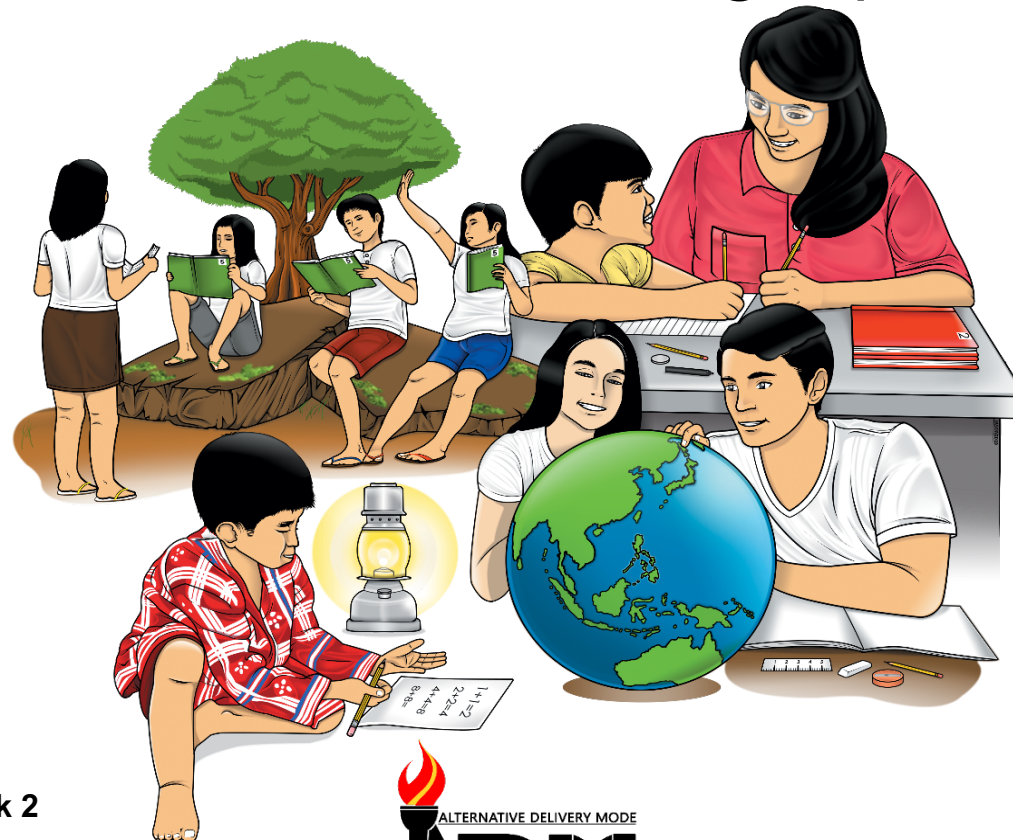




Kindergarten

Quarter 1: Week 2 Learning Experiences



CO_Q1_Kindergarten_Week 2

Kindergarten
Alternative Delivery Mode
Quarter 1: Week 2 Learning Experiences
First Edition, 2020

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Quarter 1: Week 2 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 2 LEARNING EXPERIENCES

Content Standards: <p>Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin.</p> <p>Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng mga sumusunod na batayan upang lubos na mapahalagahan ang sarili: Disiplina</p>			
Performance Standards: <p>Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain</p> <p>Ang bata ay nakapagpapamalas ng tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang-alang sa sarili at sa iba.</p>			
Most Essential Learning Competencies: <p>Nasasabi ang mga sariling pangangailangan nang walang pag-aalinlangan</p>			
Content Focus: I can tell my needs and learn many things			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can tell my needs. I can do many things at home.		
What I know	Introduction Say: Hello, kid! It must be a busy day again. I am sure you will enjoy the things that we will do today.	none	Optional: <i>Use any prayer familiar to the child.</i> <i>Sing the song before the start of the activity with the learner.</i> <i>Use any familiar localized song.</i>

