



Kindergarten

Quarter 1: Week 9 Learning Experiences



Kindergarten
Alternative Delivery Mode
Quarter 1: Week 9 Learning Experiences
First Edition, 2020

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Kindergarten

Quarter 1: Week 9 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 9 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: Identify one's basic needs and ways to care for one's body.		
Content Focus: I can take care of my body.		
Learning Experiences	Materials	Note to the Facilitator
What I need to know	My body needs nutritious foods.	
What I know	<p>Introduction</p> <p>Say:</p> <p>Good morning!</p> <p>Last week you have learned about the different senses.</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. Can you name those senses? (sense of seeing, hearing, smelling, tasting and touching). 2. What sense organ is used to taste your favorite food? (tongue) 	<p>Optional:</p> <p>Start the day's activity with a prayer. Use any prayer the child is familiar with.</p> <p>Then sing any familiar localized song.</p> <p>Let the learner practice courteous greetings every day.</p>

	<p>3. What are the different tastes? (sweet, sour, salty, bitter)</p> <p>4. What is your favorite food? How does it taste?</p> <p>5. So, what do you need when you feel hungry? (food)</p> <p>6. Aside from food, do you know what are the other basic needs of our body?</p> <p>7. Give me some examples of other basic needs of our body. (water, clothes, house/shelter, etc.)</p> <p>Say:</p> <p>Today we will talk about what food is good for the body.</p> <p>Let's make a vegetable salad.</p> <p>Are you ready?</p> <p>Let's begin.</p>		<p>Introduce the flow of this routine every day.</p>
<p>What's new</p>	<p>Activity 1: Vegetable Salad Mixing</p> <p>Procedure:</p> <p>1. Prepare all the salad ingredients.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • large bowl • ladle 	<p>Prepare all the ingredients including the blanched sweet potato leaves which were placed in a boiled water for 20 to 30 seconds, rinsed in a cold water for 30 seconds and strained ready for the</p>

	<ol style="list-style-type: none"> 2. Place it on the table. 3. Give the learner a large bowl and a ladle. 4. Let the learner do the following: <ul style="list-style-type: none"> • tell the color, shape and texture of each ingredient • combine all the salad ingredients; • gently mix until all the ingredients are evenly distributed; • taste the vegetable salad; and • say something about its taste. 	<ul style="list-style-type: none"> • ingredients for the garden salad: 1 large bunch sweet potato leaves (cleaned and blanched), 3 pieces large tomatoes (sliced), 1 thumb sized ginger (sliced), 1 large red onion (sliced), 6 tablespoons vinegar, ½ teaspoon sugar, and ½ teaspoon salt 	<p>activity.</p> <p>Always remind the learner to:</p> <ul style="list-style-type: none"> • wash his/her hand before and after the activity • arrange/organize the materials, and clean the activity area
<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say:</p> <p>Good job little chef!</p>		<p>Ask these questions one at a time.</p>

	<p>Ask:</p> <ol style="list-style-type: none"> 1. What are the vegetables being mixed for our salad? (sweet potato leaves, tomatoes, ginger and red onion) 2. What is the color, shape and texture of the ingredients of the salad we made? 3. What is the taste of the vegetable salad? (delicious, yummy) 4. Are all these foods good for your body? (Yes) 5. Why do we need nutritious food? What are the benefits we get from these foods? <p>(It will keep our body strong and healthy. It will keep us away from illnesses.</p> <p>Say:</p> <p>Excellent!</p> <p>Vegetables are important source of many nutrients and minerals that makes our body healthy.</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 2: My Mini Album</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Provide at least 3 blank sheets. (stapled or glued on the left edge) 2. Let the learner do the following: <ul style="list-style-type: none"> • design a cover; • draw 5 (vegetables or fruits) in each page; • color each drawing; and • label each drawing. (accept inverted spelling) 	<p>Materials:</p> <ul style="list-style-type: none"> • blank sheets stapled or glued on the left edge • pencil • crayons 	<p>Prepare the stapled/glued blank sheets in advance.</p> <p>Assist the learner in labeling the drawing.</p>
<p>What I have learned</p>	<p>Wrap-up</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What are the foods drawn in your mini album? (fruits and vegetables) 2. How many vegetables are there? 3. What are the names of the vegetables? 		

