

Kindergarten

Quarter 1: Week 4 Learning Experiences



Kindergarten
Alternative Delivery Mode
Quarter 1: Week 4 Learning Experiences
First Edition, 2020

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Quarter 1: Week 4 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 4 LEARNING EXPERIENCES

Content Standards: Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin.			
Performance Standards: Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain.			
Most Essential Learning Competencies: Naisakikilos ang sariling kakayahan sa iba't ibang paraan, hal. pag-awit, pagsayaw, at iba pa			
Content Focus: I can move my body in different ways.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can use my body to do different movements.		
What I know	<p>Introduction</p> <p>Say: Good day!</p> <p>How do you feel today?</p> <p>Are you feeling well? good? happy? sad? (I feel well.)</p> <p>For the last few days, we were busy coloring, tracing, counting, etc.</p> <p>Today, we will do physical exercise, just simple body movements to keep us healthy. To be healthy always is very important.</p>		<p>Optional: <i>Start with a prayer. Use any prayer familiar to the child.</i></p> <p><i>Then sing any familiar localized song with the learner before the activity.</i></p> <p><i>Let the children practice courteous greetings even during the introduction</i></p> <p><i>Introduce also the flow of this routine every day.</i></p>

	<p>Ask: Do you want to be healthy all the time? (Yes. I want to be healthy.)</p> <p>Say: Before we start, let us take a deep breath first, then inhale, and exhale. (Do this with the learner 3 times).</p> <p>Let's do more simple body movements together.</p> <ul style="list-style-type: none"> - put hands up in the air, wave slowly, snap 3 times, shake and spin around - two little hands go clap, clap, clap - two little feet go hop, hop, hop - one little foot goes tap, tap, tap - one little body turns around - one little child sits quietly down <p>Did you enjoy? How do you feel now? Feeling good?</p> <p>Let's do another simple exercise while sitting.</p>		
What's new	<p>Activity 1: Move with the Music</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Provide a rug to sit on. 	<ul style="list-style-type: none"> • rug • music from the radio or 	You can use a radio or a

	<ol style="list-style-type: none"> 2. Ask the learner to sit on the provided rug. 3. Play an instrumental or cool music while doing an exercise with the learner. 4. Perform the following with the learner: <ul style="list-style-type: none"> • take a deep-breathing exercise (inhale and exhale 6 counts); • simple stretching (10 counts): <ul style="list-style-type: none"> - hold head with your right hand and bend right sideward - hold head with your left hand and bend left sideward - put hands on your hips and bend head to front, then back and vice versa - raise both arms stretch forward - raise both arms stretch sideward - do shoulder circling - raise both arms upward, downward 	cellphone	cellphone to play a music.
What is it	<p>Say: Excellent!</p> <p>Ask: Did you enjoy moving your body? (Yes, I do.)</p> <p>How do you feel now? (I feel energized.)</p> <p>That's right, you will feel more relax when your body is moved. This will help you feel better and ready to start new learning activities.</p> <p>What were those simple movements we just performed? (waving, clapping, hopping, stretching arms and head, deep breathing)</p>		Ask these questions after doing the exercise.

	<p>Aside from those movements, you can also move your body through dancing, running, jumping, skipping, balancing, singing and many other movements.</p> <p>Yes. We can possibly do these movements every day. As we do these, our body parts are being used, namely: our arms, hands, feet, legs, shoulders and head.</p> <p>With this, it would help us feel energetic and alert, ready to learn new things.</p> <p>But before we proceed, we will take a break for a while.</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 	These can be done also during meal time.
	<p>Say: Let's sing and while singing we will do some action.</p> <p>Ask: Are you familiar with the song 'If You're Happy?'...</p> <p>Say: We will sing it and do the action together. Let's begin.</p> <p>Activity 2: Let's Move Our Body</p> <p>(If You're Happy and You Know It)</p> <p>If you're happy and you know it,</p>	<p>Materials:</p> <p>Lyrics of the song</p> <p>Guide the learner in doing the action.</p>

