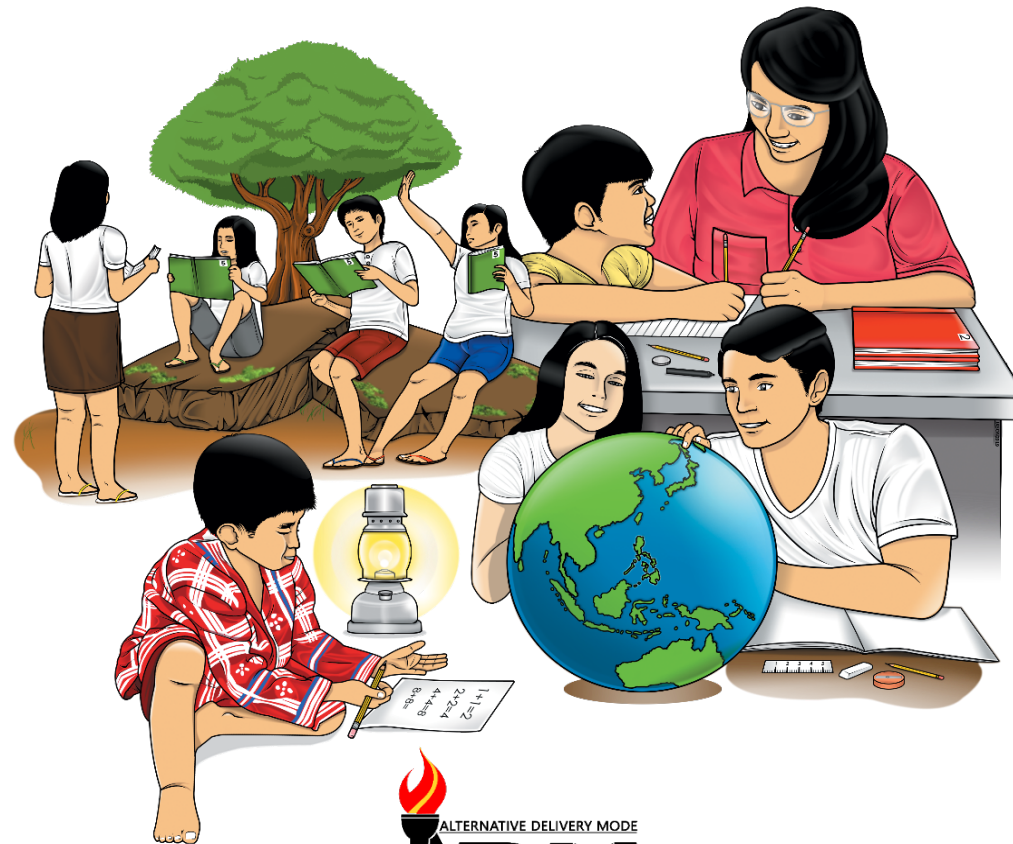


K

# Kindergarten

## Quarter 1: Week 6 Learning Experiences



CO\_Q1\_Kindergarten\_Week 6

**Kindergarten**  
**Alternative Delivery Mode**  
**Quarter 1: Week 6 Learning Experiences**  
**First Edition, 2020**

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**K**

# Kindergarten

Quarter 1: Week 6 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.

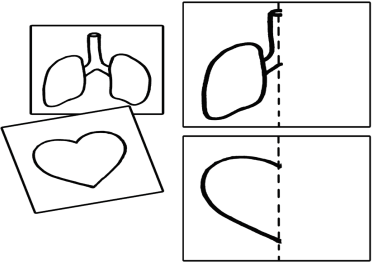
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## QUARTER 1- WEEK 6 LEARNING EXPERIENCES

<b>Content Standards:</b> The child demonstrates an understanding of objects that can be 2-dimensional or 3- dimensional		
<b>Performance Standards:</b> The child shall be able to describe and compare 2- dimensional and 3- dimensional objects		
<b>Most Essential Learning Competencies:</b> Recognize symmetry (own body, basic shapes)		
<b>Content Focus:</b> I can recognize different dimensional shapes with my body.		
<b>Learning Experiences</b>	<b>Materials</b>	<b>Note to the Facilitator</b>
<b>What I need to know</b>	I can recognize symmetry with different dimensional shapes on my body parts	
<b>What I know</b>	<p><b>Introduction</b></p> <p><b>Say:</b></p> <p>Good day kid!</p> <p>We are now on the 6<sup>th</sup> week of your learning journey.</p> <p><b>Ask:</b></p> <ol style="list-style-type: none"> <li>1. Are you happy and excited today?</li> <li>2. Let me see your happy face.</li> <li>3. Is our face part of our body? (Yes)</li> <li>4. What are the other parts of our body?</li> </ol>	<p>Optional: Start with a prayer. Use any prayer familiar to the child.</p> <p>Then sing any familiar localized song with the learner before the activity.</p> <p>Let the child practice courteous greetings even during the introduction.</p> <p>Introduce also the flow of this routine every day.</p>