	<p>Last time, you were able to draw yellow objects/things you like and those you don't.</p> <p>I have here a bag. Inside are different objects. What do you think are these?</p> <p>(Take out the objects from the bag one at a time and ask the learner to name it).</p> <p>What is this? This one?</p> <p>(Do this until all objects are taken out from the bag). e.g. pencils, crayons, erasers sharpeners, notebooks, cups, spoons, plates, etc.</p> <p>of all these things we have taken out from the bag, what are these things used in school?</p> <p>It's time to play, we will have a game called "Look-A-Like."</p>		<p><i>Let the learner practice courteous greetings even during the introduction</i></p> <p><i>Introduce also the flow of this routine every day.</i></p> <p><i>Explain to the learner why he/she needs to study at home not in school.</i></p>
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<p>What's new</p>	<p>Activity 1: Look-A-Like</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare different objects on the table in pairs. (pencils, crayons, notebooks erasers, sheets of paper) 2. Let the learner do the following: <ul style="list-style-type: none"> • match the objects based on his/her preference • name/tell how each pair of objects were matched • count the number of pairs 3. Observe how the learner matches/pairs the given objects. 	<p>Materials:</p> <p>common objects at 2 pieces each: pencil, crayons, notebook, eraser, sheets of paper, any available materials in the house like cups, spoon, bottles, glass, etc.</p> <p>*use the materials mentioned in the introduction</p>	<p>Make sure that the school things have pairs.</p> <p><i>Always remind the learner to arrange/organize the materials, clean the activity area and throw the waste materials as part of their daily routines.</i></p>
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<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Well done! You were able to match the look-a-like or the same pair of objects.</p> <p>Ask: How did you match the objects? (I matched or paired the objects with the same item/name because of its shape, size, and color.)</p> <p>Aside from shapes, sizes, and colors, what else did you do? Have you match them according to its use?</p> <p>Say: That's true! You mentioned about shapes, what is an example of a shape?</p> <p>(Show different shapes). What shape is this? This one? How about this?</p> <p>Excellent! We will have another activity after a break.</p>	<p>These questions can be asked one at a time.</p> <p>Collect objects with similar shapes of a circle, triangle, rectangle and square available in the house (e.g. plates, fan, pad paper, books, chopping board, etc.).</p>
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What's more	Snack Time: <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating etiquette 		These can be integrated in the household during meal time; or any available food will do.
	Activity 2: Shape Hunt Procedure: <ol style="list-style-type: none"> 1. Let the learner look for 4 different pairs of similar shapes of square, circle, triangle, and rectangle inside the house 2. Place them on the table or on the floor. 3. Let the learner do the following: <ul style="list-style-type: none"> • tell the name and shape of the objects he/she has collected • match two objects with the same shape • tell why/how the objects were matched 	Materials: <ul style="list-style-type: none"> • different objects with similar shapes available in the house 	If the learner cannot find for the complete pairs, any available objects will do.

<p>What I have learned</p>	<p>Wrap-Up</p> <p>Ask:</p> <p>What have you learned from today's activities?</p> <p>Of the objects you have collected, were there similar in shapes?</p> <p>What did you do with the objects that were similar in shape?</p> <p>(I arranged/paired them according to shape, size, color, name, etc. and returned them to their proper place).</p> <p>Say: Well done!! You are a responsible learner.</p>	<p>Questions that lead to the next day's activity can also be asked</p>
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> Let the learner sort/ arrange the clean dishes in the kitchen. Encourage him/her to tell if he/she needs assistance. <p>Free Play</p> <ul style="list-style-type: none"> Have familiar home play games, balancing along the beam/ lines/log, hopping on the floor tiles, play with toys of interest, etc. 	<p>Guide the learner in arranging the dishes in the kitchen.</p> <p>Always provide safety reminders.</p> <p>Encourage the learner to help in the household chores.</p>

Most Essential Learning Competencies: Nasasabi ang mga sariling pangangailangan nang walang pag-aalinlangan			
Content Focus: Learners are unique. They learn and do many things			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can clean myself every day.		
What I know	Introduction Say: Good day! How are you today? Have you taken a bath today? What do you need in cleaning your body? Did you brush your teeth? Did you change your clothes? Did you comb your hair? Did you wash your hands before/after eating? Very good! That's the proper way of	none	Optional: <i>Use any prayer familiar to the learner</i> <i>Sing the song before the start of the activity with the learner.</i> <i>Use any familiar localized song.</i> <i>Let the learner practice courteous greetings even during the introduction</i> <i>Introduce also the flow of this routine every day.</i>

	<p>keeping our body clean and healthy.</p> <p>What clothes do you usually wear?</p> <p>(shorts, shirt, underwear, skirt)</p> <p>I have here set of things. We use these in cleaning our body.</p> <p>I will show you how to use them properly then you will do it by yourself later.</p>		<p><i>Integrate health hygiene and safety practices as part of pandemic new normal rules through proper hand washing.</i></p>
<p>What's new</p>	<p>Activity 3: Modeling Practice</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Put the materials on the chair or on the table. 2. Demonstrate to the learner the proper way of doing with the following: <ul style="list-style-type: none"> • washing of hands • combing the hair • dressing up 	<p>Materials:</p> <ul style="list-style-type: none"> • soap • comb • clothes • small towel 	<p>Instead water on basin, bring the learner to the lavatory</p> <p><i>Always remind the learner to arrange/organize the materials or clean the area after the activity.</i></p>