	<p><u>clap your hands</u> (2x)</p> <p>If you're happy and you know it, then your face will surely show it.</p> <p>If you're happy and you know it, <u>clap your hands</u>.</p> <p>*Repeat the song and replace the underlined with:</p> <ul style="list-style-type: none"> • stomp your feet • sway your hips • nod your head 		
What I have learned	<p>Wrap-up</p> <p>Ask: How did you feel after doing the activities? (I feel better and happy.)</p> <p>What body parts were used during the activities? (Our hands, feet, legs, hips and head were used in doing these activities.)</p> <p>What did your hands do? Your head? Your hips? Your feet? (I do hand clapping, waving, and snapping. I do head stretching. I do hips swaying. I do feet stomping and hopping.)</p> <p>What else did we do? (we were also singing while doing the action.)</p> <p>Say: Yes, our body can do different movements using our body parts.</p>		

	Now let us do more!	
What I can do	<p>Application</p> <p>Let the learner do any body movement with music. Allow him/her to perform any dance steps as the music plays.</p> <p>Free Play</p> <p>Have familiar home play games, balancing along the beam/ lines/log, hopping on the floor, play with toys of interest, etc.</p>	Encourage the learner to help in doing the other household chores.

Content Standards: The child demonstrates an understanding of similarities and differences in what he/she can see.			
Performance Standards: The child shall be able to actively listen to the sounds around him/her and is attentive to make judgments and respond accordingly			
Most Essential Learning Competencies: Identify the letter, number, or word that is different in a group.			
Content Focus: I learn similar and different letters, numbers or words in a group.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can identify the same and different letters in a group.		
What I know	<p>Introduction</p> <p>Ask: How are you today? I hope you're well.</p> <p>What were the different body movements we did yesterday?</p> <p>We will sing again the action song that we have learned? (If you're happy and you know it)</p> <p>So, let's do it together.</p> <p>Say: Great! We are now energized and ready to learn something new.</p> <p>Let us recall that all of us have names.</p>		<p>Optional: <i>Start with a prayer. Use any prayer familiar to the child.</i></p> <p><i>You may sing any familiar localized song with the learner before the activity.</i></p>

	<p>Ask: Am I right? (Yes)</p> <p>What is your complete name?</p> <p>Say: Perfect!</p> <p>Ask: What is the beginning letter of your name? Who among the members of the family have the same beginning letter of your name? How many letters do you have in your name? (answer is dependent with the learner's name)</p> <p>How about this word "Mama"? How many letters does this word has? (Mama word has four letters.)</p> <p>What is the beginning letter of the word "Mama"? (Mm).</p> <p>What is the sound of this letter? /m/</p> <p>Now, let's play a game.</p> <p>We are going to look for letters that is the same with the beginning letter of the word "Mama".</p>		<p><i>Provide the child's name tag or copy of his/her first name.</i></p> <p><i>example: Micah</i></p>
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What’s new	<p>Activity 3: Letter Search</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Give the learner old newspapers, flyers or brochures.2. Let the learner do the following:<ul style="list-style-type: none">• cut letters that are same with the beginning letter of the word “Mama” from the materials given• paste all the cut letters on a bond paper• count the letters that were pasted on the bond paper.	<ul style="list-style-type: none">• old newspapers, flyers or brochures• bond paper• pair of scissors• glue or any available pasting material	<p>Provide old newspapers/ magazine, flyers or brochures</p> <p>Guide the child in cutting the letters.</p>
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Good work! You have cut and pasted the letters well.</p> <p>Ask: What is the beginning letter of the word “Mama”? (Mm)</p> <p>What is the sound of letter Mm? (/m/)</p> <p>How many letters you have collected?</p> <p>Are they all same in form or in size? (They are different).</p> <p>Say: Yes, the letters you have collected have different forms, sizes and even length.</p> <p>Ask: Are they still called letter Mm even if they are in different forms and sizes? (Yes)</p>		<p>Emphasize the /m/ sound.</p>