	<p>(legs, feet, hands, head, shoulders)</p> <p>5. What body part starts with <b>letter Ff</b>? (face, feet, fingers)</p> <p>6. As you have observed, what is the common shape of our face. (round, circle)</p> <p>7. How about our legs and arms? (rectangle)</p> <p>8. How about our body? (oblong)</p> <p>9. Do you know that there are also parts inside our body? (Yes)</p> <p><b>Say:</b></p> <p>The other parts inside our body are lungs, heart and stomach.</p> <p>The heart beats so it can pump blood through all parts of our body.</p> <p>The lungs help us in breathing.</p> <p>The stomach digests the food we eat.</p> <p>Now, let us know more about these parts inside our body.</p>		
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<p style="text-align: center;"><b>What's new</b></p>	<p><b>Say:</b></p> <p>Today, we will be doing activities on recognizing symmetry or balance to show dimensional shapes in an object.</p> <p><b>Ask:</b></p> <p>Do you know what symmetry is? (no)</p> <p><b>Say:</b></p> <p>I have here a piece of paper. I will fold this and cut along the folded line.</p> <p><b>Ask:</b></p> <p>How many pieces of paper do I have now? (2)</p> <p>Is the paper in my left hand bigger than the one in my right hand? (no)</p> <p>Is the paper in my right hand bigger than the one in my left hand? (no)</p>	<ul style="list-style-type: none"> <li>• paint, dye or any coloring material</li> <li>• bond paper</li> </ul>	<ul style="list-style-type: none"> <li>• In folding and cutting the paper, make sure that both sides will be of the same size and shape to emphasize symmetry.</li> <li>• Provide the learner with the activity sheet found in Annex 1. Explain to him/her that the picture shown is a representation of our lungs. Further, tell the learner that the heart (shape) shown in the activity sheet is just a representation of the real heart, not the actual form.</li> </ul> <div style="text-align: center;">  </div>
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	<p>Why did you say that the paper in my right hand is not bigger than the one in my left hand and vice versa? (Because they have the same size.)</p> <p>What is the shape of the paper in my left hand?</p> <p>How about the paper in my right hand, what is its shape?</p> <p>Do they have the same or different shape? (same)</p> <p>Say:</p> <p>These are examples of symmetrical objects. They have symmetry because they have the same size and shape and they look exactly the same too.</p> <p>This time, we will explore more for us to understand what is <b>symmetry</b>.</p> <p><b>Activity 1: My Heart and Lungs</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show pictures of the lungs and heart (shape).</li> </ol>		
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	<ol style="list-style-type: none"><li>2. Talk about symmetry and explain it in simple words.</li><li>3. Show the picture of the lungs and heart (shape) that are in symmetrical shapes.</li><li>4. Give the learner a paper with a drawing of a left lung and half of a heart (shape).</li><li>5. Let the learner:<ul style="list-style-type: none"><li>• color one side of the pictures;</li><li>• fold over to stamp or mark the color to the other half of the paper;</li><li>• open and look at the symmetrical balance of the drawings; and</li><li>• tell what makes the shapes look the same or similar.</li></ul></li><li>6. Let it dry.</li></ol>		
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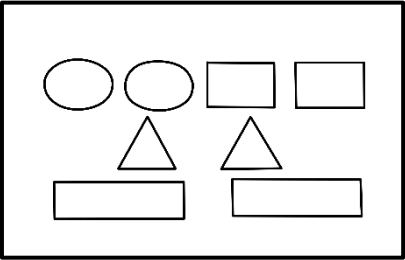
<p><b>What is it</b></p>	<p><b>Discussion (Informal Conversation) about the Activity</b></p> <p><b>Say:</b> What a nice output!</p> <p><b>Ask:</b></p> <ol style="list-style-type: none"> <li>1. What body parts were painted/colored?</li>   <li>2. Can you see the other side of the heart and lungs in the painted/colored portion? (yes)</li>   <li>3. Please describe how you come up with your output.</li> </ol> <p><b>Say:</b> Very well said!</p> <p>Symmetry is when an object or a shape cut into half, looks exactly the same on both sides.</p> <p>Just like your output, you were able to see the symmetrical shapes of the lungs and the heart.</p> <p>This is what we call a 2-dimensional shape.</p> <p>Excellent!</p> <p>It's break time.</p>	
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<b>What's more</b>	<p><b>Snack Time:</b></p> <ul style="list-style-type: none"> <li>• Washing of hands before and after eating</li> <li>• Thanksgiving prayer</li> <li>• Eating etiquette</li> </ul>		Teach the learner the importance of these routines and encourage them to practice all of these during snacks and meal time.
	<p><b>Say:</b></p> <p>This time, we will be making a portrait of yourself.</p> <p><b>Activity 2: Self Portrait</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give the learner a sheet of bond paper.</li> <li>2. Let the learner do the following: <ul style="list-style-type: none"> <li>• fold the paper into half crosswise;</li> <li>• draw a half circle or oval to represent half part of the head/face on one side of the paper;</li> <li>• then, draw half of the body parts: an eye, an eyebrow, an ear, half of the nose and lips, half of the arms, body, and legs;</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• bond paper</li> <li>• pencil</li> <li>• crayons</li> </ul>	Guide the learner in drawing the different parts of the face.

	<ul style="list-style-type: none"> <li>• open the other folded side of the paper;</li> <li>• continue the drawing to complete the other half side of the whole body;</li> <li>• color your drawing; and</li> <li>• tell something about the drawing.</li> </ul> <p>3. Guide the learner to observe the symmetrical shapes of the drawn body parts.</p>		
<p><b>What I have learned</b></p>	<p>Wrap-up</p> <p><b>Ask:</b></p> <ol style="list-style-type: none"> <li>1. What body parts have you drawn? (eyes, eyebrows, ears, eyes, lips, arms, body and legs)</li> <li>2. Look at your drawing, is there an exact shape on the other side? (Yes)</li> </ol> <p><b>Say:</b></p> <p>The portrait of yourself shows that your eyes, nose, ears, lips, arms, body and legs have exact shapes on both sides.</p>		

	This is called <b>symmetrical</b> because both sides of the shapes are exactly the same.	
<b>What I can do</b>	<p>Application</p> <p>Provide the learner with a piece of paper. Let him/her fold it symmetrically and let him/her trace each of his/her foot on each side. Write big and small letter Ff below the drawing.</p> <p>Free Play</p> <ul style="list-style-type: none"> <li>• Have familiar home play games.</li> </ul>	Encourage the learner to identify symmetrical objects inside the house.

