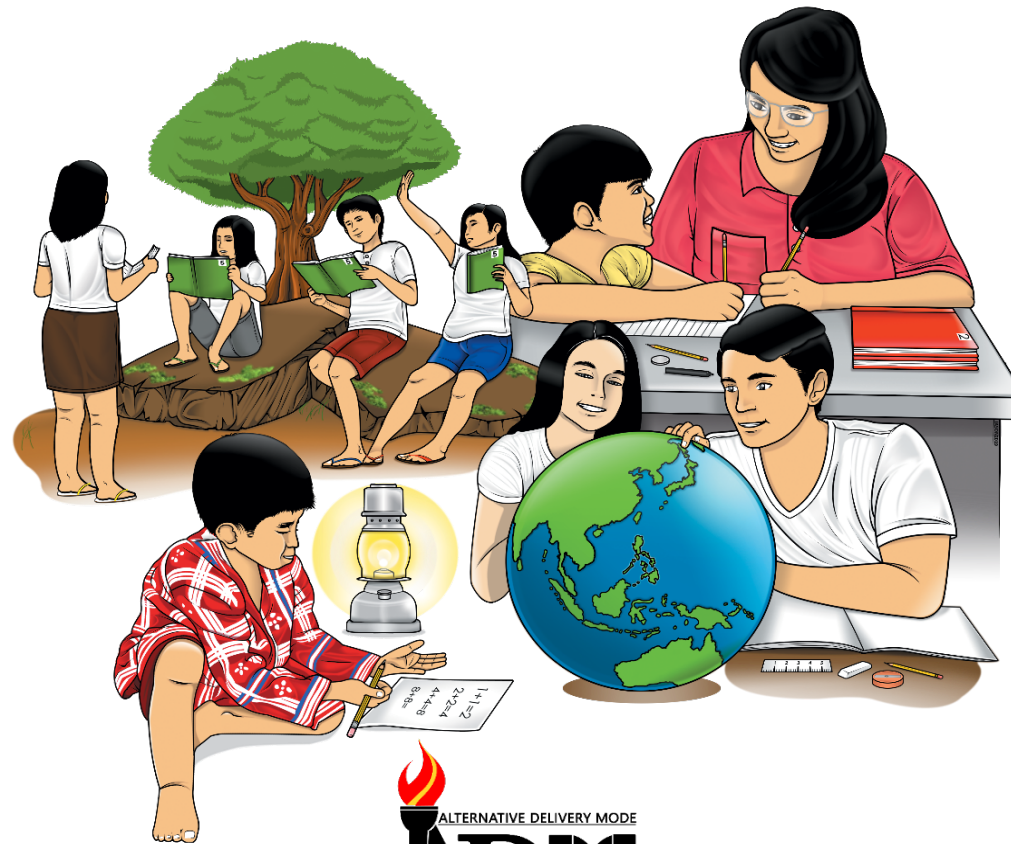


K

Kindergarten

Quarter 1: Week 5 Learning Experiences



CO_Q1_Kindergarten_Week 5

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Kindergarten
Alternative Delivery Mode
Quarter 1: Week 5 Learning Experiences
First Edition, 2020

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K

Kindergarten

Quarter 1: Week 5 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.

Table of Contents

Introductory Message	ii
Activity 1: Mark Same Letters	2
Activity 2: Cover All Same Letter	4
Activity 3: Words Two Match	9
Activity 4: My Mates.....	11
Activity 5: Count Me Please.....	15
Activity 6: My Mini Book	20
Activity 7: Expressing Emotions	21
Activity 8: Stick Puppets	24
Activity 9: Show Me Your Puppet.....	31
Activity 10: Playdough Emotions.....	33
References	35
Annexes	36

QUARTER 1- WEEK 5 LEARNING EXPERIENCES

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 critically observes and makes sense of things around him/her			
Most Essential Learning Competencies: Tell which two letters, numbers, or words in a group are the same			
Content Focus: I can identify the same two letters in a group.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can identify the same letters in a group.		
What I know	<p>Introduction</p> <p>Say:</p> <p>Hello! Hope everything is fine today. Last time we learned to spot the different letters/numbers in a group.</p> <p>Ask:</p> <p>How did we spot the different letters / numbers in a group? (Let the learner say more about the previous activity)</p> <p>Say:</p> <p>Today, we will be learning how to identify the same letters within a group.</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>

