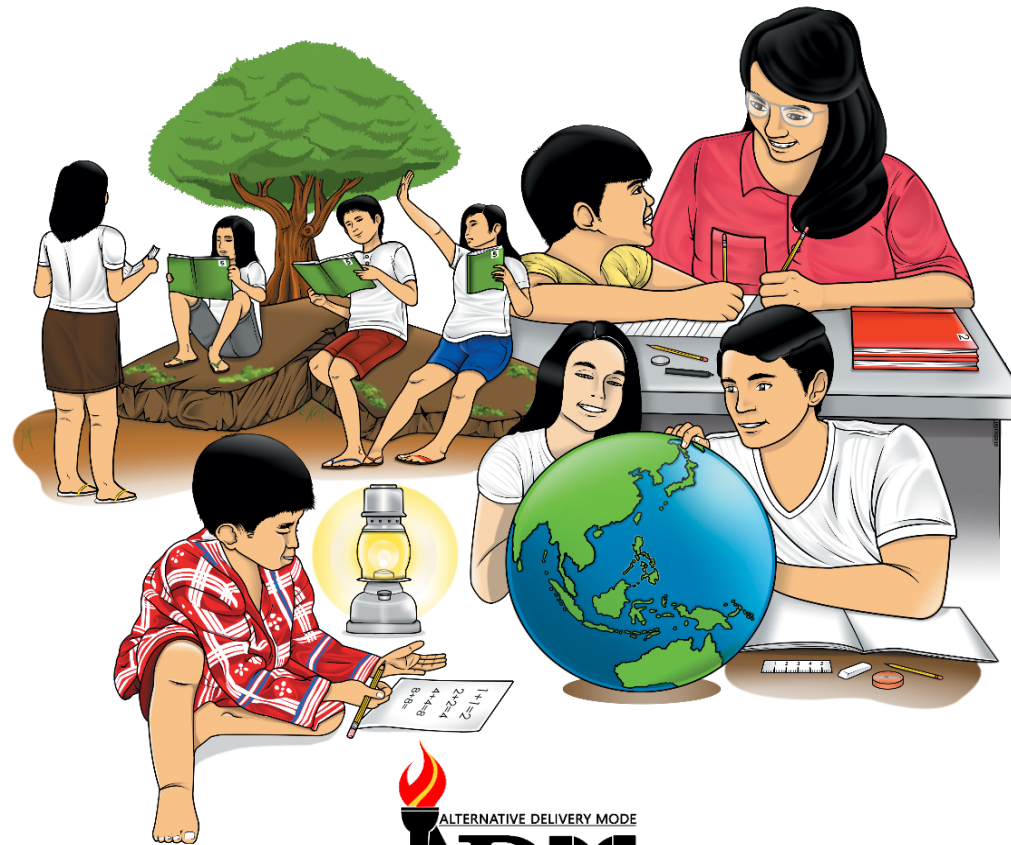


K

Kindergarten

Quarter 1: Week 8 Learning Experiences



Kindergarten
Alternative Delivery Mode
Quarter 1: Week 8 Learning Experiences
First Edition, 2020

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K

Kindergarten

Quarter 1: Week 8 Learning Experiences

Introductory Message

For the facilitator:

Welcome to the Kindergarten Learning Experiences (KLE) for Alternative Delivery Mode (ADM) Module!

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: Mini Book of Blues	3
Activity 2: Find My Match.....	6
Activity 3: What's that Noise?.....	9
Activity 4: What Am I	11
Activity 5: Taste and Tell.....	15
Activity 6: What Food is It?	14
Activity 7: Smelling Jars	19
Activity 8: Smelling Bag	21
Activity 9: Touch and Tell	24
Activity 10: Finger Painting	25
References	28
Annex 1.....	29
Annex 2.....	30
Annex 3.....	31

QUARTER 1- WEEK 8 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: Name five senses and their corresponding body parts.			
Content Focus: I have senses that help me learn new things.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can see different things. I can use my eyes for seeing.		
What I know	<p>Introduction</p> <p>Say:</p> <p>Good day kid!</p> <p>Last time you have learned the different body parts and their functions.</p> <p>Ask: Can you name some of them? (eyes, nose, ears, hands, etc.)</p> <p>Say: We have learned before that we see things through our eyes, we hear things through our ears, we touch things through our hands, we taste food through our tongue, and we smell different odor through our nose.</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 learner practice courteous greetings even during the introduction</p> <p>Introduce also the flow of this routine</p>