<b>Content Standards:</b> The child demonstrates an understanding of objects that can be 2-dimensional or 3- dimensional			
<b>Performance Standards:</b> The child shall be able to describe and compare 2- dimensional and 3- dimensional objects			
<b>Most Essential Learning Competencies:</b> Recognize symmetry (own body, basic shapes)			
<b>Content Focus:</b> I can recognize symmetrical shapes in objects.			
	<b>Learning Experiences</b>	<b>Materials</b>	<b>Note to the Facilitator</b>
<b>What I need to know</b>	I can recognize symmetry in basic shapes of an object when cut into half.		
<b>What I know</b>	<p><b>Introduction</b></p> <p><b>Say:</b> Good day kid!</p> <p>How are you feeling today? (Happy)</p> <p>Show me a happy face. Are you ready to learn new things today? (Yes)</p> <p>We have learned in the previous activities that our body and its body parts have symmetrical shapes.</p> <p>This time, we will be learning how to recognize symmetry in basic shapes.</p>		<p>Optional: Start with a prayer. Use any prayer familiar to the child.</p> <p>Then sing any familiar localized song with the learner before the activity.</p>

	<p><b>Ask:</b></p> <ol style="list-style-type: none"> <li>1. Can you name the basic shapes you have learned? (square, rectangle, circle, triangle)</li> <li>2. Of these four shapes, which one starts with letter <b>Tt</b>? (triangle)</li> </ol> <p><b>Say:</b></p> <p>Excellent!</p> <p>Let's have a shape play today. You are going to build a toy house.</p> <p>How do you feel about building a toy house?</p> <p>Let's begin.</p>		
<p><b>What's new</b></p>	<p><b>Activity 3: Shape Play</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Together with the learner use the different shapes to create a toy house.</li> <li>2. Encourage the learner to: <ul style="list-style-type: none"> <li>• describe the shapes;</li> <li>• say the beginning letter of the shapes' name;</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• 5 pairs of blocks with different shapes</li> <li>• improvised cardboard, craft board or any available material can be used</li> </ul>	<p>Cut out the shapes in Annex 2, form them into blocks and provide them to the learner.</p> 




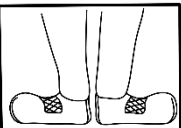
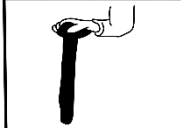

	<ul style="list-style-type: none"> <li>• give the number of blocks needed to create a roof, wall, window, door of the house;</li> <li>• describe the toy house built and give it a name that starts with letter Tt.</li> </ul>		Encourage the learner to talk about the toy house he/she has built.
<p><b>What is it</b></p>	<p><b>Discussion (Informal Conversation) about the Activity</b></p> <p><b>Say:</b> What a beautiful toy house indeed!</p> <p><b>Ask:</b></p> <ol style="list-style-type: none"> <li>1. What is the name of your toy house? (e.g. Tina’s toy house, but this will depend on the learner’s choice)</li> <li>2. What is the beginning letter of the word Tina? (Tt)</li> <li>3. What is the sound of letter Tt? /t/</li> <li>4. What did you use in making a toy house? (I used blocks with different shapes)</li> </ol>		

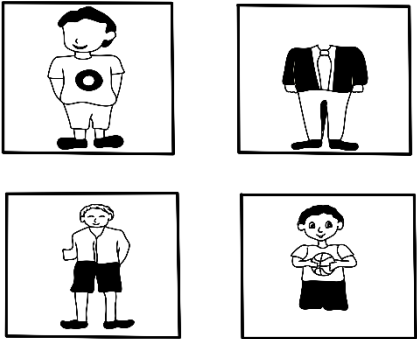
	<p>5. How many shapes did you use?</p> <p>6. Please tell me more about the toy house.</p> <p>7. If you look behind the roof or wall of the toy house, do you see dimensional shapes or shapes that are exactly the same on both sides? (Yes)</p> <p><b>Say:</b></p> <p>The square, rectangle, circle and triangle have symmetrical parts. When a line is put to divide the shape and keep both sides exactly the same, that is a symmetrical shape.</p> <p>We will have more activity on symmetrical shapes after the break.</p>	
<p><b>What's more</b></p>	<p><b>Snack Time:</b></p> <ul style="list-style-type: none"> <li>• Washing of hands before and after eating</li> <li>• Thanksgiving prayer</li> <li>• Eating etiquette</li> </ul>	<p>Teach the learner the importance of these routines and encourage them to practice all of these during snacks and meal time.</p>
	<p><b>Activity 4: Poster of Shapes</b></p> <p><b>Procedure:</b></p> <p>1. Show pictures of square, triangle, circle and rectangle to the learner.</p>	<ul style="list-style-type: none"> <li>• bond paper</li> <li>• pencil</li> <li>• crayons</li> </ul>

