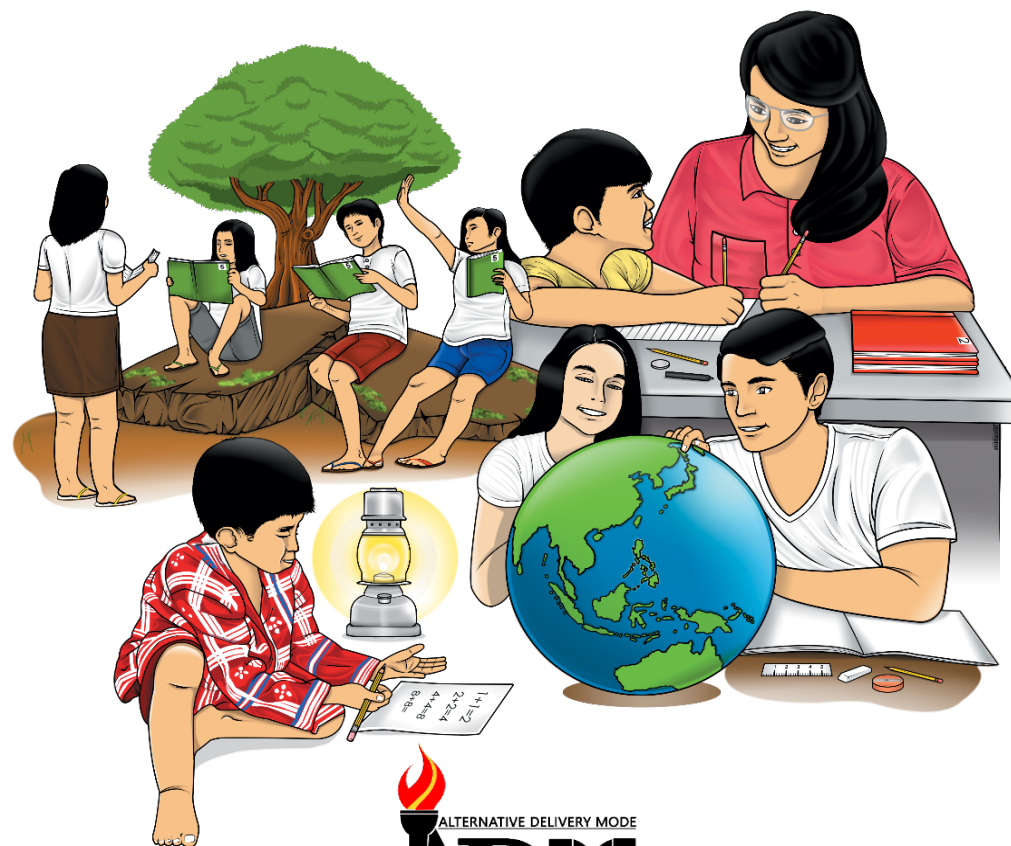


K

Kindergarten

Quarter 1: Week 7 Learning Experiences



Kindergarten
Alternative Delivery Mode
Quarter 1: Week 7 Learning Experiences
First Edition, 2020

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K

Kindergarten

Quarter 1: Week 7 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 7 LEARNING EXPERIENCES

Content Standards: The child demonstrates an understanding of body parts and their uses.			
Performance Standards: The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living.			
Most Essential Learning Competencies: Tell the function of each basic body part.			
Content Focus: My body has different parts and uses.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can see many things around with my eyes.		
What I know	<p>Introduction</p> <p>Say:</p> <p>Hello kid! I hope you are well today.</p> <p>Last time we have learned about the names of our body parts.</p> <p>Ask:</p> <p>Can you name the body parts you have learned? (head, eyes, nose, shoulder, arms, legs, etc.)</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>Let the children practice courteous greetings even during the introduction.</p>