	<p>With these, we need to learn more about these body parts.</p> <p>But before we proceed, let us sing a song.</p> <p>This song is about the five body senses.</p> <p>Are you ready? Now sing it with me.</p> <p style="text-align: center;">Five Senses</p> <p style="text-align: center;">(Tune: Where is Thumbkin)</p> <p style="text-align: center;">Five senses, five senses.</p> <p style="text-align: center;">We have them, we have them.</p> <p style="text-align: center;">Seeing, hearing, touching,</p> <p style="text-align: center;">tasting and smelling.</p> <p style="text-align: center;">There are five, five senses.</p>		<p>every day.</p> <p>Sing the song first. Let the learner observe and then let him/her sing the song with you.</p>
What's new	<p>Ask:</p> <ol style="list-style-type: none"> 1. According to the song, how many senses do we have? (five senses) 2. What are these senses? (seeing, hearing, touching, tasting, and smelling) 		

	<p>3. Can you recall what body part is for seeing? hearing? touching? tasting? smelling?</p> <p>Say: We will learn more about them one by one. But today, we will focus more on the sense of seeing (or sense of sight).</p> <p>Activity 1: Mini Book of Blues</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give a piece of paper to the learner. 2. Let the learner do the following: <ul style="list-style-type: none"> • divide and cut the paper into four, • put a paste on the left edge to make a mini book; 	<ul style="list-style-type: none"> • a piece of paper • a pair of scissors • paste/glue • crayons 	<p>Assist the learner in doing the task especially in using the scissors.</p> <p>After the activity, remind the learner to arrange/organize the materials and</p>
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	<ul style="list-style-type: none"> • look around the house and find blue objects; • draw at least 3-5 objects; • color the drawing; and • label the drawing (provide words in mother tongue to copy or encourage the learner to write their own word. Accept invented spelling). 	<ul style="list-style-type: none"> • pencil 	clean the activity area.
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Good job!</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What are the blue things you have drawn on your mini book? 2. What part of your body is used to see all these blue things? (eyes) 		Ask the questions one at a time.

	<ol style="list-style-type: none"> 3. How many objects have you seen? What are they? 4. Can you see colors during nighttime without light? 5. How about during daytime? 6. How do you differentiate colors of objects during nighttime and daytime? 7. Do you also take good care of your eyes? 8. Is it good to watch television for long hours? (no) Why? <p>Say: Very good!</p> <p>Our eyes are used to see things around us that is why it is called sense of sight.</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 2: Find My Match</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare different pair of common objects on the table. 2. Let the learner do the following: <ul style="list-style-type: none"> • look at the things on the table; • find the pair of each thing/object on the table; and • name each pair of things/objects. (i.e. spoon-fork) 	<p>common set of objects in pairs:</p> <ul style="list-style-type: none"> • pencil-eraser • fork-spoon • cup-saucer • bottle-cover • flower-vase 	<p>Make sure that the things have pairs.</p> <p>After the activity, remind the learner to arrange/organize the materials and clean the activity area.</p>
What I have learned	<p>Wrap-up</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. How did you match the things? 2. What body part did you use in looking for their pairs? (eyes) 3. What are our eyes for? (seeing) 4. Is seeing part of our body senses? (yes) 		

	Say: Our eyes are important part of our daily life. They are part of our body senses. They are used for seeing colors, shapes, objects and other things in the environment. Therefore, we must take care of them.		
What I can do	Application <ul style="list-style-type: none"> Let the learner stay near the window and draw 3 green things seen outside. Provide blank sheet of paper and a pencil. 	paper and pencil	Encourage the learner to find misplaced toys/things inside the house and to return them in their proper places.

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: Name five senses and their corresponding body parts.			
Content Focus: I have senses that help me learn new things.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can hear different sounds through my ears.		
	Introduction	radio/cell phone	Optional: Start with a prayer. Use any prayer familiar to the child.