	<ol style="list-style-type: none"><li>2. Get a clean sheet of paper and fold it to a half lengthwise.</li><li>3. Draw a half square, triangle, circle and rectangle on the left side of the paper.</li><li>4. Give the paper to the learner.</li><li>5. Let the learner:<ul style="list-style-type: none"><li>• open the folded paper;</li><li>• draw the other half of all the shapes;</li><li>• color the shapes differently from the other side.</li></ul></li><li>6. Encourage the learner to share on how he/she came up with the output.</li></ol>		
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<p><b>What I have learned</b></p>	<p>Wrap-up</p> <p><b>Say:</b></p> <p>What a nice output!</p> <p><b>Ask:</b></p> <ol style="list-style-type: none"> <li>1. What were the shapes formed showing their symmetrical parts? (square, triangle, circle and rectangle)</li> <li>2. How did you complete the shapes? (by drawing on the other side of it)</li> <li>3. Are the two parts/ sides exactly the same? (yes)</li> <li>4. How do you call these two parts/sides that are exactly the same? (symmetrical shapes)</li> <li>5. What does symmetry mean? (Symmetry is when two things have the same shape, size and look exactly the same.)</li> </ol>	
<p><b>What I can do</b></p>	<p>Application</p> <ul style="list-style-type: none"> <li>• Draw the four basic shapes on a sheet of paper. Then, draw a line at the center dividing the shape to show a perfect match on each side.</li> </ul> <p>Free Play</p> <ul style="list-style-type: none"> <li>• Have familiar home play games.</li> </ul>	<p>Ask the learners to identify symmetrical objects inside the house.</p>

<b>Content Standards:</b> The child demonstrates an understanding of body parts and their uses.			
<b>Performance Standards:</b> 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.			
<b>Most Essential Learning Competencies:</b> Identify one's basic body parts.			
<b>Content Focus:</b> I have a body and I can do many things with my body.			
<b>Learning Experiences</b>		<b>Materials</b>	<b>Note to the Facilitator</b>
<b>What I need to know</b>	My body has different parts.		
<b>What I know</b>	<p><b>Introduction</b></p> <p><b>Say:</b></p> <p>Good day kid!</p> <p>You look so happy today, and seem very much ready for the activities of the day.</p> <p><b>Ask:</b></p> <p>1. Can you recall the body parts you have learned? (Yes)</p>		<p>Optional: Start with a prayer. Use any prayer familiar to the child.</p> <p>Then sing any familiar localized song with the learner before the activity.</p>

	<p>2. What are they? (let the learner touch the body part as he/she mentions it)</p> <p><b>Say:</b> Yes, you are right.</p> <p>Today, we will be playing body parts puzzle.</p> <p>Let's begin</p>		
<p><b>What's new</b></p>	<p><b>Activity 5: Missing Body Parts</b></p> <p><b>Procedure</b></p> <ol style="list-style-type: none"> <li>1. Show pictures of different parts of the body to the learner.</li> <li>2. Post on the wall or put on the table another set of pictures with missing parts.</li> <li>3. Let the learner: <ul style="list-style-type: none"> <li>• identify the missing part of the picture; and</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• pictures of different parts of the body</li> <li>• picture of a body with missing part</li> <li>• glue or paste</li> </ul>	<p>There are 2 sets of pictures.</p> <p>Show the pictures of different body parts one by one (Annex 3). Place the picture with missing body parts on the table or paste it on a wall (Annex 4).</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"></div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"></div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"></div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"></div> </div>

	<ul style="list-style-type: none"> <li>• paste the missing parts to complete each picture</li> </ul>		
<p><b>What is it</b></p>	<p><b>Discussion (Informal Conversation) about the Activity</b></p> <p><b>Say:</b> Good! You were able to complete the missing parts of the body.</p> <p><b>Ask:</b></p> <ol style="list-style-type: none"> <li>1. What are the body parts that you have completed? (head, neck, arms, body, legs)</li> <li>2. What do you see in the head part? (face, eyes, nose, mouth, ears)</li> <li>3. If you don't have legs, can you walk? (no)</li> </ol> <p><b>Say:</b> We can see here the importance of each body part. If one is</p>		

	<p>missing, this would affect our movements.</p> <p>Can you imagine, if we don't have eyes? What will happen to us? (We can't see.)</p> <p>How about if we don't have mouth? (We can't eat.)</p> <p>Our body parts are all important, so we have to take care of them.</p> <p>It's break time.</p>	
<p><b>What's more</b></p>	<p><b>Snack Time:</b></p> <ul style="list-style-type: none"> <li>• Washing of hands before and after eating</li> <li>• Thanksgiving prayer</li> <li>• Eating etiquette</li> </ul>	<p>Teach the learner the importance of these routines and encourage them to practice all of these during snacks and meal time.</p>
	<p>Let's have another activity.</p> <p><b>Activity 6: Mama Says</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Facilitator says, "Mama says, point to your: mouth, eyes, nose ears hands, and tongue.</li> <li>2. Let the learner: <ul style="list-style-type: none"> <li>• point the body part as mentioned; and</li> </ul> </li> </ol>	<p>Let the learner wash hands before doing the activity.</p>



	<ul style="list-style-type: none"> <li>• switch role with the facilitator in saying, Mama says...</li> </ul>		
<b>What I have learned</b>	<p>Wrap-up</p> <p><b>Ask:</b></p> <ol style="list-style-type: none"> <li>1. What part of the body is used for seeing? (eyes) hearing? (ears) smelling? (nose) tasting? (tongue) touching? (hands) walking? (legs)</li> <li>2. How many eyes do you have? nose? ears? tongue? hands?</li> <li>3. What body parts are in pairs?</li> </ol> <p><b>Say:</b></p> <p>Our eyes, ears, hands, eyebrows, legs and feet are body parts that work in pairs.</p> <p>Tomorrow, we will do activities on body parts that are in pairs.</p>		
<b>What I can do</b>	<p>Application</p> <ul style="list-style-type: none"> <li>• Let the learner tell the use / uses of these body parts: eyes, ears, nose, tongue, and hands.</li> </ul> <p>Free Play</p> <ul style="list-style-type: none"> <li>• Have familiar home play games where the learner can use the eyes, legs, feet and hands.</li> </ul>		Encourage the learner to use their body parts in doing simple household chores.