	3. Let the learner do it by himself/herself.		
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Great! I know you can do it on your own because you are a responsible kindergarten learner.</p> <p>Ask: Are these things important to us? (Pointing to the things being used during the activity)</p> <p>Why? (Because it makes our body clean and healthy).</p> <p>Name them. (Ask the learner to name them one by one as you point or hold each item).</p> <p>Say: Well done!</p>		

	Okay, you deserve a break.	
What's more	Snack Time: <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating etiquette 	These can be integrated in the household during meal time; or any available food will do.
	Say: Let's have another activity Activity 4: Charade Procedure: <ol style="list-style-type: none"> 1. Act out the following situations one at a time and let the learner guess the action. <ul style="list-style-type: none"> • taking a bath • brushing the teeth • dressing up • combing the hair 2. Take turns. The learner will now do the action while the facilitator guesses the action. 	<i>Always remind the learner to arrange/organize the materials or clean the area after the activity.</i> <i>Integrate health hygiene and safety practices as part of pandemic new normal rules through proper hand washing.</i>

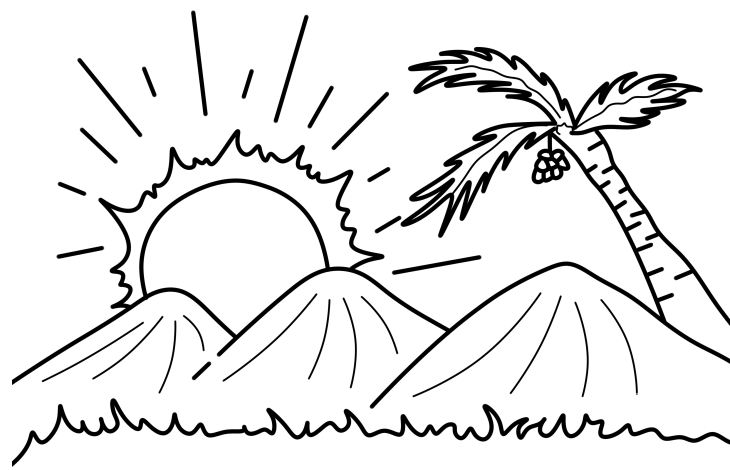
<p>What I have learned</p>	<p>Wrap-Up</p> <p>Ask:</p> <p>What have you learned today? (I learned to identify basic things used in taking care of our body).</p> <p>What else? (I know how to take care of my body to be clean and healthy).</p>	<p>Questions that lead to the next day's activity can also be asked</p>
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Let the learner do the following by himself/herself as part of daily routine: <ul style="list-style-type: none"> - taking a bath - brushing the teeth - dressing up on their own. <p>Free Play</p> <ul style="list-style-type: none"> • Have familiar home play games, balancing along the beam/lines/log, hopping on the floor tiles, play with toys of interest, etc. 	<p>Encourage the learner to help in the household chores.</p>

Most Essential Learning Competencies: Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid aralan (Routines at home)			
Content Focus: Learners are unique. They learn and do many things			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can wash my hands properly. I can tell the time of the day: morning, noon, and evening.		
What I know	Introduction Say: Hey kid! How are you today? Today, we are going to do enjoyable activities. Let's have a short recall. What was our activity yesterday? (combing hair, washing hands, dressing up)	none	Optional: <i>Use any prayer familiar to the learner</i> <i>Sing the song before the start of the activity with the learner.</i> <i>Use any familiar localized song.</i> <i>Let the learner practice courteous greetings even during the introduction.</i> <i>Introduce also the flow of this routine every day.</i>

	<p>Why do we need to be clean? (to become healthy)</p> <p>You have mentioned a while ago about washing our hands. Let's do it again today.</p> <p>.</p>		
What's new	<p>Activity 5: The Way I Wash My Hands</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Demonstrate to the learner the proper way of washing the hands following the steps below: <p>Proper Way of Handwashing (doh.gov.ph)</p> <ol style="list-style-type: none"> a) Wet hands with water and apply soap. b) Lather soap, rub hands together, palm-to-palm and in between fingers. 	<p>Materials:</p> <ul style="list-style-type: none"> • water • soap • clean small towel • poster on proper handwashing 	<p>Bring the learner to the lavatory when demonstrating the proper handwashing.</p> <p>Please refer to the poster in the Annex.</p> <p><i>Always remind the learner to arrange/organize the materials or clean the area after the activity.</i></p> <p><i>Integrate health hygiene and safety practices as part of pandemic new normal rules through proper hand washing.</i></p>