	<p>4. How about the fruits?</p> <p>5. Are fruits and vegetables nutritious? (yes) Why? (They are rich in vitamins and minerals that help in keeping our body healthy.)</p> <p>Say:</p> <p>Now that you know that fruits and vegetables are nutritious foods, would you now eat those? (yes)</p> <p>Yes, let us make it a habit to eat fruits and vegetables every day to make our body healthy.</p>	
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Let the pupils help in preparing food for lunch and dinner. <p>Free Play</p> <ul style="list-style-type: none"> • Have familiar home play games about cooking. 	<p>Encourage the learner to help in preparing food for lunch and dinner and in setting the table.</p>

Content Standards: The child demonstrates an understanding of body parts and their uses/functions			
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: Identify one's basic needs and ways to care for one's body.			
Content Focus: I can take care and protect my body.			
	Learning Experiences	Materials	Note to the Facilitator
What I need to know	I need a home to live in and protect my body from harm.		
What I know	<p>Introduction</p> <p>Say: Hello, good morning!</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. How are you this morning? 2. Where are we now? (at home, in the house) 3. What will happen to us if we don't have a house to live in? 4. Is it important to have a home? Why? (To be safe from harm.) 		<p>Optional:</p> <p>Start the day's activity with a prayer. Use any prayer the child is familiar with.</p> <p>Then sing any familiar localized song.</p>


	<p>Say:</p> <p>Today we will talk about why do we need to have a house or a home.</p>		
<p>What's new</p>	<p>Activity 3: My Home Sweet Home</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the learner a bond paper or pad paper. 2. Let the learner do the following: <ul style="list-style-type: none"> • draw a house; • color the drawing; • write a name for the house he/she has drawn; (accept invented spelling) • talk about what makes the house so special for him/her. 	<p>Materials:</p> <ul style="list-style-type: none"> • bond paper/pad paper • pencil • crayons 	
<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Wow. What a beautiful house!</p>		<p>Ask these questions one at a time.</p>

	<p>Ask:</p> <p>Why do we need a house? (to protect us from rain and from the heat of the sun/ to keep us safe/protected)</p> <p>Say:</p> <p>Yes, very good.</p> <p>We need a house or a home to protect us from getting sick, especially during disasters and health crisis, we should stay at home.</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 • Values of sharing 	<p>Teach the learner the importance of these routines and encourage them to practice all of these during snacks and meal time.</p> <p>Guide the learner to share the vegetable salad with all the members of his/her family.</p>
	<p>Say: Now let's have another activity.</p>	

	<p>Activity 4: Lights, Camera, Action!</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Let the learner act out the scenarios below. <ul style="list-style-type: none"> • A family (neighbor) who lost their house during the recent typhoon. • A family (relative) who lost their house because of fire. • An orphan who is staying/sleeping in the sidewalk. 	
<p>What I have learned</p>	<p>Wrap-up</p> <p>Say:</p> <p>Well done!</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What was your feeling while acting out the different situations? 2. Were you able to see yourself in their situation? 3. How does it feel having no house or home to stay? 4. Can you see now the importance of a house or a home? 	