<p>What's new</p>	<p>Activity 1: Mark Same Letters</p> <p>Procedure:</p> <p>1. Prepare sets of letter cards with uppercase pairs. See sample below.</p> <div style="text-align: center; margin: 10px 0;"> <table border="1" style="border-collapse: collapse; width: 100px;"> <tr> <td style="padding: 5px;">MM</td> <td style="padding: 5px;">MA</td> <td style="padding: 5px;">MM</td> </tr> </table> <table border="1" style="border-collapse: collapse; width: 100px;"> <tr> <td style="padding: 5px;">FM</td> <td style="padding: 5px;">FF</td> <td style="padding: 5px;">FF</td> </tr> </table> <table border="1" style="border-collapse: collapse; width: 100px;"> <tr> <td style="padding: 5px;">TT</td> <td style="padding: 5px;">AF</td> <td style="padding: 5px;">TT</td> </tr> </table> <table border="1" style="border-collapse: collapse; width: 100px;"> <tr> <td style="padding: 5px;">AA</td> <td style="padding: 5px;">AA</td> <td style="padding: 5px;">AT</td> </tr> </table> <table border="1" style="border-collapse: collapse; width: 100px;"> <tr> <td style="padding: 5px;">FF</td> <td style="padding: 5px;">AF</td> <td style="padding: 5px;">FF</td> </tr> </table> <table border="1" style="border-collapse: collapse; width: 100px;"> <tr> <td style="padding: 5px;">MT</td> <td style="padding: 5px;">TT</td> <td style="padding: 5px;">MT</td> </tr> </table> </div>	MM	MA	MM	FM	FF	FF	TT	AF	TT	AA	AA	AT	FF	AF	FF	MT	TT	MT	<ul style="list-style-type: none"> • sets of cards with same and different pair of letters written in the cartolina or recycled hardboard/ calendars • pair of scissors • pen or marker 	<p>You may also let the learner cut some letters from commercialized wrappers (energy drinks, milk products)</p>
MM	MA	MM																			
FM	FF	FF																			
TT	AF	TT																			
AA	AA	AT																			
FF	AF	FF																			
MT	TT	MT																			

	<p>2. Put the sets of cards on the table or on the floor one at a time.</p> <p>3. Let the learner do the following:</p> <ul style="list-style-type: none"> • pick a set of card and tell which of the pair of letters are the same; and • put a marker to the pair that are the same using stones or seeds, or bottle caps, etc. <p>4. Introduce to the learner the names of the letters and their sounds.</p>		
<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say:</p> <p>Wow, what a great learning!</p> <p>Ask:</p> <p>What are the pairs of the same letters in the sets? (MM, AA, TT and FF)</p> <p>What are the sounds of these letters? (/m/ /a/ /t/ /f/)</p> <p>How many cards with the same letters? (There are four cards.)</p> <p>What are the names those letters again?</p> <p>What letters are the same with the letters of your name? (answer is dependent on the name of the learner)</p>		<p>Let the learner produce the sound of the letter one at a time.</p>

	<p>Say:</p> <p>There are things in the house that start with the same letters we have just learned. What are these things found in the house?</p> <p>Excellent!</p> <p>It's break 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 done also during meal time.</p>
	<p>Let's do another activity.</p> <p>Activity 2: Cover All Same Letter</p> <p>Procedure:</p> <p>1. Prepare sets of cards with lowercase letters m, a, t, and f. See sample below.</p>	<ul style="list-style-type: none"> • sets of cards with lowercase letters m, a, t, f • markers (stones, seeds, bottle caps, etc.) <p>Assist the learner in doing the activity.</p>

a m a a

t t a t

m m m f

f m f f

2. Put the sets of cards on the table or on the floor one at a time.

3. Let the learner do the following:

- find letters that are the same with the letter in the box;
- mark the same letters found using stones/seeds/bottle caps, etc.;
- say the sound of the letter; and