<b>Content Standards:</b> The child demonstrates an understanding of body parts and their uses.			
<b>Performance Standards:</b> 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.			
<b>Most Essential Learning Competencies:</b> Identify one’s basic body parts.			
<b>Content Focus:</b> I can identify each part of my body.			
<b>Learning Experiences</b>		<b>Materials</b>	<b>Note to the Facilitator</b>
<b>What I need to know</b>	I have body parts that are in pairs.		
<b>What I know</b>	<p><b>Introduction</b></p> <p><b>Ask:</b></p> <ol style="list-style-type: none"> <li>1. What were the body parts you have learned yesterday? (head, neck, arms, body and legs)</li> <li>2. What body parts are in pairs?</li> <li>3. How many hands do you have? feet? eyes? ears? legs? eyebrows?</li> </ol> <p><b>Say:</b> These are six body parts in pairs.</p>		<p>Optional: Start with a prayer. Use any prayer familiar to the child.</p> <p>Then sing any familiar localized song with the learner before the activity.</p>

<p style="text-align: center;"><b>What's new</b></p>	<p><b>Activity 7: Counting Body Parts</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Let the learner do the following: <ul style="list-style-type: none"> <li>• identify the parts of the body that are in pairs (eyes, ears, hands, feet, etc.);</li> <li>• count each body part that are in pairs;</li> <li>• draw a body part that are in pairs on each page of the book;</li> <li>• label each page “I have 2 ____.” (eyes, ears, hands, feet, legs); and</li> <li>• count the total number of body parts that are in pairs.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• bond paper</li> <li>• pencil</li> <li>• crayons</li> </ul>	<p>Make a booklet by folding bond papers into halves and binding them together. Prepare this in advance.</p> <p>Supervise the learner in labeling the drawing.</p>
<p style="text-align: center;"><b>What is it</b></p>	<p><b>Discussion (Informal Conversation) about the Activity</b></p> <p><b>Ask:</b></p> <ol style="list-style-type: none"> <li>1. What body parts come in pairs? (eyes, ears, eyebrows, hands, legs, and feet)</li> </ol>		

	<p>2. How will you take care of these body parts? (by eating nutritious food and doing exercise regularly)</p> <p>3. In this time of health crisis, how do you take care of these body parts? What about your hands? mouth? feet?</p> <p>4. Why do we need to take care of these body parts?</p> <p>5. How would you feel if one of your body parts is missing?</p> <p><b>Say:</b> Again, each body part has an important function in our daily life. Taking care of them is very important. Let us also be thankful for we have complete body parts.</p>	
<p><b>What's more</b></p>	<p><b>Snack Time:</b></p> <ul style="list-style-type: none"> <li>• Washing of hands before and after eating</li> <li>• Thanksgiving prayer</li> <li>• Eating etiquette</li> </ul>	<p>Teach the learner the importance of these routines and encourage them to practice all of these during snacks and meal time.</p>