	<p>5. Will you go out of the house when there is heavy rain or flood?</p> <p>6. Do you feel safe when you are inside the house?</p> <p>Say:</p> <p>A house is important to all of us.</p> <p>A house is called a home if the people living in it together are happy, helping and protecting each other.</p> <p>In this way, we feel safe and secure.</p>	
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Let the learner draw his/her dream house or the house he/she likes the most. • Let the learner help in cleaning the house (sweeping the floor, dusting the windows, wiping the tables and the like) 	<p>Guide the learner in doing the tasks.</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: Identify one's basic needs and ways to care for one's body.			
Content Focus: I can take care and protect my body.			
	Learning Experiences	Materials	Note to the Facilitator
What I need to know	I need clothes to protect my body from cold and hot weather.		
What I know	<p>Introduction</p> <p>Say:</p> <p>Hello! How's your day?</p> <p>What a nice clothes you have!</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. Is that your favorite clothes? (Let the learner tell something about what he/she is wearing). 2. Why do we need clothes? (To protect our body) <p>Say:</p> <p>Today, we will talk more on why we need to wear clothes.</p> <p>Let's begin.</p>		<p>Optional:</p> <p>Start the day's activity with a prayer. Use any prayer the child is familiar with.</p> <p>Then sing any familiar localized song.</p>

<p style="text-align: center;">What's new</p>	<p>Activity 5: Dress Up a Doll</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Gather your own clothing. (Make sure that there are clothes for boys and girls). 2. Put them altogether in a box. 3. Prepare a doll/dolls. 4. Let the learner: <ul style="list-style-type: none"> • choose a doll/dolls to be dressed up; • dress up the doll/dolls chosen; and • talk about the dressed up doll/dolls. 	<p>Different kinds of clothes and footwears: (t-shirt, pants, skirt, shoes, sandals, box)</p> <p>*if a doll is not available,use the paper doll provided in Annex 1.</p>	<p>The facilitator will set up the dress up play area.</p> <p>If no doll is available, let the learner use the paper doll provided in Annex 1.</p> 
<p style="text-align: center;">What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Wow, what a lovely doll!</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What did you do with the dolls? (I dress the dolls up and comb their hair.) 2. Can you identify the types of clothes for each doll? 3. Can you describe the clothes for the girl doll? What about for 	<p>Ask these questions one at a time.</p>	

	<p>the boy doll?</p> <ol style="list-style-type: none"> 4. Why do we need to wear clothes? 5. Is it important to dress up or wear clothes? Why? (to protect my body) 6. How do you take good care of your body? (take a bath and wear clean clothes every day.) 7. Where do you place your dirty clothes? (in a basket/basin) 8. How can you take good care of your clothes? (I will wash them properly.) <p>Say:</p> <p>Excellent!</p> <p>We need to wear clothes and to protect our body from cold and from the heat of the sun.</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 	<p>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.

Activity 6: Sorting Clothes to Wear

Procedure:

1. Give to the learner the clothes in the basin.
(jacket, pants, boots, raincoat, sleeveless and shorts)
2. Prepare two boxes labeled with sunny day and rainy day.
3. Let the learner do the following:
 - pick a clothing from the box. (jacket, pants, boots, raincoat, sleeveless and shorts);
 - say the name of the clothing and tell when to wear this one; and
 - put the clothing in the appropriate box.
 - (*repeat the procedure until all clothes are sorted)

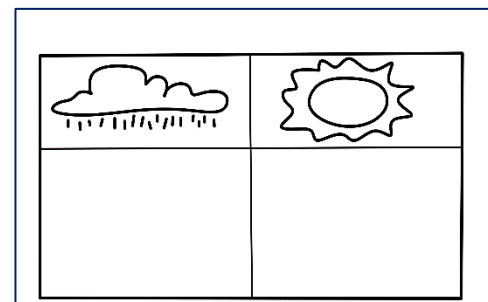
Clothes in a basin
(jacket, pants,
boots, raincoat,
sleeveless and
shorts)

Provide assistance to the learner whenever

needed but do not do the activity for him/her.

Use different kinds of real clothes.

Prepare two boxes. Use the illustrations provided in Annex 2 to label the boxes.

