2. What happened when another family member hold the object you have touched? (Some of the silver dust were transferred to his/her hands.) 3. Were the silver dusts removed when you wiped it with towel? (no) 4. What did you do to remove the glitters/silver dusts in your 		

	<p>hands? (I washed my hands with soap and water.)</p> <p>Say: That's right!</p> <p>Like the silver dusts, the germs spread easily too. If you will not wash your hands with clean water and soap after touching a dirty object, the germs will stay in your hands and spread to the objects that you touched and can even transfer to other people who will also touch the objects you have touched.</p>	
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Let the learner wash hands by himself/herself following the steps in proper handwashing. <p>Free Play</p> <ul style="list-style-type: none"> • Let the learner play with toys of interest. 	<p>Encourage the learner to always wash his/her hands before and after eating and after touching dirty objects following the steps in proper handwashing.</p>

Content Standards: The child demonstrates an understanding of body parts and their uses.		
Performance Standards: The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living.		
Most Essential Learning Competencies: Practice ways to care for one's body.		
Content Focus: I can take care of my body in many ways.		
Learning Experiences		Materials
What I need to know	I can brush my teeth properly.	
What I know	<p>Introduction</p> <p>Say:</p> <p>Good morning!</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. Did you wash your hands before eating breakfast today? 2. Why did you wash your hands? (to make my hands clean, to be healthy, to avoid getting sick, etc.) 3. Aside from cleaning your hands, what are the other ways to keep yourself 	<p>Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with.</p> <p>Then sing any familiar localized song.</p>

	<p>clean? (taking a bath, trimming nails, brushing teeth)</p> <p>4. Have you brushed your teeth today?</p> <p>5. How do you brush your teeth? (Let the child act.)</p> <p>Say: I will show you how to brush your teeth properly.</p>		
<p>What's new</p>	<p>Activity 3: Brush, Brush, Brush</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Position the toothbrush at a 45 -degree angle toward the gum line. 2. Use a pea-sized amount of toothpaste. 3. Use gentle round gesture. 4. Repeat on the inside area. 5. Use a light back and forth gesture on the chewing area. 	<ul style="list-style-type: none"> • toothpaste • toothbrush • water • drinking glass 	<p>Show to the child the proper way of brushing the teeth using the step by step method provided in Annex 2.</p> 

	<p>6. Spit out the toothpaste after brushing.</p> <p>The facilitator and the learner brush their teeth together.</p> <p>Let the learner do tooth brushing on his/ her own.</p>		<p>Guide the learner as you do tooth brushing together.</p> <p>Check if the learner is doing it properly.</p>
<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What did we do together a while ago? (We brushed our teeth.) 2. What were the things we used in brushing our teeth? (toothbrush, toothpaste and water.) 3. How often should we brush our teeth? (at least 3 times a day/every after meal) 4. Why should we brush our teeth? (To keep our teeth clean and healthy.) 5. What are the foods that may destroy the teeth if eaten too much? (candies, chocolates, etc.) <p>Say:</p> <p>You must regularly brush your teeth every day to keep your teeth clean, healthy and to avoid having tooth decay.</p>		

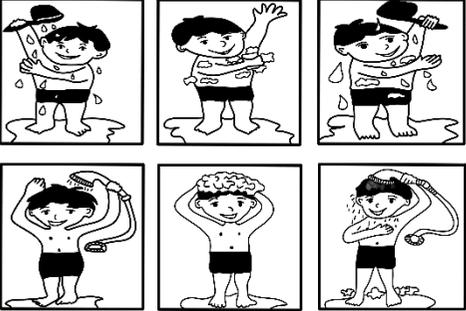
<p>What's more</p>	<p>Snack Time:</p> <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating etiquette • Value of sharing 	<p>Teach the learner the importance of these routines and encourage them to practice all of these during snacks and meal time.</p>	
	<p>Say: Now let's have another activity.</p> <p>Activity 4: Mouth Puppet</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Cut the pink construction paper into a big oval shape and cut also the red construction paper into a small half oval to form a tongue. 2. Draw small circles around the big oval. 3. Let the learner do the following: <ul style="list-style-type: none"> • fold the pink big oval shape into half; • glue the red tongue in the folded line; • apply glue into the circles; 	<ul style="list-style-type: none"> • construction paper (red and pink) • glue • cotton balls 	<p>Provide assistance to the learner whenever needed but do not do the activity for him/her.</p> <p>Let the learner clean the area after the activity.</p> <p>Note: The cotton balls represent the teeth.</p>

	<ul style="list-style-type: none"> • place the cotton balls into the circles; • wash hands after the activity; • leave the output for a while to dry; and • practice counting the number of teeth. 		
What I have learned	<p>Wrap-up</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What have you learned in today's activities? (brushing the teeth properly) 2. How often should we brush our teeth? (3 times a day/every after meal) 3. Why should we brush our teeth? (to keep our teeth clean and healthy) 		
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Let the learners do tooth brushing on his/ her own with close supervision. <p>Free Play</p> <ul style="list-style-type: none"> • Let the learner play with siblings or toys of interest. 		Let the learner wash hands first before brushing the teeth.