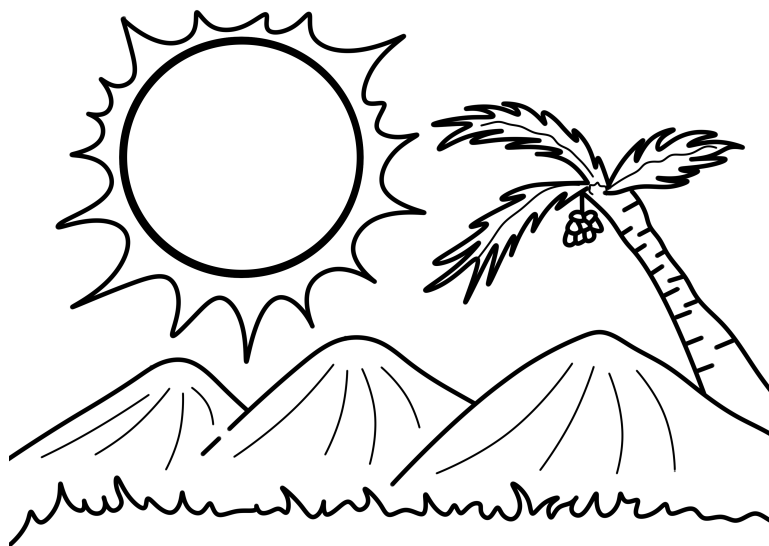
	<ul style="list-style-type: none"> c) Rub back of one hand with the palm of your other hand. d) Rub fingertips of each hand in opposite palm. e) Rub each thumb clasped in opposite hand. f) Rub both palms with fingers. g) Rinse thoroughly with running or poured in water. h) Wipe hands with clean and dry cloth/towel. <p>2. Let the learner wash his/her hands with the facilitator.</p> <p>3. Let the learner do the handwashing by himself/herself.</p> <p>4. Wipe hands with clean towel.</p>		<p><i>Sing with the learners “Happy Birthday To You” song while washing their hands as their guide on the length of time that they should be able to wash their hands thoroughly.</i></p>
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<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say:</p> <p>Great work!</p> <p>You already knew the proper way of washing your hands.</p> <p>Can you tell me how did you do it?</p> <p>Ask:</p> <p>Do you also brush your teeth? (Yes)</p> <p>How often do you brush your teeth? (three times a day)</p> <p>When do you brush your teeth?</p> <p>(after meals in the morning, afternoon and evening)</p> <p>Excellent! You deserve to have a break now.</p>	<p>These questions can be asked one at a time.</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 	<p>These can be integrated in the household during meal time; or any available food will do.</p>

	<p>Say: Let's have another activity</p> <p>Activity 6: Tell Me the Time</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the jumbled pictures to the learner. 2. Ask the learner, "What time do we usually wake up from our night sleep?" (I wake up in the morning). <p>Present this picture.</p> 	<p>Option:</p> <p>Cut-outs of pictures that describe the morning, noontime, and night time will do and prepared ahead.</p> <p>Encourage the learner to look at the day outside and relate the questions to tell the time, whether it is morning, noon, afternoon, or evening.</p> <p><i>Always remind the learner to arrange/organize the materials or clean the area after the activity.</i></p>
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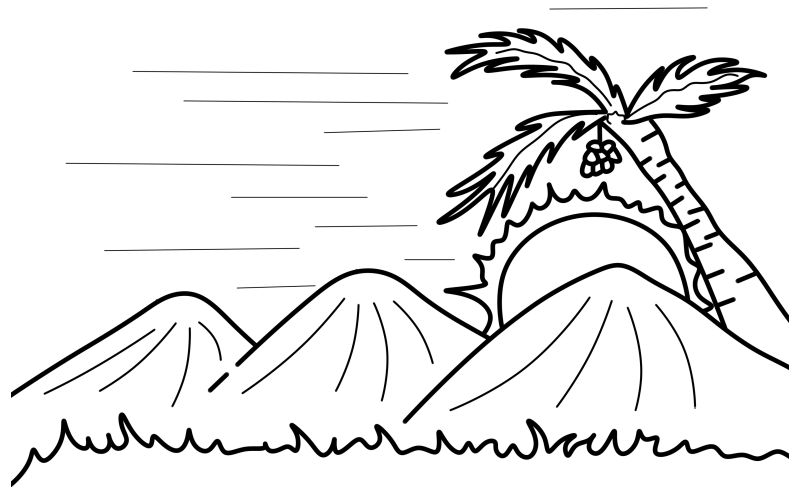
3. When do you eat lunch? (I eat lunch during noontime.)