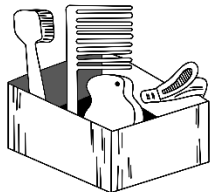


Rainy Day

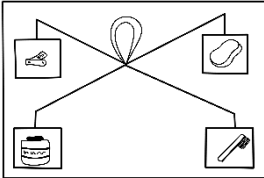
Sunny Day

<p>What I have learned</p>	<p>Wrap-up</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What clothes do you usually wear during rainy days? (jacket, pants, boots, raincoat) 2. What clothes do you wear during sunny days? (sleeveless and shorts) 3. Is it important for us to wear appropriate clothes for different weather condition? (yes) Why? (To protect our body from heat and cold) <p>Say:</p> <p>It is important to wear appropriate clothes so that we will feel comfortable in whatever we are doing.</p>	
<p>What I can do</p>	<p>Application</p> <p>Let the learner fold/arrange/sort his/her clothes in the closet/cabinet. Sort the clothes according to when it is worn. (sunny/rainy)</p>	<p>Encourage the learner to always fold and arrange the clothes inside his/her closet/cabinet.</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: Identify one's basic needs and ways to care for one's body.		
Content Focus: I can take care of my body.		
Learning Experiences		Materials
What I need to know	I need basic things for cleaning my body.	
What I know	<p>Introduction</p> <p>Say: Good morning, kid! You look great with your clothes today.</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What did we talk about yesterday? (the importance of clothes) 2. Aside from clothes, what are our other important needs? (food, house) <p>Say: Very good.</p> <p>Aside from having food, house, and clothes, we need also to clean our body to keep us healthy.</p>	<p>Optional:</p> <p>Start the day's activity with a prayer. Use any prayer the child is familiar with.</p> <p>Then sing any familiar localized song.</p>

	<p>Today, we will be talking about the different ways in taking care of our body.</p> <p>Let's begin.</p>		
What's new	<p>Activity 7: My Health Hygiene Box</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare a box containing comb, mirror, toothbrush, toothpaste, soap, face towel and nail clipper. 2. Let the learner do the following: <ul style="list-style-type: none"> • pick an object from the box; • say the name of the chosen object; • tell the use of the chosen object; and • demonstrate how to use each object; 	<p>Materials:</p> <p>A box with real objects like comb, toothbrush, soap, and nail clipper</p> 	<p>Provide assistance to the learner whenever needed but do not do the activity for him/her.</p>
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What items have you selected from the box? 2. How do you use each of the item inside the box? comb my hair using the comb, cut my nails using the nail trimmer, brush my 		<p>Ask these questions one at a time.</p>

	<p>teeth using the toothbrush,etc.)</p> <ol style="list-style-type: none"> 3. When do you usually comb your hair? (after taking a bath) 4. Why should you cut your nails? (to keep my fingers clean/ to prevent dirt and germs from getting stuck in my nails) 5. How often do you brush your teeth? (3 times a day/ every after meals) 6. Why is it important to comb the hair? trim the nails? brush the teeth? (to make myself clean and healthy) <p>Say:</p> <p>Very good!</p> <p>Those are the ways in taking care of our body to keep us healthy.</p> <p>Let us do it every day.</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 	<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 8: Keeping My Body Clean</p> <p>Procedure:</p> <p>Let the learner do the following:</p> <ul style="list-style-type: none"> • identify the things used in cleaning one's body; (handkerchief, soap, water, etc.) • draw the identified things on the bond paper or any available material like cartolina, Manila paper, etc.; • make a hole on top (upper part); • tie them with a yarn or any string; and • hang it on the wall. 	<p>Materials:</p> <ul style="list-style-type: none"> • bond paper or any available material like cartolina, Manila paper, etc. • pencil • crayons • yarn or any string 	<p>Provide assistance to the learner whenever needed but do not do the activity for him/her.</p>
<p>What I have learned</p>	<p>Wrap-up</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What are the things needed in keeping our body clean? (toothbrush, soap, towel and others) 2. Why do we need to clean our body? (to keep our body healthy, to be free from different kinds of illnesses) 		