Content Standards: The child demonstrates an understanding of body parts and their uses.		
Performance Standards: The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living.		
Most Essential Learning Competencies: Practice ways to care for one's body.		
Content Focus: I can take care of my body in many ways.		
Learning Experiences		Materials
Note to the Facilitator		
What I need to know	I can keep my body strong and healthy by doing an exercise every day.	
What I know	<p>Introduction</p> <p>Say: Hello, good morning!</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. Have you taken a bath today? (yes) 2. What did you use in taking a bath? (clean water, soap and shampoo) 3. Did you change your clothes with a clean one? (yes) 4. Why did you do it? (to stay clean and healthy) 	<p>Optional:</p> <p>Start the day's activity with a prayer. Use any prayer the child is familiar with.</p> <p>Then sing any familiar localized song.</p>

	<p>Say:</p> <p>Today, we will learn more about keeping ourselves clean.</p>		
<p>What's new</p>	<p>Activity 5: Splash, Splash, Splash</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare all the things needed in taking a bath. 2. Remove the clothes of the learner for easy bathing (must be done by parent/guardian). 3. Let the learner do the following: <ul style="list-style-type: none"> • wet his/her body; • apply shampoo onto hair and lather; • apply soap on the body and scrub; • rinse with water; and • dry body with a towel 	<ul style="list-style-type: none"> • pail and dipper • water • shampoo • soap • towel 	<p>This activity can be done early in the morning before breakfast.</p> <p>Let the learner keep the things used in proper place.</p> <p>Note: Remind the learner that when he/she needs assistance while taking a bath, he must ask help from his/her parent/guardian only and not from other people. It would be better if he/she can do it himself/herself.</p>

<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Bravo! You did it well by yourself!</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. Why should you take a bath every day? (so that my body will become clean) 2. Can you name the things used in taking a bath? (towel, soap and shampoo) 3. What is the best time of the day to take a bath? (morning) Why? 4. Can you now take a bath on your own? (yes) <p>Say: Now, you must practice taking a bath on your own. This is to keep your body clean, fresh and to wash away the germs to avoid getting sick.</p>	
<p>What's more</p>	<p>Snack Time:</p> <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer 	<p>Teach the learner the importance of these routines and encourage them to practice all of these during snacks and meal time.</p>

	<ul style="list-style-type: none"> • Eating etiquette • Value of sharing 		
	<p>Say: Now, let's have another activity.</p> <p>Activity 6: Bath Sequence</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Put Set A picture cards alternately on the table. 2. Let the learner do the following: <ul style="list-style-type: none"> • arrange the picture cards in sequence (first, next and last); and • tell something about each picture. 3. Repeat the procedure for Set B. 	<ul style="list-style-type: none"> • 2 sets of picture cards <p>Set A: wetting the body, scrubbing the body, rinsing the body</p> <p>Set B: wetting the hair, shampooing the hair, rinsing the hair</p>	<p>Provide assistance to the learner whenever needed but do not do the activity for him/her.</p> <p>Use the picture cards provided in Annex 3.</p> 

<p>What I have learned</p>	<p>Wrap-up</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What have you learned from today’s activities? (proper way of taking a bath, keeping myself clean.) 2. Can you take a bath now by yourself? (yes) <p>Say:</p> <p>That’s great!</p> <p>Now you already know how to wash your hands, brush your teeth and take a bath by yourself.</p> <p>Keep it up!</p>	<p>Observe everyday if the learner is doing handwashing, tooth brushing and bathing properly.</p>
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Let the learner take a bath on his/her own every day. 	