	<p>Say:</p> <p>Today, we will be learning their different uses.</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. Can you see what I am holding? (yes) 2. What is this? (ex. biscuits) Yes, it is. 3. What part of your body is being used when you were looking at the object? (eyes) 4. Yes, you are right, you were using your eyes. 5. What is the use of our eyes then? (for seeing) <p>Say: Close your eyes and count 1 to 5, then open your eyes after. (count 1, 2, 3 ,4, 5)</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. When your eyes were closed, what did you see? (Nothing because it was totally dark.) 		<p>Introduce also the flow of this routine every day.</p>
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	<p>2. What was your feeling when your eyes were closed? (hopeless, sad, blind, etc.)</p> <p>3. Are our eyes important to us? Why?</p> <p>Say: Now, we will explore more on the uses of our eyes.</p>		
What's new	<p>Activity 1: I Can See Different Colors</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have a tour with the learner. (inside or outside the house) 2. Let the learner do the following: <ul style="list-style-type: none"> • look for things of different colors; (red, yellow, blue, green,) • record the number of objects seen per color; and • count the objects seen per color. 		Assist the learner in recording the number of objects seen per color.

<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What part of the body did you use in identifying colors? (eyes) 2. What are the uses of your eyes? (Eyes are used to see things around me.) 3. How do you take care of your eyes? (I will not read when there is not enough light. I will not rub my eyes with dirty hands, etc.). <p>Say: We use our eyes to see things. We should take care of our eyes so that we can see beautiful things around.</p>	<p>Ask these questions 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>Teach the learner the importance of these routines and encourage them to practice all of these during snacks and meal time.</p>

	<p>Activity 2: I See You</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Read the poem aloud. <p style="text-align: center;">I See You</p> <p style="text-align: center;">Eyes are used to see, happy faces like you and me. Eyes need love and care, make us see flowers and trees everywhere.</p> <ol style="list-style-type: none"> 2. Read the poem again and let the learner repeat after you. 	copy of the poem	
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What I have learned	<p>Ask:</p> <ol style="list-style-type: none"> 1. What part of the body is used to see happy faces? 2. How do you take care of your eyes? 3. Please name five (5) beautiful things you see today. 4. What have you learned today about your eyes? (My eyes are used to see things around me., We should take care of our eyes., etc.) 	
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Let the learner draw a beautiful flower and a pair of big eyes above it that seems to be looking at the flower. Color the drawing. <p>Free Play</p> <ul style="list-style-type: none"> • Let the learner play with toys of interest. 	<p>Encourage the learner to use his/her eyes to look for misplaced things inside the house and to help in returning those in their proper places.</p>

Content Standards: The child demonstrates an understanding of body parts and their uses.			
Performance Standards: The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living.			
Most Essential Learning Competencies: Tell the function of each basic body part.			
Content Focus: My body has different parts and uses.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can hear different sounds around with my ears.		
What I know	<p>Introduction</p> <p>Say: Hello! Hope you are well today.</p> <p>I would like you to cover your ears tightly with your hands and count 1 to 5, then remove your hands from your ears. (count 1, 2, 3 ,4, 5)</p> <p>Ask:</p> <p>1. When your ears were tightly covered, did you hear any sound? (no)</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>

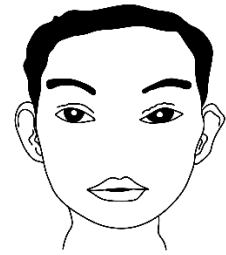
	<p>2. What was your feeling when your ears were tightly covered? (sad, deaf)</p> <p>3. Are our ears important to us? Why?</p> <p>Say:</p> <p>Today, we are going to recite a poem about ears.</p> <p>Let's begin.</p>		
What's new	<p>Activity 3: I Have Ears</p> <p>Procedure:</p> <p>1. Read the poem.</p> <p style="text-align: center;">My Two Ears</p> <p style="text-align: center;">I have ears, you have ears too. You have two ears. I have two ears too.</p>		Read the poem and let the learner follow.

	<p>2. Read again the poem and let the learner repeat after you.</p> <p>3. Let the learner do the following;</p> <ul style="list-style-type: none"> • touch his/her ears; • count his/her ears; and • tell the uses of the ears. 		
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What part of the body is talked about in the poem? (ears) 2. What are the uses of the ears? (for listening/hearing) 3. How many ears do you have? (two) 4. How do you take care of your ears? (Never put sharp objects on it. Clean it with soft cloth). 5. Why should you take care of your ears? (I can't hear when my ears are damaged.) 		Ask these questions one at a time.