	<ul style="list-style-type: none"> • match the lowercase letter with its uppercase letter in Activity 1. <p>4. Continue playing until all the sets of cards are marked.</p>		
<p>What I have learned</p>	<p>Wrap-up</p> <p>Ask:</p> <p>What are the lowercase letters on the playing cards? (m, a, t and f)</p> <p>How many lowercase letters that are the same in each set? (There were 2 lowercase letters.)</p> <p>What is the sound of each letter?</p> <p>Are the pair of lowercase and its uppercase letters produce the same sound?</p> <p>Say:</p> <p>You have learned that each letter of the alphabet has its own sound.</p> <p>Now, let us produce the sounds of /m/, /a/, /t/, /f/</p> <p>Perfect!</p>		

<p>What I can do?</p>	<p>Application</p> <p>Let the learner look for objects inside the house which names start with letters Mm, Aa, Tt and Ff and let them produce its sound.</p> <p>Free play</p> <ul style="list-style-type: none"> Let the learner do hopping on the floor saying the names and sounds of the letters learned. 	<p>Encourage the learner to help in other household chores</p>
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<p>Content Standards: The child demonstrates an understanding of similarities and differences in what he/she can see</p>			
<p>Performance Standards: The child shall be able to critically observes and makes sense of things around him/her</p>			
<p>Most Essential Learning Competencies: Tell which two letters, numbers, or words in a group are the same</p>			
<p>Content Focus: I can identify the same two words in a group.</p>			
<p>Learning Experiences</p>		<p>Materials</p>	<p>Note to the Facilitator</p>
<p>What I need to know</p>	<p>I can identify same words in a group.</p>		
<p>What I know</p>	<p>Introduction</p> <p>Say:</p> <p>Good day kid!</p> <p>Hope you are well today.</p>		<p>Optional: <i>Start with a prayer. Use any prayer familiar to the child.</i></p>

	<p>Last time, you were able to identify the same letters in a group.</p> <p>Ask:</p> <p>What are the letters you have learned? (Mm, Aa, Tt, and Ff)</p> <p>What are the sounds of these letters Mm, Aa, Tt, and Ff?</p> <p>(They are /m/, /a/, /t/, and /f/ sounds.)</p> <p>Say:</p> <p>Excellent!</p> <p>Today, we will identify ‘words that are same’ in a group.</p> <p>Let’s Begin</p>		<p><i>Then sing any familiar localized song with the learner before the activity.</i></p>
<p>What’s new</p>	<p>Activity 3: Words Two Match</p> <p>Procedure:</p> <p>1. Prepare sets of word cards of simple words. Words used in Activity 7 of Week</p>	<ul style="list-style-type: none"> • bond paper/ recycled cartolina/ old calendar • pen, scissors 	<p>Encourage the learner to help in cutting each word.</p> <p>Words in mother tongue should be used.</p>

4 can also be used. See sample below.

ant tan ant fan ant

mat mat man mat tan

fish fun fish mat fish

tap pat tap tap apt

not nun net not not

2. Put each set of words on the table or on the floor.
3. Read each set of words to the learner and let him/her repeat after you.
4. Let the learner do the following:
 - find words that are the same with the word in the box;
 - mark the words found using stones/seeds/bottle caps, etc.;

Present each set of words one at a time.

	<ul style="list-style-type: none"> • say the sound of the beginning letter of the word in the box; and • continue playing until all the sets of words are done. 		
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask:</p> <p>What made our activity enjoyable?</p> <p>How do we produce the sound of the beginning letter of the word in each box?</p> <p>How many sets of words were you able to match? read?</p> <p>Say:</p> <p>Well done!</p> <p>You have learned a lot of the same words, letter names, and sounds of the beginning letter of words in a group.</p> <p>It's time for 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 		<p>These can be done also during meal time.</p>