<p>What I know</p>	<p>Say:</p> <p>Good morning!</p> <p>We have learned from our previous activities about the 5 body senses and explored more on the sense of sight.</p> <p>Before we proceed, I would like you to close your eyes. As I play the music, kindly listen.</p> <p>What did you hear a while ago? (song)</p> <p>What body part did you use in listening? (ears)</p> <p>Today, you are going to learn more about the sense of hearing.</p>		<p>Then sing any familiar localized song with the learner before the activity.</p>
<p>What's new</p>	<p>Activity 3: What's that Noise?</p> <p>Procedure:</p> <ol style="list-style-type: none"> Let the learner sit comfortably and let him/her do the following: <ul style="list-style-type: none"> be quiet and listen attentively to the sounds around (sounds of animals, music playing, bells ringing, etc.). identify the sounds heard; 	<ul style="list-style-type: none"> • paper • crayons • pencil • cell phone or radio 	<p>Provide assistance to the learner whenever needed but do not do the activity for him/her.</p>


	<ul style="list-style-type: none"> • draw the source of the sounds (such as animals, radio, people and others); • color the drawing; and • tell something about the drawing like the sound that it produces, it's meaning, is it loud or soft, etc. 		
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Good job!</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What sounds haven you heard? 2. Can you produce the sounds you have heard? 3. Is the sound soft or loud? 4. What part of your body is used for hearing? (ears) 5. How many ears do you have? (two) 6. Kindly touch your ears. 7. What did you use in touching them? (hands) 		Ask the questions one at a time.

	<p>Say: Very good!</p> <p>Our ears are the sense organs used for hearing. We can identify loud and soft sound through 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: Now let's have another activity.</p> <p>Activity 4: What Am I</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare objects that produce sounds. 2. Blindfold the learner using handkerchief or any clean cloth. 3. Produce sounds using the materials prepared. (e.g. hit the two spoons, pound the nail using hammer, drop the coins on 	<ul style="list-style-type: none"> • spoons • nail • hammer • coins • stones • whistle 	After the activity, remind the learner to arrange/organize the materials and to clean the activity area.

	<p>the floor, strum the guitar/ukulele, bang the door, etc.)</p> <p>4. Let the learner:</p> <ul style="list-style-type: none"> • listen to the produced sounds; • guess the objects where the sound came from; and • tell which objects have the loudest sounds. 	<ul style="list-style-type: none"> • wood • guitar/ ukulele • plate <p>*any available material that produces sounds can be used</p>	
What I have learned	<p>Wrap-up</p> <p>Ask:</p> <p>What were the different sounds that you've heard?</p> <p>Which one has a soft sound? Loud sound?</p> <p>What have you learned from today's activities? (I can hear different sounds using my ears.)</p> <p>What were the objects that produced sounds during the activity?</p> <p>Are the ears part of our sense organs? (yes)</p> <p>What are our ears for? (hearing/listening)</p>		

What I can do	<p>Application</p> <ul style="list-style-type: none"> Let the learner look and draw things found inside the house that can produce sounds. 	Encourage the learner to use his/her sense of hearing in listening to the to his/her parents/guardian.
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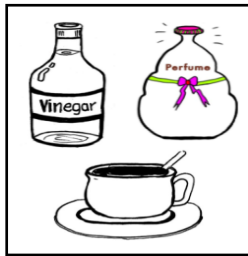
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Performance Standards: The child shall be able to take care of oneself and the environment and able to solve problem encountered within the context of everyday living.		
Most Essential Learning Competencies: Name five senses and their corresponding body parts.		
Content Focus: I have senses that help me learn new things.		
Learning Experiences		Materials
What I need to know	I can taste different foods. I can use my tongue for tasting food.	
What I know	<p>Introduction</p> <p>Say: Hello kid!</p> <p>Ask:</p> <ol style="list-style-type: none"> Have you eaten today? What food did you eat? 	<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>