	<p>Say:</p> <p>Our ears are used for listening.</p> <p>We should take care our ears.</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 		Teach the learner the importance of these routines and encourage them to practice all of these during snacks and meal time.
	<p>Say: Let's have another activity</p> <p>Activity 4: Sounds Around Me</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Go outside the house with the learner. 2. Let the learner do the following: <ul style="list-style-type: none"> • observe the things around • be mindful of the sounds heard 	<ul style="list-style-type: none"> • paper • pencil 	<ul style="list-style-type: none"> • Be with the learner in performing the sensory listening walk near the house. • Encourage the learner to actively participate in the activity by identifying the sounds heard.

	<ul style="list-style-type: none"> • observe silence while the activity is going on • identify the sounds heard • draw at least three (3) sources of the sounds heard 		Avoid crowded places. Wash hands properly and put sanitizer after doing the activity.
What I have learned	<p>Wrap Up</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. Did you enjoy the activity? (yes) 2. What sounds did you hear? (e.g. children shouting, people talking, vehicles blowing horns (bus, jeep, tricycle, fire truck, ambulance) and sounds of animals (bird, dog, cat, goat) 3. What body part do you use in listening? (ears) <p>Say: Our ears are very important. You are able to hear the sounds around through your ears.</p>		
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Let the learner listen again to the sounds of animals or any sources of sounds around. Draw the source of sounds identified and produce its sound. 		

Content Standards: The child demonstrates an understanding of body parts and their uses.			
Performance Standards: The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living.			
Most Essential Learning Competencies: Tell the function of each basic body part.			
Content Focus: My body have different parts and uses.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I smell with my nose.		
What I know	<p>Introduction</p> <p>Say:</p> <p>Good morning! Let's learn something new today!</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. Have you tried smelling a flower or a perfume? (yes) How does it smell? (nice) 2. How about a rotten food, what is the smell? (bad) 	Perfume/flower (anything that has a smell)	<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>3. What part of your body did you use in smelling? (nose)</p> <p>Say:</p> <p>Today, let's learn more on what else our nose can do for us.</p>		
What's new	<p>Activity 5: Complete my Face</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the template of a face to the learner. 2. Let the learner: <ul style="list-style-type: none"> • tell something about the drawing; and • draw the missing part of the face. 	<ul style="list-style-type: none"> • face template • pencil 	<p>Use the face template provided in Annex 1.</p> 
What is it	<p>Discussion (Informal Conversation) About the Activity</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What part of the face is missing? (nose) 2. What is the use of our nose? (used for smelling/breathing). 		

	<p>Say:</p> <p>Our nose is very important.</p> <p>We smell and breathe through our nose.</p> <p>If our nose is damaged, we can no longer smell, eventually we will find it hard to breath.</p> <p>So, it is very important that we take care of our nose.</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 		Teach the learner the importance of these routines and encourage them to practice all of these during snacks and meal time.
	<p>Say: Let's have another activity</p> <p>Activity 6: Sniff, Sniff, Sniff</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Spray perfume/cologne on a piece of cloth. 	<p>Materials:</p> <ul style="list-style-type: none"> • perfume/cologne • handkerchief 	<p>Provide assistance to the learner whenever needed but do not do the activity for him/her.</p> <p>If there is no available handkerchief, a piece of clean cloth will do.</p>

	<ol style="list-style-type: none"> 2. Blindfold the learner. 3. Let the learner smell first the scented handkerchief/cloth. 4. Hang the scented handkerchief on the wall near to the learner. 5. Let the learner find the scented handkerchief/cloth using his/her nose. 		
What I have learned	<p>Wrap Up</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What body part did you use in finding the scented handkerchief/cloth? (nose) 2. How did you find it? 3. Is your nose important? Why? 4. What have you learned today about the nose? (I can smell using my nose.) 		