	<p>Let's do another activity.</p> <p>Activity 4: My Mates</p> <p>Procedure:</p> <p>1. Prepare sets of number word cards. See sample below.</p> <p>one four one one two</p> <p>five five three two five</p> <p>two four two mat two</p> <p>three two one three three</p> <p>four one four four five</p>	<ul style="list-style-type: none"> • sets of number word cards written in bond paper/ recycled cartolina/old calendar • pen, scissor • markers (stones, leaves, bottle caps, etc.) 	<p>Encourage the learner to help in cutting each number words.</p> <p>Use any available counters in the locality like small stones, leaves, bottle caps, etc.</p>
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	<ol style="list-style-type: none"> 2. Put the sets of number word cards on the table or on the floor. 3. Read each set of number word cards to the learner and let him/her repeat after you. 4. Let the learner: <ul style="list-style-type: none"> • find the number words that are the same with the one in the box; • mark the same number words found using stones/ seeds/ bottle caps, etc.; • say the sound of the beginning letter of the word in each box; and • continue playing until all sets of number word cards are done. 		
<p>What I have learned</p>	<p>Ask:</p> <p>How did you find the activity?</p> <p>What are the number words in the box? (one, five, two, three, four)</p>		

	<p>Say:</p> <p>Excellent!</p> <p>The correct sequence of these numbers is one, two, three, four, five.</p> <p>Let us say it together as I show you each card.</p> <p>(Show the number cards one by one: one, two, three, four, five)</p>	
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Let the learner practice counting 1, 2, 3, 4, 5 using counters available. (e.g. stones, bottle caps, leaves, buttons, seeds) <p>Free Play</p> <ul style="list-style-type: none"> • Learner may play with toys of interest and count the toys as well. 	<p>Encourage the learner to help in other household chores and let use the numbers 1 2 3 4 & 5. For instance, count the number of window blades while wiping them.</p>

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 critically observes and makes sense of things around him/her			
Most Essential Learning Competencies: Tell which two letters, numbers, or words in a group are the same			
Content Focus: I can identify the same numbers in a group.			
	Learning Experiences	Materials	Note to the Facilitator
What I need to know	I can recognize the same numerals from 1 to 5 in a group.		
What I know	<p>Introduction</p> <p>Say:</p> <p>Hello kid, before doing our activities for the day, we will sing an action song.</p> <p>Let’s sing the song “I Have Two Hands”.</p> <p>First, I will sing it for you.</p> <p>Next, we will sing it together.</p> <p>Then, you will sing it on your own.</p> <p>(I have two hands, the left and the right.</p> <p>Hold them up high, ...)</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>Ask:</p> <p>How many hands do you have? (I have two hands.)</p> <p>Why should we keep our hands clean?</p> <p>How many fingers are there in your hand? (5)</p> <p>How will you count them? (1, 2, 3, 4, 5)</p> <p>What was our activity yesterday?</p> <p>(It was about number words – one, two, three, four, five.)</p> <p>Say:</p> <p>Today, we will learn how to count using counters.</p> <p>Let's do it now.</p>		
<p>What's new</p>	<p>Activity 5: Count Me Please</p> <p>Procedure:</p> <p>1. Prepare the set of numerals from 1 to 5 and the corresponding objects/pictures in a separate piece of recycled cartolina/old calendars. See sample below.</p> <div style="display: flex; align-items: center; gap: 20px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">♥</div> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 5px;"> 1 2 1 </div> </div>	<ul style="list-style-type: none"> • Sets of number cards from 1 to 5 (numbers in old big calendars can be used) • pictures or real objects • pen, scissor • counters (e.g. stones, leaves, 	<p>(PLEASE provide familiar icons in the annexes)</p>

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">****</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">◆◆</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">♣♣♣</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">●●●●●</td> <td style="text-align: center;">5</td> <td style="text-align: center;">2</td> <td style="text-align: center;">5</td> </tr> </table> <p>2. Present each set of numerals with the corresponding picture/object on the table.</p> <p>3. Let the learner do the following:</p> <ul style="list-style-type: none"> • count the picture/object in the left box; and • look for the corresponding number in the group on the right and mark it using stones, seeds, etc. 	****	4	4	2	◆◆	2	3	2	♣♣♣	1	3	3	●●●●●	5	2	5	seeds, bottle caps, etc.)	
****	4	4	2																
◆◆	2	3	2																
♣♣♣	1	3	3																
●●●●●	5	2	5																
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say:</p> <p>Well done!</p> <p>Ask:</p> <p>What are the numerals found in the set of cards? (1, 2, 3, 4, 5)</p> <p>How many numbers that are the same in each group? (There are 2 same numbers.)</p>																		