What I can do	Application <ul style="list-style-type: none">• Observe the learner while washing his/her hands with soap and water, brush his/her teeth, and comb his/her hair.	Always remind the learner to wash hands and brush the teeth every after meal.
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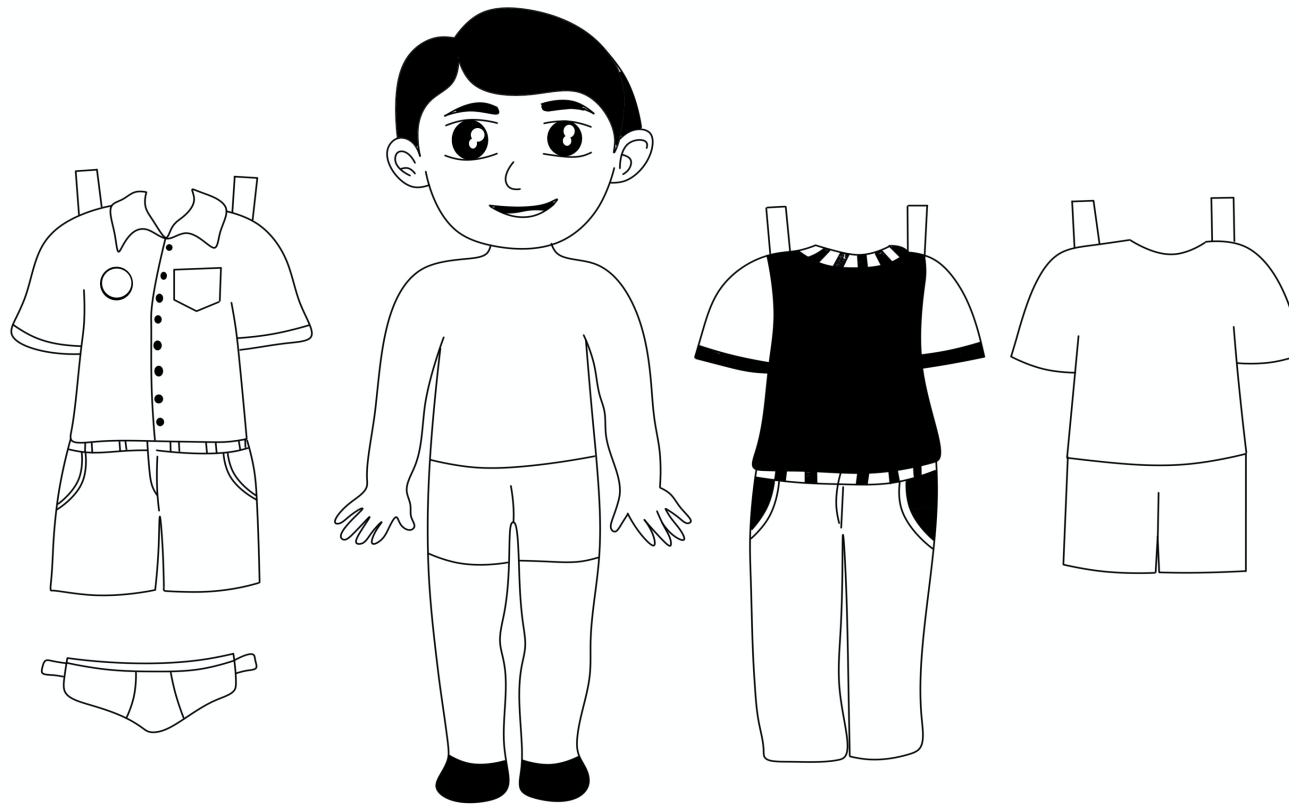
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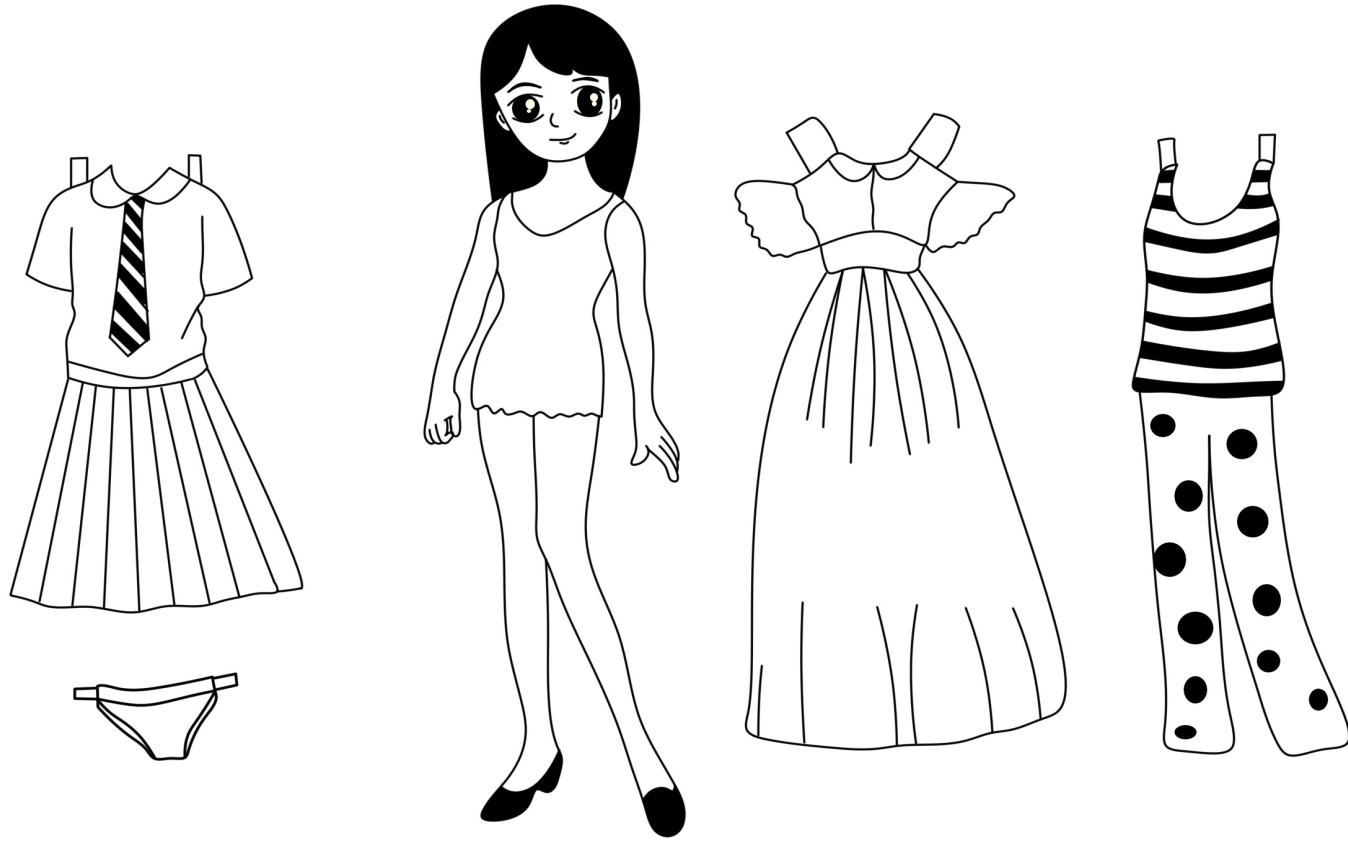