<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Prepare 2 laundry baskets or boxes. • Put soiled clothes in one laundry basket/box and clean clothes in the other laundry basket/box. • Let the learner smell the clothes in each laundry basket and tell which basket has clean clothes and which has soiled clothes. 	<p>laundry baskets/boxes or any material that is available</p>	<p>Encourage the learner to help in sorting out soiled and clean clothes.</p>
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Content Standards: The child demonstrates an understanding of body parts and their uses.			
Performance Standards: The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living.			
Most Essential Learning Competencies: Tell the function of each basic body part.			
Content Focus: My body have different parts and uses.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I use my tongue to taste the food.		
What I know	<p>Introduction</p> <p>Say:</p> <p>Good morning!</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What did you eat during breakfast? 2. What's the taste of the food that you ate? 		<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>3. What part of your body is used to taste the food? (tongue)</p> <p>Today, let's have a tasting activity.</p>		
What's new	<p>Activity 7: Taste Test</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare 3 plastic cups. 2. Put kalamansi juice in each cup. 3. Let the learner do the following: <ul style="list-style-type: none"> • mix sugar on the second cup; • add salt on the third cup; • taste all the mixture in each cup; and • tell how each mixture tastes. 	<ul style="list-style-type: none"> • kalamansi juice • sugar • salt • plastic cups <p>*any available materials may be used</p>	<p>Prepare all the materials and assist the learner in mixing and tasting the mixture.</p> <p>After the activity, let the learner arrange/organize the materials, clean the activity area and throw the waste material.</p>

<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What is the taste of the kalamansi juice in the first cup? (sour) 2. What is the taste when sugar is mixed with kalamansi juice? (sweet and sour) 3. What is the taste when salt is added to kalamansi juice? (salty and sour) 4. What part of your body did you use to taste the food? (tongue) <p>Say: Our tongue is used for tasting.</p>	<p>Ask these questions 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>Teach the learner the importance of these routines and encourage them to practice all of these during snacks and meal time.</p>

	<p>Say: Let’s have another activity.</p> <p>Activity 8: Food Mapping</p> <p>Procedure:</p> <p>1. Put all the food items on a plate.</p> <p>2. Place it on the table.</p> <p>3. Ask the learner to do the following:</p> <ul style="list-style-type: none">• get one food item on the plate and taste it;• put a check mark on the tally board where the food item belongs (sweet, sour, bitter or salty);	<p>Food items:</p> <ul style="list-style-type: none">• vinegar• kalamansi• tamarind• banana• sugar• coffee• cooked ampalaya• salted fish• bagoong• salt <p>• chart of food category according to taste (sweet, sour, bitter, and salty)</p>	<p>Prepare ahead the set of materials.</p> <p>Assist the learner in doing the activity.</p> <p>Note: Any available food maybe used.</p> <p>Use the chart of food category found in Annex 2.</p> <table><tr><th rowspan="2">Food Item</th><th colspan="4">Category</th></tr><tr><th>Sweet</th><th>Sour</th><th>Bitter</th><th>Salty</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Food Item	Category				Sweet	Sour	Bitter	Salty																														
Food Item	Category																																									
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	<ul style="list-style-type: none">• count the number of foods per category;• write the total number of each food item;• talk about the taste of the food he/she likes the most; and• tell the taste of the food he/she likes least		<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Total</td><td></td><td></td><td></td><td></td></tr></table>																															Total				
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What I have learned	<p>Wrap Up</p> <p>Ask:</p> <ol style="list-style-type: none">1. What have you learned from today’s activities? (I can taste food using my tongue.)2. What are the different kinds of taste that we discussed? (sweet, salty bitter and sour)																																					

	<p>Say: That's great! We have 4 different kinds of taste. These are sweet, sour, salty and bitter.</p>	
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Let the learner taste the cooked/fresh food prepared in the kitchen and tell its taste. 	<p>Encourage the learner to help in setting the table prior to food tasting.</p>