	<p>What did you do to identify the correct or the same numbers in the right side?</p> <p>(First, I count the picture. Then, I look for the corresponding number on the right.)</p> <p>Will we also be able to identify which number in each group is different? (Yes)</p> <p>What number is different in set 1? , set 2?, set 3?, set 4?, set 5? (Confirm the learner's answer)</p> <p>Say:</p> <p>Now, let's count together. (1, 2, 3, 4, 5). (Use counters)</p> <p>*Let the learner do the counting by himself/herself.</p> <p>Excellent!</p> <p>With that, you deserve to have a break</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>Let's do another activity.</p> <p>Activity 6: My Mini Book</p> <ol style="list-style-type: none"> 1. Give the learner a folded bond paper or any clean sheet paper. 2. Let the learner do the following: <ul style="list-style-type: none"> • draw objects of the same kind in each page <ul style="list-style-type: none"> - page 1 – 2 marbles and 1 ball - page 2 – 3 houses and 1 tree - page 3 – 4 flowers and 1 pot - page 4 – 5 leaves and 1 fruit • color your drawings; and • label each drawing (e.g. “1 ball”, “2 marbles”, “3 houses”, etc.) 	<ul style="list-style-type: none"> • bond paper • pencil • crayons 	<p>Assist the learner in making the Mini Book.</p>
<p>What I have learned</p>	<p>Wrap-up</p> <p>Say:</p> <p>What a nice mini book!</p> <p>What are the objects found in your ‘Mini Book’? (ball, marbles, houses, etc.)</p>		

	<p>Ask:</p> <p>How many balls and marble are there in your book? houses? flowers? leaves?</p> <p>Say:</p> <p>That's great!</p> <p>I am sure you are happy with your mini book.</p> <p>I am also happy that you were able to make a nice mini book.</p> <p>Keep it up!</p>	
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Let the learner practice counting 1, 2, 3, 4, 5 using counters available (e.g. stones, bottle caps, leaves, buttons, seeds, etc.) <p>Free play</p> <ul style="list-style-type: none"> • Have familiar home play games preferably those that involve counting. 	<p>Encourage the learner to help with other household chores like washing the dishes. Let him count the number of plates washed.</p>

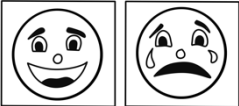
Content Standards: Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin.

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: Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot)

Content Focus: I have different feelings.

Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can express my happy and sad feelings in different ways.		
What I know	<p>Introduction</p> <p>Say: Hello, kid! I hope that you're well today.</p> <p>Ask: Yes. I remember the mini book you made last time. How did you feel after making the nice and colorful mini book? (I felt happy.) How do you show to me a happy face? Yes, that's a happy face. How would you feel if your mini book will be burnt accidentally? (I will feel sad.)</p>		<p><i>Optional: 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>What does a sad face look like? (sad face)</p> <p>Now, what body part is used when you express your feeling of happiness and sadness? (My face s used n expressing my happiness and sadness.)</p> <p>That’s right, our feelings/emotions can be seen on our face.</p> <p>Let’s play a game.</p>		
<p>What’s new</p>	<p>Activity 7: Expressing Emotions</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare a happy and sad face (cut-out or it can be drawn) emoticon 2. Let the learner show his/her facial expression and raise the appropriate emoticon card on the following situations: <ul style="list-style-type: none"> • a new toy is given as a present; • mother brought home a delicious food; • a family member is sick; • the new toy is broken; and 		<p>Facilitator may add more happy and sad situations.</p>