	<p>Say: You are correct! The name of the letter is still the same even if they have different forms and sizes.</p> <p>Before we proceed to another activity, we will have a 10-minute break.</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		These can be done also during meal time.					
	<p>Say: Now, let’s do another activity.</p> <p>Activity 4: Same or Different</p> <p>Procedure:</p> <p>1. Prepare set of cards that contain a mix of identical and different letters. (see example in the next column)</p> <p>2. Let the learner do the following:</p> <ul style="list-style-type: none">• pick a set of cards and tell whether the letters are the same or different from the other.• place the card on the right side if found the same	<p>Materials:</p> <ul style="list-style-type: none">• cartolina or any paper• pair of scissors• pen or marker <table><tr><td>Mm</td><td>Mm</td></tr></table> <table><tr><td>Mm</td><td>Aa</td></tr></table> <table><tr><td>Aa</td><td>Aa</td></tr></table>	Mm	Mm	Mm	Aa	Aa	Aa
Mm	Mm							
Mm	Aa							
Aa	Aa							

	<ul style="list-style-type: none">place the card on the left side if found different <p>3. After identifying each set of cards introduce the letter names and its sounds.</p>	<table><tr><td>Mm</td><td>Nn</td></tr><tr><td>Nn</td><td>Nn</td></tr></table>	Mm	Nn	Nn	Nn	
Mm	Nn						
Nn	Nn						
What I have learned	<p>Wrap-up</p> <p>Say: You have identified different sets of letters.</p> <p>Ask: How many sets of cards with the same letters? How many sets are different?</p> <p>Say: Show me the cards with the same letters and tell me the name of the letter.</p> <p>Show me the cards with different letters and tell me the names of the letter.</p> <p>Ask: What is the sound of letter Mm? (/m/); Aa? (/a/); Nn? (/n/)</p> <p>On the letters we have mentioned, what are the letters that are also found in your name?</p> <p>(answer is dependent on the name of the learner)</p>	Facilitator may use objects that start with /m/ sound in mother tongue.					

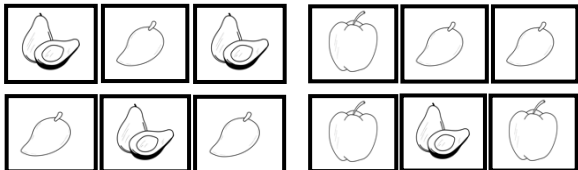

	<p>What are other objects which names begin with /m/?</p> <p>(Facilitator shows more pictures with the name that begin with /m/)</p> <p>Say: Well done! You have learned three letters today. You have learned also that each letter has its own sound.</p> <p>We will do another exciting activity.</p> <p>Let's go.</p>	
What I can do	<p>Application</p> <p>Let the learner look for objects with the names that start with the letters Mm, Aa & Nn taken up in Activity 4. Do this inside the house only.</p> <p>Free Play</p> <ul style="list-style-type: none"> • Play familiar games in the house. 	Encourage the learner to help in doing the other household chores.

Content Standards: The child demonstrates an understanding of similarities and differences in what he/she can see.			
Performance Standards: The child shall be able to actively listen to the sounds around him/her and is attentive to make judgments and respond accordingly			
Most Essential Learning Competencies: Identify the letter, number, or word that is different in a group.			
Content Focus: I learn similar and different letters, numbers or words in a group.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can identify the same and different letters in a group.		
What I know	<p>Introduction</p> <p>Say: Hello, kid!</p> <p>We have learned in our previous activities that each letter has a name and /a/ sound.</p> <p>Each word is composed of letters with different sounds.</p> <p>For example, the word “Mama” we have learned earlier has four letters (M-a-m-a). The beginning letter is ‘M’ and the sound is /m/, followed by letter ‘a’ with a sound of /a/, ‘m’ with a sound of /m/, and ‘a’ with a sound of /a/. (M-a.m-a)</p>	Picture of Afis or real Afis whichever is available.	<p>Optional: <i>Start with a prayer. Use any prayer familiar to the child.</i></p> <p><i>Then sing any familiar localized song with the learner before the activity.</i></p>