Content Standards: The child demonstrates an understanding of body parts and their uses		
Performance Standards: The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living		
Most Essential Learning Competencies: Practice ways to care for one's body		
Content Focus: I can take care of my body in many ways.		
Learning Experiences		Materials
Note to the Facilitator		
What I need to know	I can keep my body strong and healthy by doing an exercise every day.	
What I know	<p>Introduction Say: Good day! Hope you are fine today. Ask: Can you please recall and share the different activities you did in taking care of your body? (handwashing, tooth brushing and taking a bath) Say: Well done! Another important way to keep our body healthy is to do an exercise. Let's do an exercise today.</p> <p>Let's begin.</p>	<p>Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with.</p> <p>Listen to the child as he/she shares about his/her experiences in handwashing, tooth brushing and taking a bath.</p>

<p style="text-align: center;">What's new</p>	<p>Activity 7: Let's Do an Exercise</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Together with the learner, recite the rhyme below and do the action. <p style="text-align: center;">“Up and Down”</p> <p style="text-align: center;">Up and down and clap, clap, clap</p> <p style="text-align: center;">Up and down and clap, clap, clap</p> <p style="text-align: center;">Clap to the right and clap to the left</p> <p style="text-align: center;">Turn around and clap, clap, clap</p>		<p>Encourage the learner to actively participate in the activity.</p>
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	variation: <ul style="list-style-type: none"> • dance • hop • march • run 		
<p style="text-align: center;">What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What actions have you done? (clap, dance, hop, march, run) 2. How did you feel while doing the activity? (happy, having fun) 3. Is exercise important to your body? (yes) Why? (so that I will be healthy and will not easily get sick) 4. How would you feel when you do regular exercise? (accept any possible answer like I feel energized, etc.) <p>Say: That's right!</p> <p>Our body becomes strong and healthy. It makes our mind alert too.</p> <p>Remember also to drink more water every day to keep yourself hydrated.</p>		

	<p>Snack Time:</p> <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating etiquette <p>Value of sharing</p>	<p>Teach the learner the importance of these routines and encourage them to practice all of these during snacks and meal time.</p>	
<p>What's more</p>	<p>Say: Now, let's have another activity.</p> <p>Activity 8: Move that Body</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Look for a spacious place where you can do an exercise. 2. Play a background music while executing the movements below. 3. Let the learner do the following: <ul style="list-style-type: none"> • deep breathing exercise 	<ul style="list-style-type: none"> • music from any source 	<p>Encourage the learner to actively participate in the activity.</p>

	<ul style="list-style-type: none"> • do simple stretching to loosen tight muscle • execute these movements: (head bending, arms stretching, hands up and down, hip rotation, legs stretching, foot rotation, etc.) • *Repeat, but this time the quality of movements can also be varied (slow or fast). <p>4. End the activity with deep-breathing activity to cool down.</p> <p>Wipe your body with small clean towel/cloth.</p>		
<p>What I have learned</p>	<p>Wrap-up</p> <p>Ask:</p> <p>1. What have you learned in today’s activities? (exercise keeps me fit and healthy.)</p>		<p>The whole family may do 15-minute exercise together every morning or late in the afternoon.</p>

	<p>2. How do you feel with your body after the exercise? (I feel alive and alert.)</p> <p>3. What happens if you don't exercise? (My body will become weak.)</p> <p>Say:</p> <p>That's right.</p> <p>If you will not do an exercise, your muscles become weak and will easily get tired.</p> <p>Doing an exercise every day is very important to keep us healthy.</p>	
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Let the learner perform simple body exercise every morning. 	

References

- Department of Education. 2015. *Standards and Competencies for Five-Year-Old Filipino Children*. Pasig City: DepEd.
- . 2017. *Kindergarten Teacher's Guide*. Pasig City: DepEd.
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Annexes

Annex 1

Proper Handwashing Guide (doh.gov.ph)