	<p>Let's have another activity.</p> <p><b>Activity 8: Body Pairs</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present picture of body parts to the learners.</li> <li>2. Let the learner: <ul style="list-style-type: none"> <li>• identify the body parts with pair;</li> <li>• look for the pair of the identified body parts; and</li> <li>• talk about the output.</li> </ul> </li> </ol>	<p>picture of the following:</p> <p>left eye</p> <p>right eye</p> <p>left ear</p> <p>right ear</p> <p>head</p> <p>nose</p> <p>mouth</p> <p>left hand</p> <p>right hand</p> <p>left foot</p> <p>right foot</p> <p>left leg</p> <p>right leg</p>	<p>Provide the learner with the activity sheet found in Annex 5.</p> <p>Let the learner wash hands after doing the task.</p>
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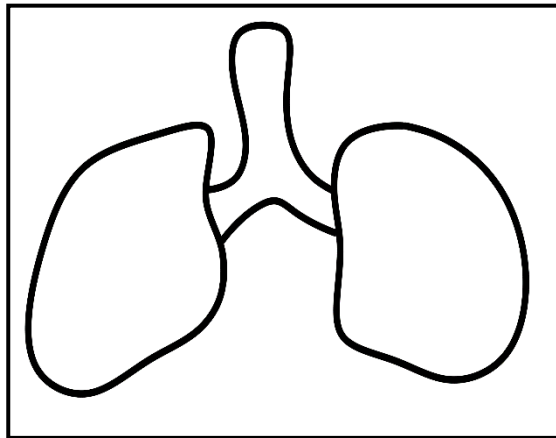
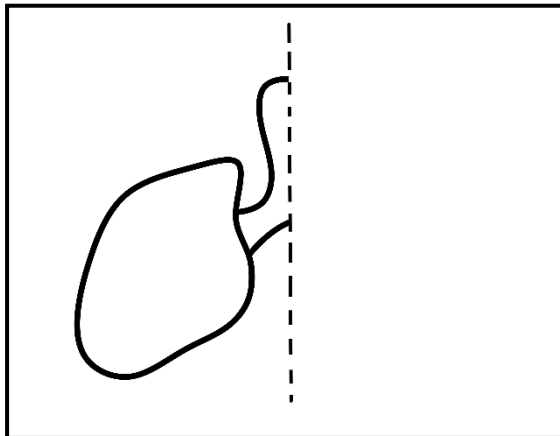
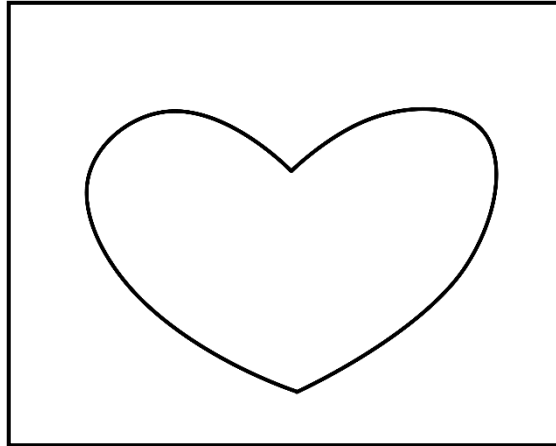
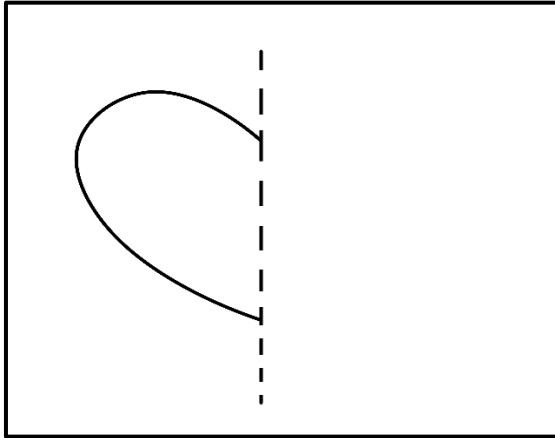
<p><b>What I have learned</b></p>	<p>Wrap-up</p> <p><b>Ask:</b></p> <ol style="list-style-type: none"> <li>1. What body parts do not have pairs? (head, nose and mouth)</li> <li>2. What parts of the body work in pairs? (eyes, eyebrows, ears, hands, legs and feet)</li> <li>3. How many body parts are working in pairs? (6)</li> <li>4. Can you walk using one foot? (no) Why?</li> <li>5. Can you clap with one hand? (no) Why?</li> <li>6. How would you feel if you have a missing body part?</li> </ol> <p><b>Say:</b> There are six body parts that work in pairs.</p> <p>They work together to function properly.</p> <p>Our body parts work together in order for us to move comfortably.</p>	
<p><b>What I can do</b></p>	<p>Application</p> <ul style="list-style-type: none"> <li>• Draw body parts that are in pairs like eyes, ears, hands, legs, and feet.</li> </ul> <p>Free Play</p> <ul style="list-style-type: none"> <li>• Have familiar home play games where the learner can use the eyes, legs, feet and hands.</li> </ul>	<p>Encourage the learner to use his/her body parts in doing simple household chores.</p>