	<ul style="list-style-type: none"> • a new pet is born. 		
<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: You expressed the different emotions well!</p> <p>Ask: Have you enjoyed the activity? (Yes) Which feeling/emotion do you like? Happy or sad? Why? You are right, we want to be happy always.</p> <p>What happens when you feel happy? (I feel good, wonderful and others will be happy, too!)</p> <p>What makes you happy? (playing with friends, helping in the family, someone shared toys)</p> <p>What makes you sad? (When I'm away with family, when I can't go to school, when I don't have playmates, etc.)</p> <p>How will you show that you are happy? (I can show happiness in lots of ways. Jump up and down or run outside the house. I can smile and laugh out loud. I can eat my favorite food.)</p>		


	<p>Say:</p> <p>So being happy is one of the nicest feelings.</p> <p>You should enjoy and share it, so that others may feel happy, too!</p> <p>If your invite friends say no to your invitation to play with you, that's alright and you never feel sad. Sometimes, they are just happy playing on their own. We have to respect what they like to do.</p> <p>So, it's time to have a break!</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.</p>
<p>What's more</p>	<p>Ask:</p> <p>How do you show your happy face?</p> <p>How about a sad face?</p> <p>Say:</p> <p>That's great!</p> <p>For our next activity, we are going to make stick puppets of feelings/emotions.</p>	<ul style="list-style-type: none"> • Guide the learner in making the stick puppets. • If specified materials are not

	<p>Activity 8: Stick Puppets</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare the following on the table or on the floor: <ul style="list-style-type: none"> • yellow – colored papers; (if not available, you may use old colored/bond paper) • popsicle sticks; and (you may also use twigs) • paste or glue or home-made paste. 2. Let the learner do the following: <ul style="list-style-type: none"> • cut the yellow – colored papers into round shape; • draw faces showing sad emotions; • attach popsicle sticks or twigs to the drawing; • make another one for happy emotion following the previous steps; • hold the sad face stick puppet and share sad experiences/stories; and • hold the happy face stick puppet and share happy experiences/stories. 	<ul style="list-style-type: none"> • yellow colored papers • popsicle sticks (you may also use twigs) • paste or glue or home-made paste 	<p>available, use any localized material. Recycled materials will do.</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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<p>What I have learned</p>	<p>Wrap-Up</p> <p>Say:</p> <p>Well done! You made nice stick puppets.</p> <p>Thank you also for sharing your stories that touched my feelings.</p> <p>Our experiences in life, taught us many lessons and the best of all is the feeling of being happy.</p> <p>To be happy is to be healthy.</p> <p>If we are happy, the people around us will also be happy.</p>	
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Let the learner draw happy face emoticons and give to each member of the family and remind them to be always happy. <p>Free Play</p> <ul style="list-style-type: none"> • Have familiar home play games, play with toys/localized hand-crafted toys of interest, etc. 	<p>Encourage the learner to help happily in other household chores.</p>

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: Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot)			
Content Focus: I have different feelings.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can express my feelings of fear and anger in different ways.		
What I know	<p>Introduction</p> <p>Say:</p> <p>How are you today?</p> <p>Are you feeling happy? (Yes I am happy.)</p> <p>That's good.</p> <p>Ask:</p> <p>What are the two different feelings we have learned yesterday? (happy and sad)</p> <p>What are the things you do when you are happy?</p> <p>(I can do many things, like playing with friends. I can smile and laugh as much as I want.)</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>How about when you are sad, what will happen to you? (I feel upset, cannot go out from the house and others may feel sad, too.)</p> <p>Say:</p> <p>Let's play a game today! We will use the puppets you have made.</p>		
<p>What's new</p>	<p>Activity 9: Show Me Your Puppet</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare additional two emoticons: afraid and angry emotions. Follow the procedure in Activity 8. 2. Let the learner match the stick puppets to the pictures below: <ul style="list-style-type: none"> • a child who is afraid in the dark; • a child celebrating her birthday; • a girl crying because her balloon burst; and • two kids fighting. 	<ul style="list-style-type: none"> • stick puppets (happy, sad, afraid, angry) • pictures showing different emotions (happy, sad, afraid, angry) 	<p>You may use any available pictures showing different emotions. (happy, sad, afraid, angry)</p>