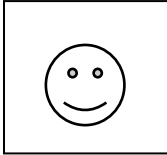
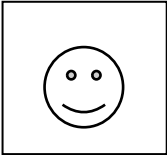
	<p>3. Can you tell the taste of the food you ate?</p> <p>Say: This time I am going to name some familiar foods and tell me the taste of these foods.</p> <p>Let's begin.</p> <p>Ask: What's the taste of sugar? Salt? Kalamansi?</p> <p>Let's do more on the next activity.</p>		
What's new	<p>Activity 5: Taste and Tell</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare food of different tastes like salt, sugar, vinegar, ampalaya juice (bitter gourd). 2. Blindfold the learner. 3. Give the item to the learner one at a time. 4. Let the learner do the following: <ul style="list-style-type: none"> • taste each food given; • identify the food tasted; and • tell whether it is salty, sweet, sour or bitter. 	<p>Materials:</p> <ul style="list-style-type: none"> • salt • sugar • vinegar • ampalaya juice (pure juice squeezed from ampalaya vegetable/ fruit or leaves) 	<p>Use any available food in the locality that has a taste of sweet, sour, salty and bitter.</p> <p>After the activity, remind the learner to arrange/organize the materials and clean the activity area.</p>

<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Well done! You were able to identify the different tastes.</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What are the different food tastes? (sweet, salty, sour, bitter) 2. What sense organ is used to identify the taste of food? (tongue) 3. How do you take good care of your mouth and tongue? 		<p>Help the child in identifying other food common in the locality that are sweet, sour, salty and bitter.</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: Now, let's have another activity.</p> <p>Activity 6: What Food is It?</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Put the food items on a plate and place it on the table. 	<ul style="list-style-type: none"> • Food items: <ul style="list-style-type: none"> - ripe papaya; - soy sauce; - tamarind; and - ampalaya 	<p>Assist the learners in guessing the food items.</p> <p>Always remind the learner to:</p> <ul style="list-style-type: none"> • wash his/her hand before and after

	<ol style="list-style-type: none"> 2. Blind fold the learner with a handkerchief. 3. Give the food item to the learner one at a time. 4. Let the learner do the following: <ul style="list-style-type: none"> • taste the food; • name the food tasted; and • repeat the procedure until all the food items on the plate are identified. 	<p>*any food items with a taste of sweet, sour, salty, and bitter may be used.</p>	<p>the activity</p> <ul style="list-style-type: none"> • arrange/organize the materials, and clean the activity area
What I have learned	<p>Wrap-up</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What's the taste of ampalaya? How about the tamarind? 2. What sense organ is used in tasting the food? (tongue) 3. What have you learned from today's activities? (I have learned that my tongue is used for tasting foods of different tastes.) 		
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Let the learner help in cooking and do the tasting of the food. 		<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: Name five senses and their corresponding body parts.		
Content Focus: I have senses that help me learn new things.		
Learning Experiences		Note to the Facilitator
What I need to know	I can smell different odors through my nose.	
What I know	<p>Introduction</p> <p>Say:</p> <p>Good morning!</p> <p>Look what I have!</p> <p>What are these? (show flowers, cologne/perfume or anything with a good smell)</p> <p>Take hold of this flower and smell it.</p> <p>How does it smell?</p> <p>What sense organ did you use in smelling? (nose)</p> <p>Today, you will learn about the sense of smelling.</p> <p>Nose is the sense organ that helps you identify different odors.</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>

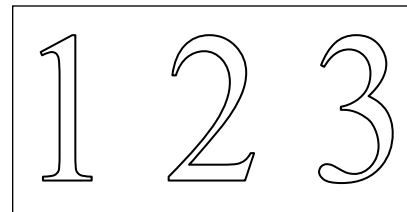
<p>What's new</p>	<p>Let's do the activity.</p> <p>Activity 7: Smelling Jars</p> <p>Procedure:</p> <ol style="list-style-type: none"> Put the learner in a comfortable position. Let the learner do the following: <ul style="list-style-type: none"> close their eyes; guess the smell of each object given; and tell how the nose helps in identifying smell. 	<ul style="list-style-type: none"> perfume vinegar coffee <p>*any available objects/things with scents can be used</p> 	<p>You may use any available materials/things for this activity. Use cotton balls for the liquid scents.</p> <p>After the activity, remind the learner to arrange/organize the materials and to clean the activity area.</p>
<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask:</p> <ol style="list-style-type: none"> What have you smelled? (scents of perfume, vinegar, coffee) What smell do you like most? Which sense organ is used for smelling? (nose) Do you take good care of your nose? (yes) How? (I will not put any sharp object in my nose. I use soft cloth when I clean my nose.) Do you cover your nose when sneezing or coughing? (yes) 		