## 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.

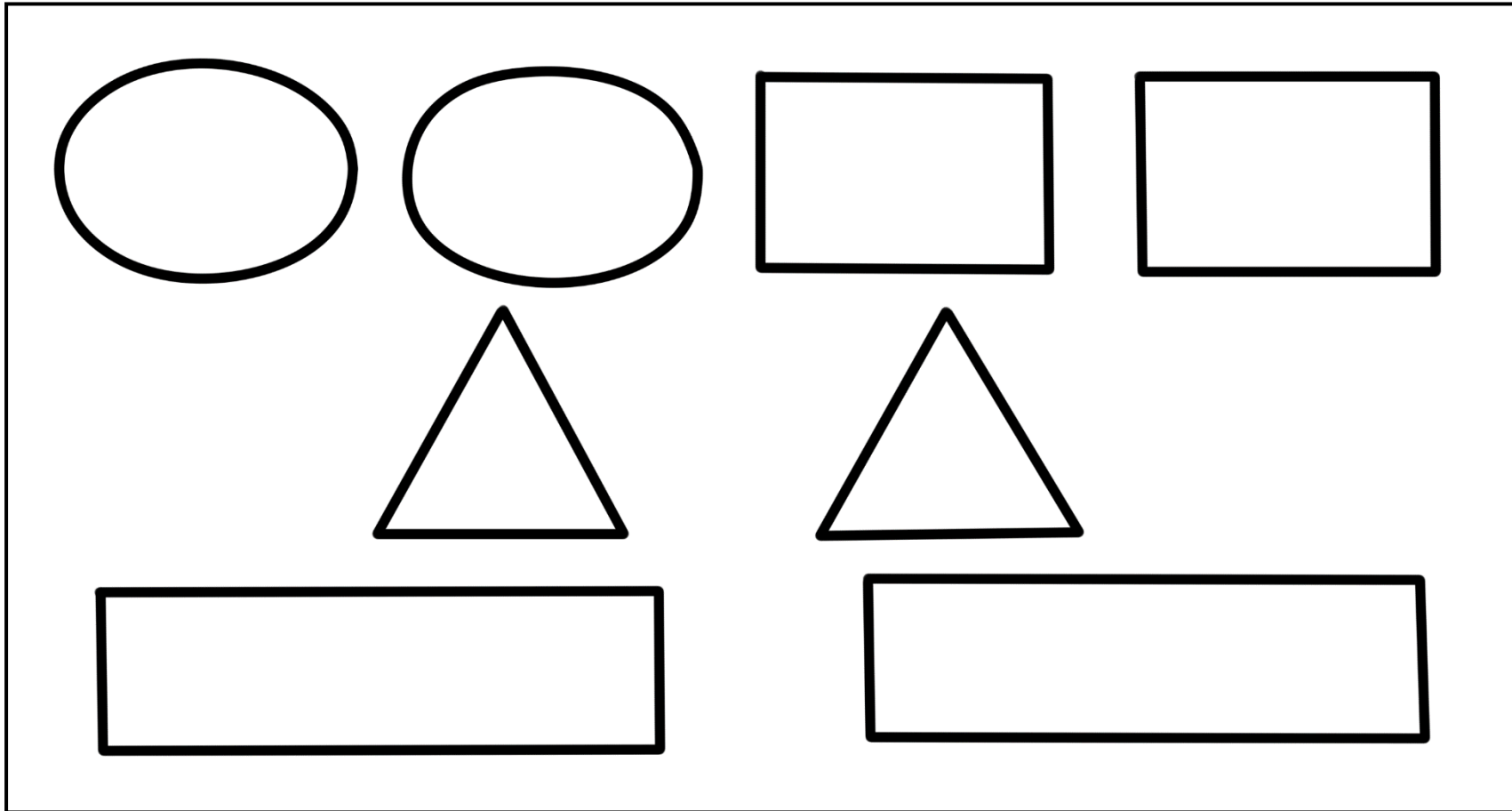
# ANNEXES

## Annex 1. Symmetry

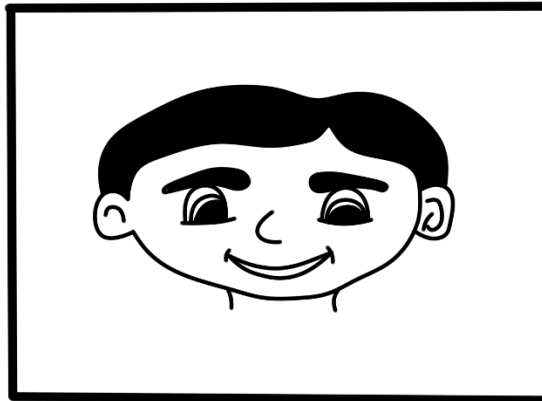
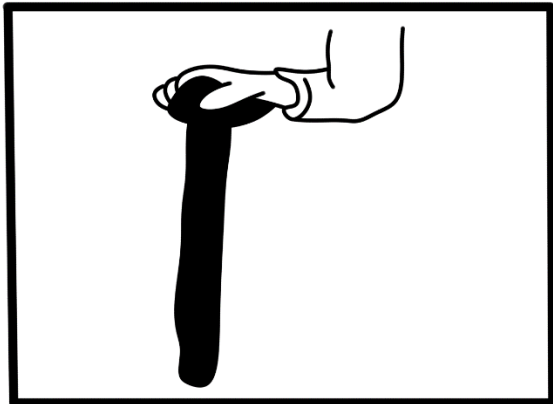
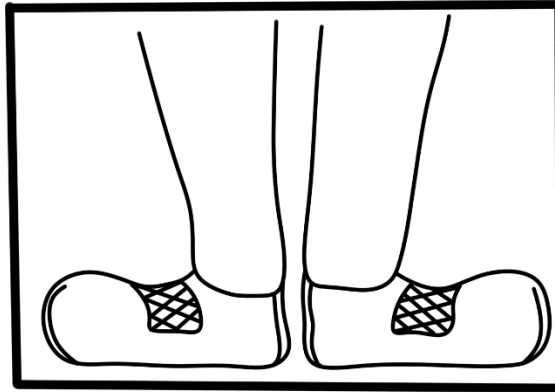
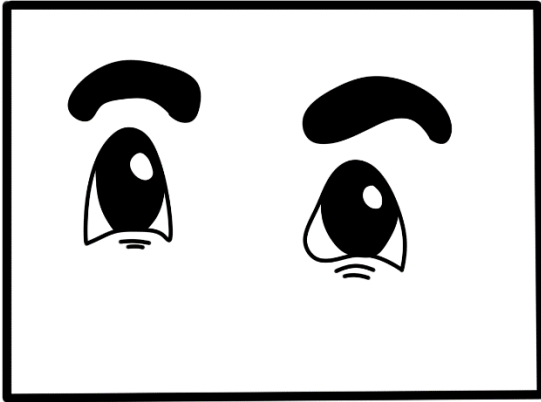