	<p>Say: I have here pictures. Let's see if you can name them.</p> <p>Ask: (Show a picture of an ant). What is the name of this picture? (ant)</p> <p>What is the beginning sound of the word 'ant'? (/a/)</p> <p>Say: Excellent!</p> <p>Now, we will have another exciting activity. Let's begin.</p>		
What's new	<p>Activity 5: Playdough: Letter Aa and Mm</p> <p>Procedure:</p> <ol style="list-style-type: none"> Put letter cards (letters Mm and Aa) and playdough on the table. Let the learner do the following: <ul style="list-style-type: none"> get the letter cards 'Aa' and 'Mm' from the table form letters 'Aa' and 'Mm' using playdough say their letter names and produce its sound. 	<ul style="list-style-type: none"> Playdough letter cards 'Aa' and 'Mm' 	<p>Make sure there is sufficient playdough or modelling clay for the learner to make several letters.</p> <p>Guide the learner in producing the /a/ and /m/ sound properly.</p>

	<p>3. Let the learner form additional sets of letters Aa and Mm following the pattern below:</p> <ul style="list-style-type: none"> • Aa. Aa Mm. Mm • M M. m. m • M m A a • Mm Aa Aa <p>4. Let the learner identify the set of letters that are the same or different.</p>		
<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask: What letters have you formed? (letter Aa and Mm)</p> <p>Can you name objects which begin with letter Aa? How about letter Mm? Can you tell which set of letters are the same? Which set of letters are different?</p> <ul style="list-style-type: none"> •Aa Aa Mm •M M M M •Mm Aa Aa • Aa Aa Aa <p>Say: You have learned again another set of the same and different letters.</p> <p>I have here pictures which names start with letter Aa.</p> <p>(The facilitator shows pictures of atis, ark, ambulance and avocado to</p>		<p>Prepare picture or realia of atis, ark, ambulance, avocado and others.</p>

	<p>the learner one at a time).</p> <p>Ask: What is the name of this picture? (at is)</p> <p>What is its beginning sound? (/a/)</p> <p>*Repeat the question with the rest of the pictures.</p> <p>Say: Well done!</p> <p>You deserve to have a break.</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 		These can be done also during meal time.
	<p>Activity 6: Telling Same and Different</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Put the boxes labeled with Mm and Aa on the table. 2. Arrange the pictures alternately on the table or on the floor following the suggested set below. 3. Let the learner do the following: <ul style="list-style-type: none"> • sort out the pictures that are the same and different in each set • produce the beginning sound on the name of each picture 	<ul style="list-style-type: none"> • 2 small boxes (an old shoe box, or any box available) • picture of objects that start with letter Mm and Aa • pencil or marker 	<ul style="list-style-type: none"> • If pictures are not available, you draw objects that start with letter Mm and Aa using the old folders/cardboards. • Provide at least 8 examples per letter. (based on the child's mother tongue and can be found in the house)

	<ul style="list-style-type: none"> put the pictures in the correct box   <p>(repeat the procedure with the rest of the sets of pictures)</p>		
What I have learned	<p>Wrap-up</p> <p>Say: Well done!</p> <p>Please count the pictures in each box.</p> <p>Ask: How many pictures in the box labeled with Mm. (answer is dependent on the number of pictures prepared)</p> <p>Say: Please say their names again and their beginning sound.</p>		<p>Help the learner in producing the /m/ and /A/ sounds.</p>

	<p>Ask: What about the box labeled Aa? How many pictures in there?</p> <p>Please say their names again and their beginning sounds.</p> <p>Say: Excellent!</p>	
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Practice writing letter Mm and Aa on the air, then in a piece of paper. • Identify names of objects in the house that starts with letters Mm and Aa. <p>Free Play:</p> <ul style="list-style-type: none"> • Let the learner play with toys of interest. 	Encourage the learner to help in doing the simple household chores.

Content Standards: The child demonstrates an understanding of similarities and differences in what he/she can see.			
Performance Standards: The child shall be able to actively listen to the sounds around him/her and is attentive to make judgments and respond accordingly			
Most Essential Learning Competencies: Identify the letter, number, or word that is different in a group.			
Content Focus: I learn similar and different letters, numbers or words in a group.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can identify similar and different numbers or words in a group.		
What I know	<p>Introduction</p> <p>Say: Hello kid! I hope you are well today.</p> <p>Last time, you were able to sort similar and different objects/ pictures and learned the sounds of letters Mm and Aa.</p> <p>Today, we are going to learn more about similar and different.</p> <p>Let's begin!</p>		<p>Optional: <i>Start with a prayer. Use any prayer familiar to the child.</i></p> <p><i>Then sing any familiar localized song with the learner before the activity.</i></p>