	<p>Say: Our nose is use for smelling. We should take care of our nose so that we can smell different odors from the things around us.</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: Now, let's have another activity.</p> <p>Activity 8: Smelling Bag</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Put each object inside a paper bag or plastic bag. 2. Prepare two basket/boxes labeled with pleasant smell and unpleasant smell. 3. Let the learner do the following: <ul style="list-style-type: none"> • smell each object one at a time; • tell the name of the object and tell whether it has a pleasant or 	<p>Materials:</p> <ul style="list-style-type: none"> • perfume/cologne • talc/baby powder • bath soap • shampoo • rotten fruits/spoiled food • onions • garlic 	<p>You may use the materials found in the house/locality that has pleasant and unpleasant smell.</p> <p>Prepare two baskets/boxes. Use the illustration provided in Annex 1 to label the baskets/boxes.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Pleasant Smell</p> </div> <div style="text-align: center;">  <p>Unpleasant Smell</p> </div> </div> <p>Provide assistance to the learner</p>

	<p>unpleasant smell;</p> <ul style="list-style-type: none"> • put the object in the appropriate basket/box; and • count the objects in each basket/box. 		<p>whenever needed but do not do the activity for him/her.</p> <p>After the activity, remind the learner to arrange/organize the materials and to clean the activity area.</p>
What I have learned	<p>Wrap-up</p> <p>How did you classify the objects? (with pleasant smell and unpleasant smell)</p> <p>How were you able to distinguish pleasant smell from unpleasant smell? (by using the sense of smell/ by using my nose)</p> <p>Ask: What have you learned from today's activities? (Our nose is a sense organ used for smelling. Our nose is important, and we should take care of it.)</p> <p>Say: Good job!</p>		
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Let the learner draw objects found in the house that have pleasant and unpleasant smell. 		<p>Encourage the learner to help in cleaning the house by using his/her nose in locating misplaced trash (if there's any).</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: Name the five senses and their corresponding body parts.			
Content Focus: I have senses that help me learn new things.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can feel and touch different objects. I can use my hands in doing many things.		
What I know	Introduction Say: Good morning! What are the four sense organs that you have learned? What sense organ is used for seeing? Tasting? Smelling? Listening? Show me your hands. We will clap our hands together. Are our hands important? (yes) Today, we will explore more on what our hands can do.		Optional: Start with a prayer. Use any prayer familiar to the child. Then sing any familiar localized song with the learner before the activity.

<p>What's new</p>	<p>Activity 9: Touch and Tell</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Put all the materials on a tray. 2. Let the learner do the following: <ul style="list-style-type: none"> • touch each object one at a time; • tell if the object is hard or soft; and • classify the objects as to hard or soft. 	<p>Materials:</p> <ul style="list-style-type: none"> • cotton • stone • sponge • a piece of wood <p>*any available material maybe used</p>	<p>Prepare all the materials and make sure it is safe for the learner (the stone and the wood must have been washed and cleaned properly)</p> <p>After the activity, remind the learner to arrange/organize the materials and to clean the activity area.</p>
<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask:</p> <p>Which objects are soft? (cotton and sponge)</p> <p>Which objects are hard? (stone and piece of wood)</p> <p>How were you able to classify objects as to soft or hard? (by touching them)</p> <p>What sense organ is used for touching those things? (hands)</p>		

What's more	Snack Time: <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.
	Say: Now, let's have another activity. Activity 10: Finger Painting Procedure: <ol style="list-style-type: none"> 1. Give the learner the number template. 2. Let the learner do the following: <ul style="list-style-type: none"> • dip his/her finger into the paint or any coloring material; • trace each number outline on the template using the finger with paint until all the outline are painted; • hang it near the window to let it dry; and • wash hand with soap and water to remove the remaining paint. 	<ul style="list-style-type: none"> • poster paint or any coloring materials like water color, charcoal or leaves extract • template of number 1, 2 and 3 	Provide assistance to the learner whenever needed but do not do the activity for him/her. Use the activity sheet provided in Annex 2.  Always remind the learner to: <ul style="list-style-type: none"> • wash his/her hand before and after the activity

	3. When dry, let the learner identify the numbers on the template.		<ul style="list-style-type: none"> • arrange/organize the materials, and clean the activity area
What I have learned	<p>Wrap-up</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. How do you feel while doing the activity? 2. What did you use in painting? (hand/fingers) 3. What have you learned from today's activities? (I can do many things using my hands.) 4. What are your hands for? (for touching, doing things like drawing, painting, writing) 5. How many senses do we have? (five senses) 6. Can you name them? (seeing, hearing, touching, tasting, and smelling) 7. How about our sense organs? What are they? (eyes, ears, tongue, nose, hands) 		
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Do Activity Sheet in Annex 3 <p>Free Play</p> <ul style="list-style-type: none"> • Let the child play with toys of interest. 		Encourage the learner to talk about topic of interest or do things of interest during the weekend.