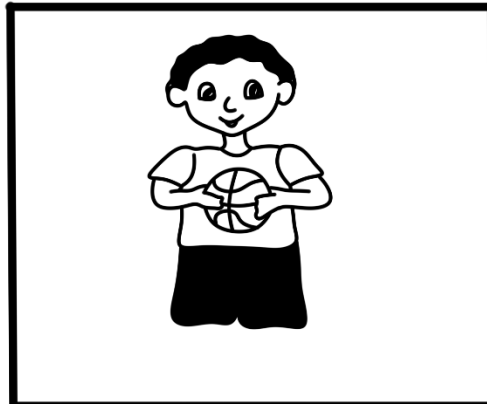
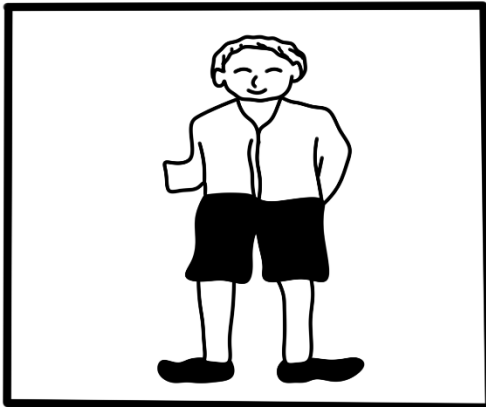
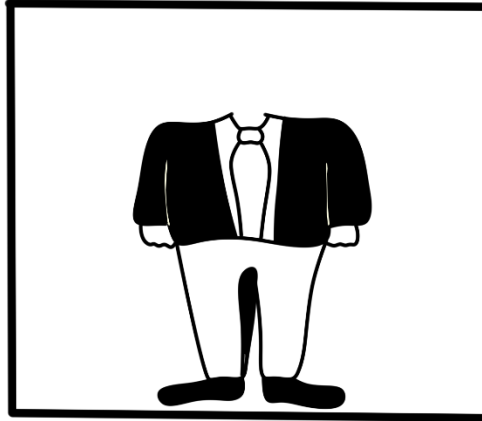
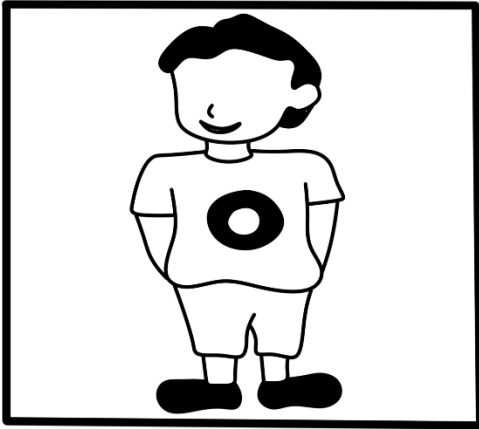
Annex 2. Activity 3: Shape Play



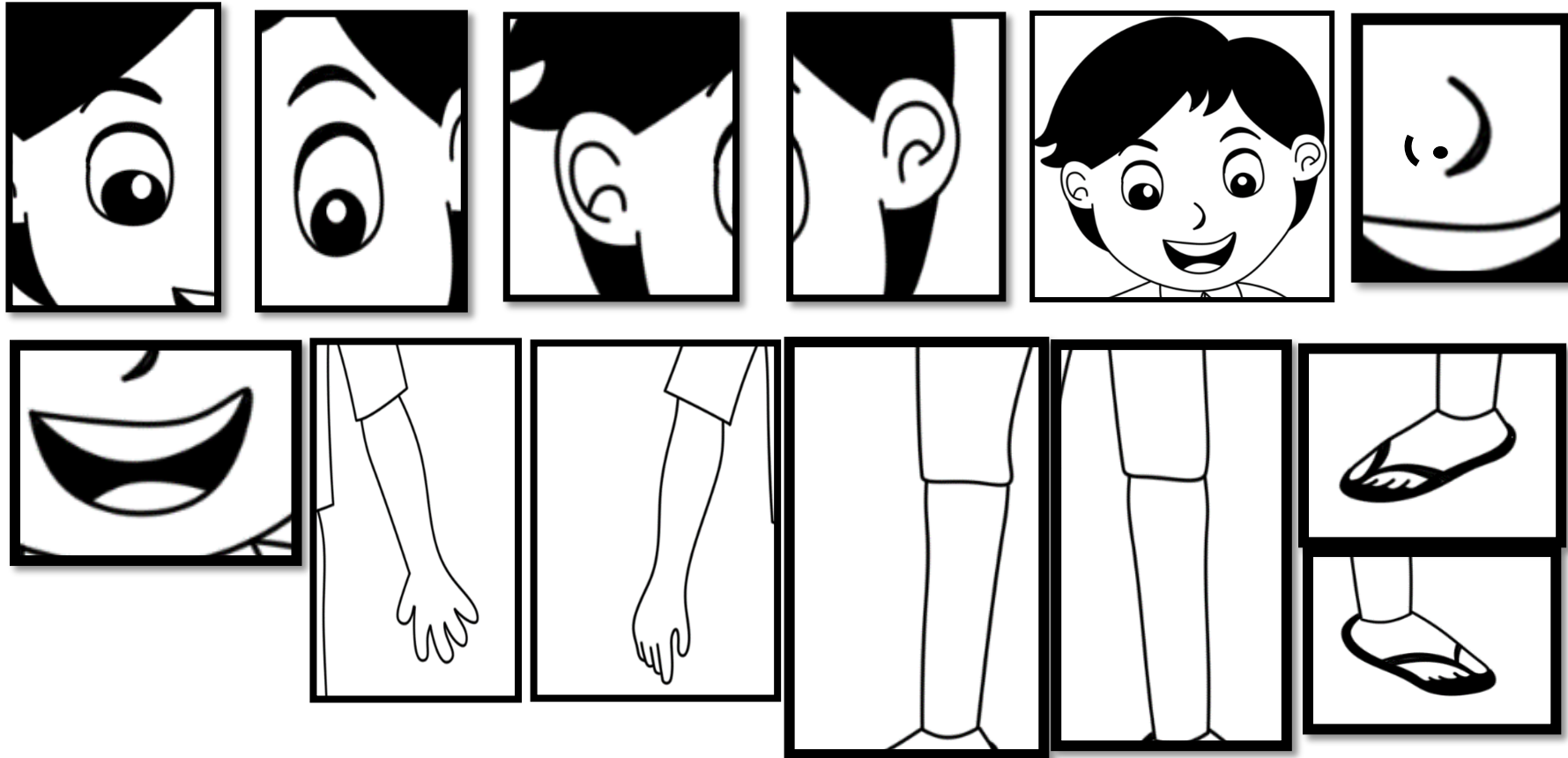
Annex 3. Activity 5: Missing Body Parts



Annex 4.



Annex 5. Activity 8: Body Pairs



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