	 <p>3. Let the learner share his/her thoughts in each situation.</p>		
<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>(Have a healthy discussion about the situations mentioned above with the learner)</p> <p>Say:</p> <p>Now, you have learned how to handle the different types of emotions that will come to our life. Whatever circumstances that will come on our way, just remember to smile and be happy.</p> <p>It's time 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>Let's have another activity.</p> <p>Activity 10: Playdough Emotions</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the learner a playdough or modeling clay. 2. Let the learner do the following: <ul style="list-style-type: none"> • make flat round face shapes; • put, eyes, nose, mouth, ears on it; • make as many faces showing afraid and angry feelings; and • share experiences/stories on what makes someone afraid of and angry with. 	playdough or modeling clay	<p>Assist the learner in doing the task.</p> <p>In the absence of a playdough / modeling clay, the facilitator will make use of the circle template found in the annexes then draw what is asked in the instructions.</p>

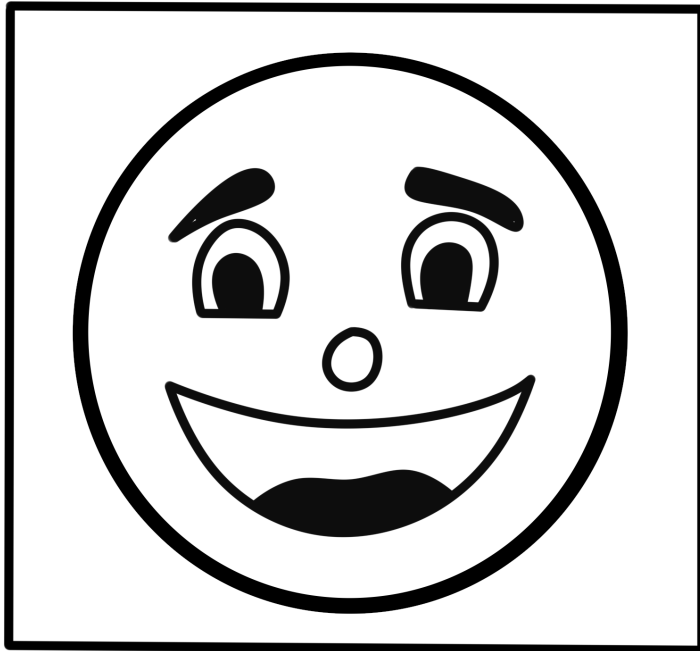
<p>What I have learned</p>	<p>Wrap-up</p> <p>Ask:</p> <p>What faces of emotions were you able to make? (afraid and angry)</p> <p>In making your playdough emotions, what did you feel?</p> <p>(I remember that I got angry when my playmates broke my toys.)</p> <p>Say:</p> <p>Yes, anger is a normal feeling. Sometimes, we shout or we scream when we are angry. But we have to make sure that we will not hurt anyone if we are angry. We have to control our feelings and stay calm.</p> <p>Always remember that being happy is the best feeling. Doing good things usually makes us happy.</p>	
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Let the learner draw what makes him/her happy and sad. Provide a blank sheet of paper. <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 other household chores.</p>

References

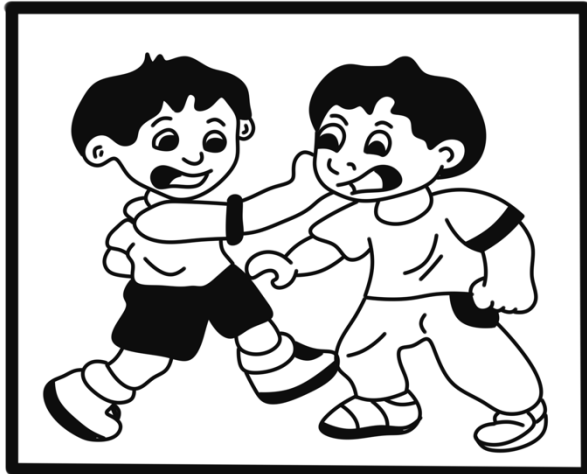
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ANNEXES

Annex 1. Activity 7: Expressing Emotions



Annex 2. Activity 9: Show Me Your Puppet



For inquiries or feedback, please write or call:

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