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. Activity 8: Smelling Bag

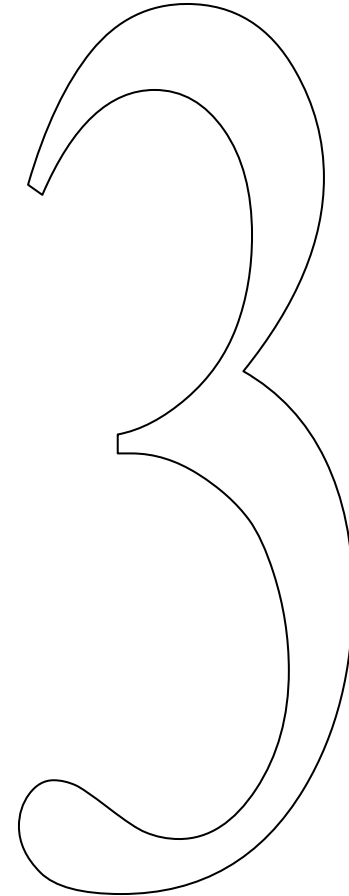
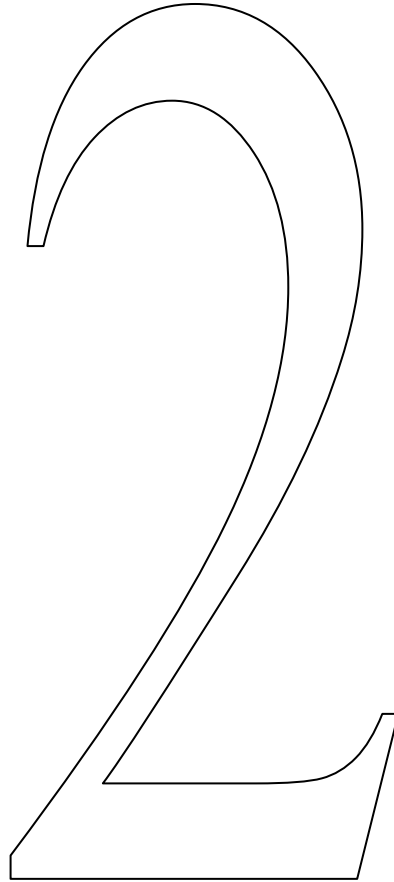
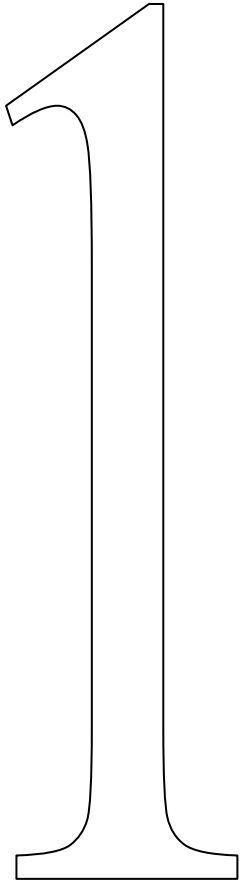


Pleasant Smell





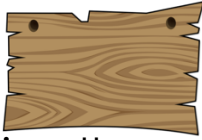




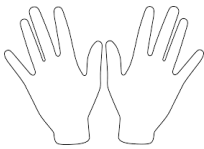
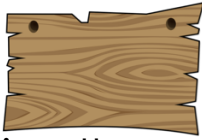






Unpleasant Smell

Annex 2. Activity 10: Finger Painting



Annex 3. Direction: Encircle the correct activity that each sense organ can do.

	-	 reading a book	 eating pizza
	-	 holding the wood	 smelling flower
	-	 listening to music	 reading a book
	-	 holding the wood	 listening to music
	-	 eating pizza	 smelling flower

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