What's new	<p>Activity 7: Which is Different</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Prepare sets of word-cards. (see sample on the next column)2. Put them on the floor or on the table.3. Let the learner:<ul style="list-style-type: none">• mark the word that is different within the set by using stones/seeds/bottle caps).• sound out the beginning letter of the words.	<ul style="list-style-type: none">• sets of word-cards• marker: stones/seeds/ bottle caps <table><tr><td>mat</td><td>man</td><td>mat</td></tr></table> <table><tr><td>net</td><td>not</td><td>net</td></tr></table> <table><tr><td>ten</td><td>ten</td><td>tan</td></tr></table> <table><tr><td>sat</td><td>sit</td><td>sat</td></tr></table> <table><tr><td>cat</td><td>cat</td><td>cut</td></tr></table> <table><tr><td>mop</td><td>map</td><td>map</td></tr></table> <table><tr><td>pan</td><td>pan</td><td>pen</td></tr></table> <ul style="list-style-type: none">• sets of word-cards• marker: stones/seeds/ bottle caps	mat	man	mat	net	not	net	ten	ten	tan	sat	sit	sat	cat	cat	cut	mop	map	map	pan	pan	pen	<p>Use simple set of words written in the mother tongue.</p> <p>Assist the learner while doing the activity.</p>
	mat	man	mat																					
net	not	net																						
ten	ten	tan																						
sat	sit	sat																						
cat	cat	cut																						
mop	map	map																						
pan	pan	pen																						

<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask: What makes the activity enjoyable and easy?</p> <p>Were you able to identify the word which is different from the given set?</p> <p>How many words you have identified in all? (numbers depend on the set of word-cards given)</p> <p>Say: First, I will read to you the words in each set. Next, we will read them together. Then, you will sound out the beginning letter of each word.</p> <p>Excellent! You produced the sounds perfectly.</p> <p>It's time for a break.</p>	<p>Emphasize the similar and different words in each given set.</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 done also during meal time.</p>

	<p>Activity 8: Mark the Different</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Prepare sets of number cards (see sample in the next column)2. Put the sets of number cards on the table or on the floor.3. Let the learner:<ul style="list-style-type: none">• mark the number that is different in each set by using a stone/seed/ or bottle cap• read and count the same numbers in the set.	<ul style="list-style-type: none">• set of number-cards• marker: stones/seeds/ bottle caps, etc. <div><div><div>1</div><div>2</div><div>1</div><div>1</div></div><div><div>2</div><div>3</div><div>2</div><div>2</div></div><div><div>4</div><div>4</div><div>5</div><div>4</div></div></div> <div><div><div>4</div><div>1</div><div>4</div><div>4</div></div><div><div>4</div><div>3</div><div>3</div><div>3</div></div><div><div>3</div><div>5</div><div>5</div><div>5</div></div></div>
<p>What I have learned</p>	<p>Ask: How many different numbers you have identified in all of the given set? (There are 6 numbers.)</p> <p>What are these numbers? (2, 3, 5, 3, 4, 1)</p> <p>In this set, what numbers are the same? (answer is dependent on the number card shown)</p> <p>How about this set of numbers, what number are the same?</p> <p>*Repeat the question for the rest of the number cards.</p> <p>How many numbers are the same? (There are 6 numbers)</p>	

	<p>What are those numbers that are the same from every set? (1, 2, 4, 5, 3, 4)</p> <p>Say: Well done!</p>	
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Practice writing of numerals from 1, 2, 3, 4, 5. <p>Free Play</p> <ul style="list-style-type: none"> • Let the learner play with toys of interest. 	<p>Encourage the learner to help in doing the simple household chores.</p>