Tamang Paraan ng Paghuhugas ng Kamay



**CLEAN HANDS
SAVE LIVES**

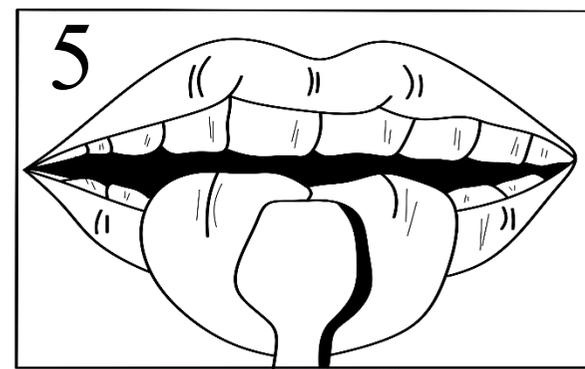
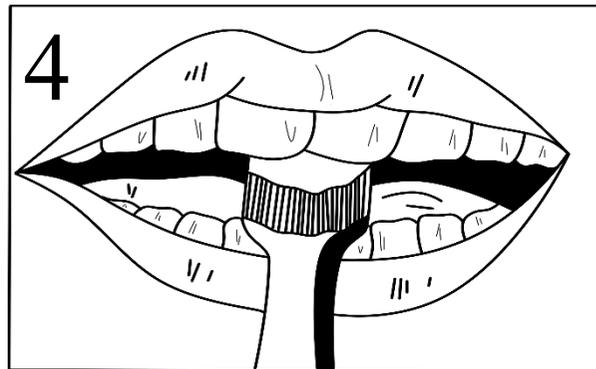
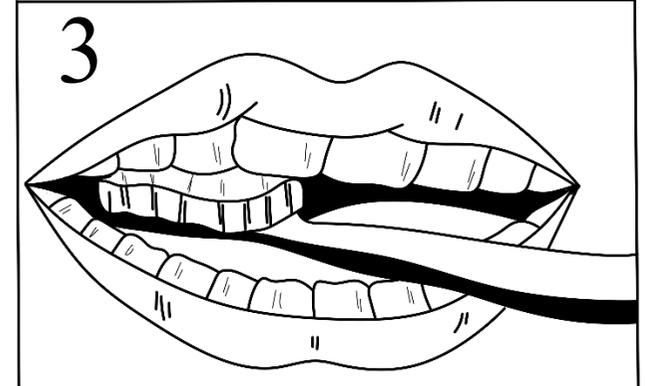
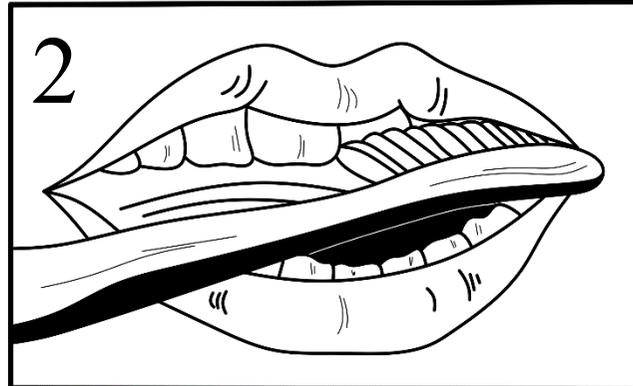
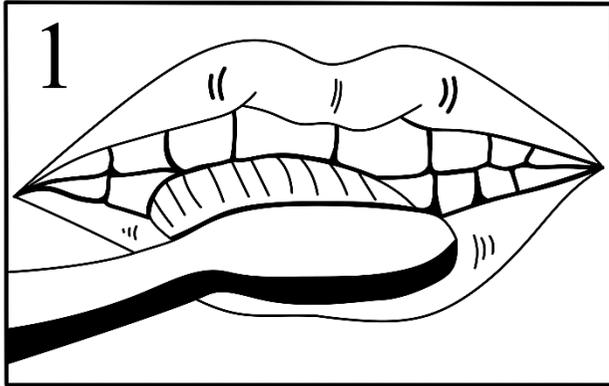


Ugaliin ang madalas na paghuhugas ng kamay!

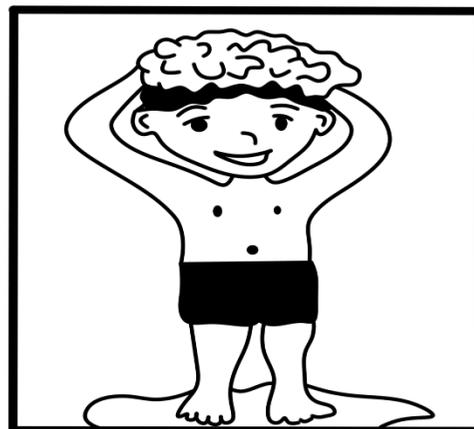
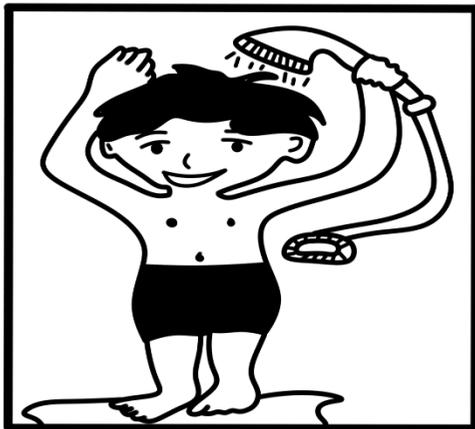
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Annex 2. Activity 3: Brush, Brush, Brush



Annex 3. Activity 6: Bath Sequence



For inquiries or feedback, please write or call:

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