Content Standards: The child demonstrates an understanding of body parts and their uses.			
Performance Standards: The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living.			
Most Essential Learning Competencies: Demonstrate movements using different body parts.			
Content Focus: My body have different parts and uses.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can use my body parts in doing different things.		
What I know	<p>Introduction</p> <p>Say:</p> <p>Good morning! How are you today?</p> <p>Show me your hands.</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. How many hands do we have? (two) 2. What are the uses of our hands? (holding, touching, drawing and etc.) <p>Let's have another activity today.</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>What's new</p>	<p>Activity 9: Working Hands</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the learner the materials needed. 2. Let the learner do the following: <ul style="list-style-type: none"> • draw a house on a sheet of paper using different shapes; • draw a tree on the right side of the house; • draw 2 stars on the upper right side of the house; • color the drawings; • write the beginning letter of your name below the house; and • give the drawing to any member of the family (mother, father, sister, etc.) 	<ul style="list-style-type: none"> • piece of paper • pencil • any coloring material 	<p>Assist the learner in doing the task.</p>
<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What did you do in the activity? (drawing, coloring, writing) 2. What part of your body is used during the activity? (my hands) 3. When you hold the pencil and crayons, what did you use? (my hands) 4. When you gave your drawing, what did you use? (my hands) 		<p>Ask these questions one at a time.</p>

	<p>Say:</p> <p>That's great!</p> <p>Since your hands were very busy working, 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 		Teach the learner the importance of these routines and encourage them to practice all of these during snacks and meal time.
	<p>Say: Let's have another activity</p> <p>Activity10: Let's Make Our Body Move</p> <p>Procedure:</p> <p>Let the learner sit comfortably and let him/her follow the simple instructions below:</p> <p>(say this to the learner one at a time)</p> <ul style="list-style-type: none"> • raise your right hand; • raise your left hand; • raise your both hands; • clap your hands 3 times; • open and close your both hands 5 times; • bend your right and left wrist 		Guide the learner in doing the activity.

	<p>alternately;</p> <ul style="list-style-type: none"> • flex your right and left foot alternately; • wiggle your toes; • bend your neck to the right; • bend your neck to the left; • bend your neck backward; and • make a funny face. 		
What I have learned	<p>Wrap Up</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. Did you enjoy the activity? (yes) 2. Are you feeling good? alert? (yes) 3. What movements did you do? (raising of hands, bending, wiggling, clapping, etc.) 4. What body parts were used during the activity? (hands, foot, toes, neck, etc.) <p>Say:</p> <p>Our body parts can do different movements that would make us alive and alert.</p> <p>Let`s clap our hands 5 times for the job well done!</p>		
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Let the learner help in doing simple household chores to show what his/her body parts can do. 		

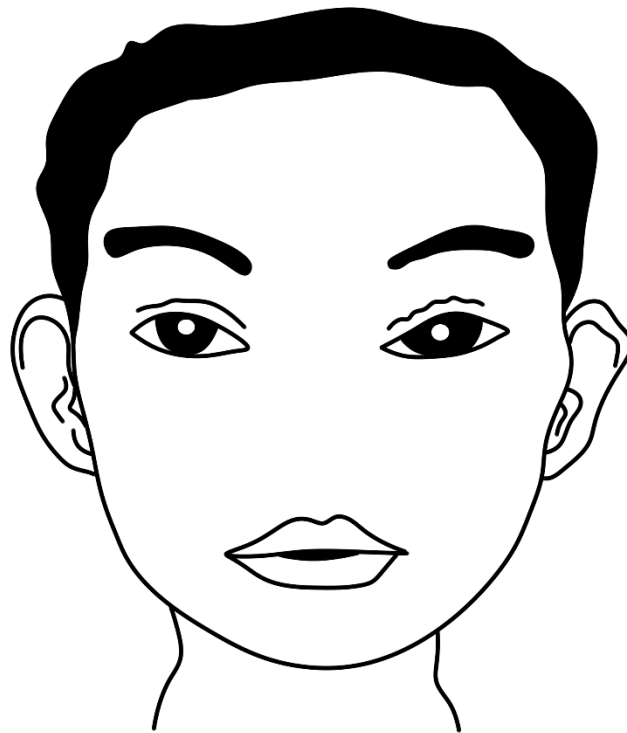
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Annexes

Annex 1. Activity 5: Complete my Face



Annex 2. Activity 8: Food Mapping

Food Item	Category			
	Sweet	Sour	Bitter	Salty
Total				

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