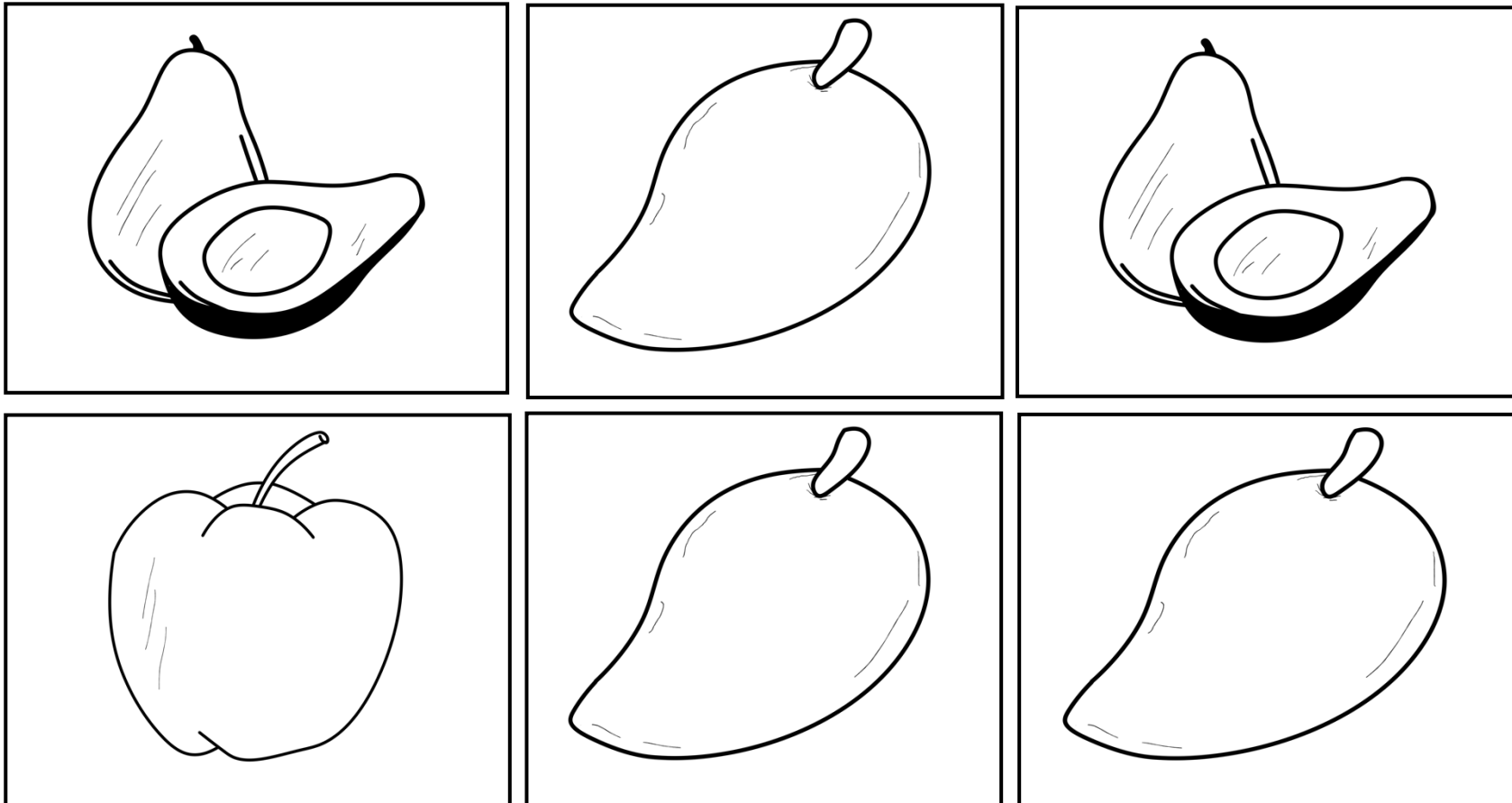
References

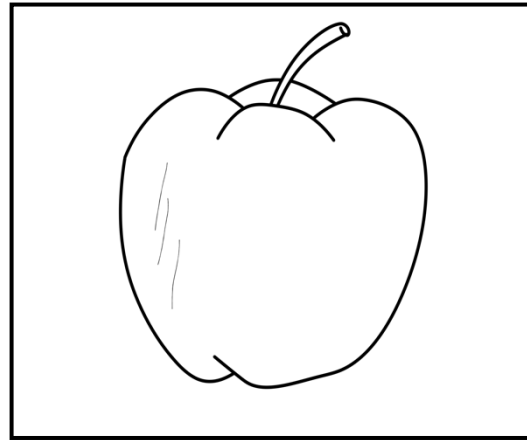
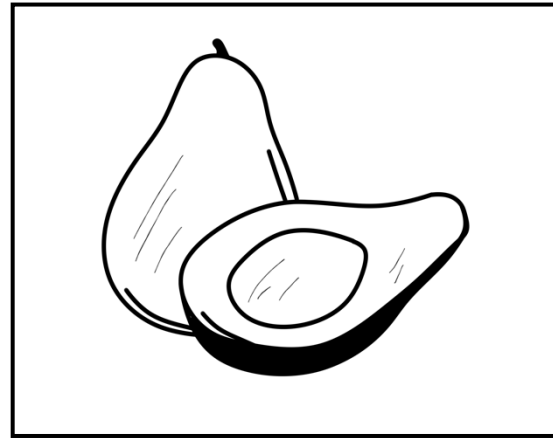
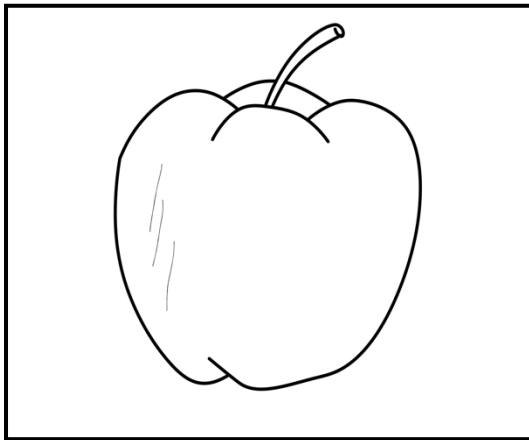
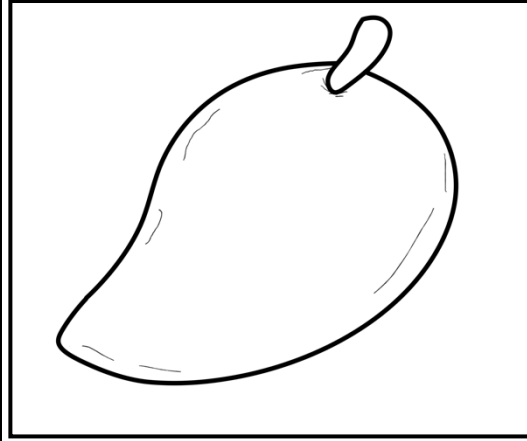
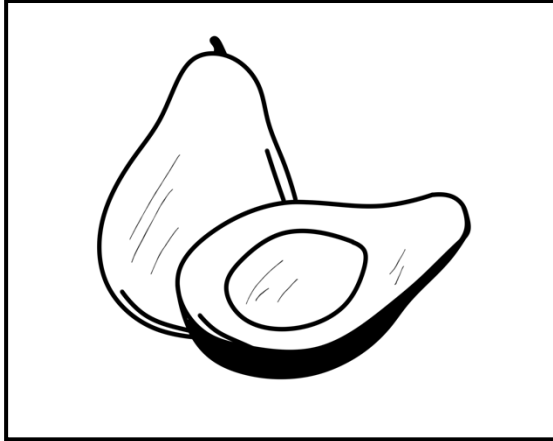
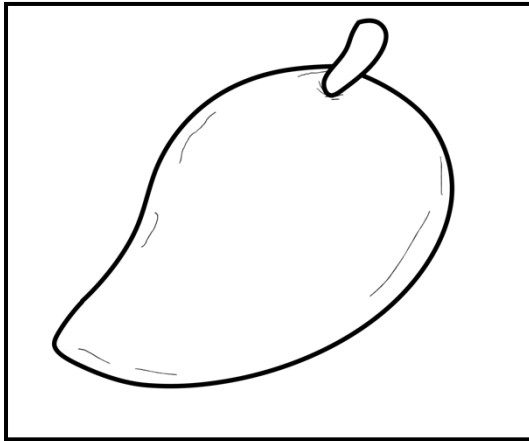
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—. 2015. *Standards and Competencies for five-Year-Old Filipino Children*. Pasig: DepEd.

ANNEX

Activity 6: Telling Same and Different





For inquiries or feedback, please write or call:

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