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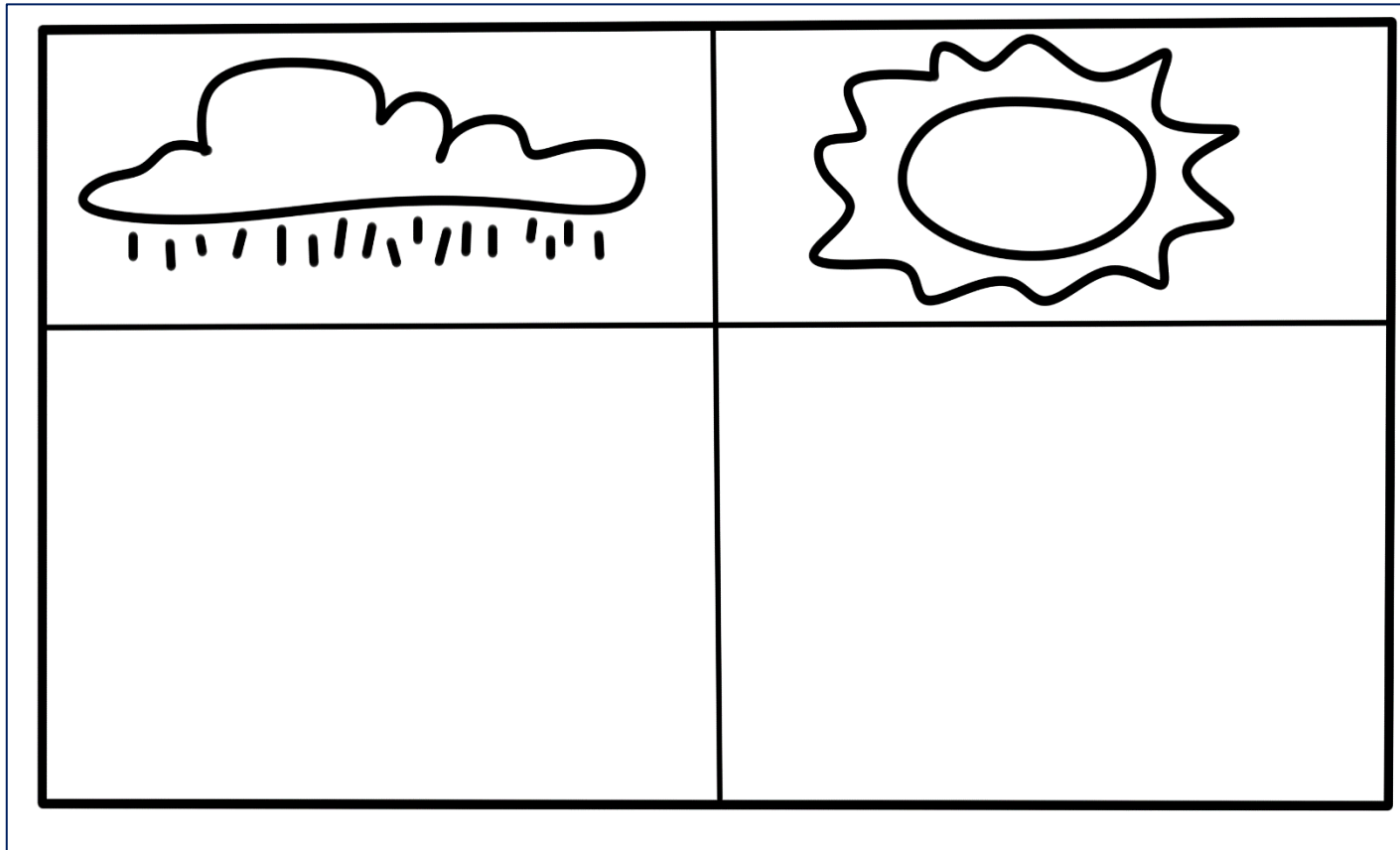
Annexes

Annex 1. Activity 5: Dress Up a Doll





Annex 2. Activity 6: Sorting Clothes to Wear



Sunny Day

Rainy Day

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