Present this picture.



4. What is the best time to sleep after a day's activity?
(Nighttime is the best time to sleep after a day's activity.)

Present this picture.



In the absence of a clock or watch, how do you know that it is
morning time? noon time?

nighttime?

(morning time - sun starts to shine,

noon time - sun is over head,

	<p>nighttime - sun will set and the sky becomes dark)</p> <p>Let the learner share his/her activities in the morning, noon and evening.</p> <p>5. Ask the learner to tell what time of the day the following routine will take place. (morning, noon, evening)</p> <ul style="list-style-type: none"> • taking a bath • brushing teeth • changing clean clothes • eating lunch • laying in the bed with lamp 	
What I have learned	<p>Wrap-Up</p> <p>Ask:</p> <p>What have you learned today?</p> <p>(I learned to wash my hands properly).</p> <p>(I learned to tell the time of the day: morning, noon and evening).</p>	<p>Questions that lead to the next day's activity can also be asked</p>

	<p>What else have you learned?</p> <p>(I learned that frequent proper handwashing makes us healthy especially before and after meals.)</p>	
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Make it a habit of washing hands before and after meals. <p>Free Play</p> <ul style="list-style-type: none"> • Have familiar home play games, balancing along the beam/lines/log, hopping on the floor tiles, play with toys of interest, etc. 	<p>Encourage the learner to help in the household chores.</p>

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Annexes

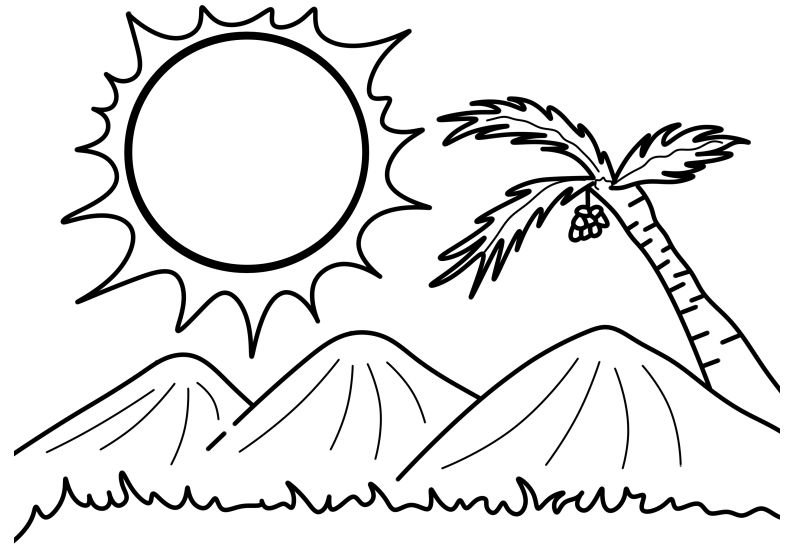
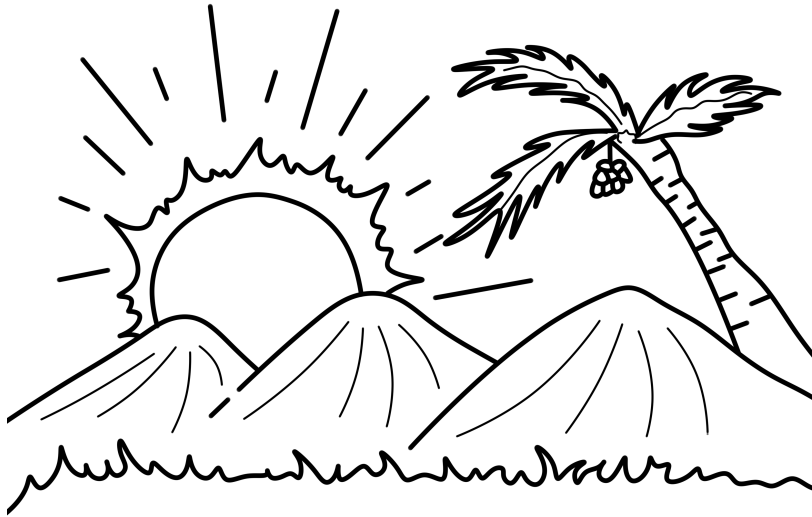
Annex 1. Activity 5: The Way I Wash My Hands

Proper Handwashing Guide



(Department of Health n.d.)

Annex 2. Activity 6: Tell Me the Time



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