



Kindergarten

Quarter 4: Week 1 Learning Experiences



Kindergarten
Alternative Delivery Mode
Quarter 4: Week 1 Learning Experiences
First Edition, 2020

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Kindergarten

Quarter 4: Week 1 Learning Experiences

Introductory Message

For the facilitator:

Welcome to the Kindergarten Alternative Delivery Mode (ADM) Module on First Month Learning Experiences!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, 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 their needs and circumstances.

As a facilitator, you are expected to prepare the needed materials in advance. If the suggested materials in the activities are not available, it is advised that you 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 module.

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QUARTER 4: WEEK 1 LEARNING EXPERIENCES

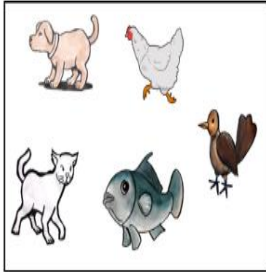
Content Standards: The child demonstrates an understanding of characteristics and needs of animals and how they grow			
Performance Standards: The child shall be able to communicate the usefulness of animals and practice ways to care for them			
Most Essential Learning Competencies:			
<ul style="list-style-type: none"> • Name common animals 			
Content Focus: Common animals in the community			
Learning Experiences		Materials	Note to the Facilitator
What I Need to Know?	Common animals in the community		
What I Know?	<p>Say: Hello Kid! How do you do today?</p> <p>Ask: Did you enjoy our activity last week? (Yes) Did you still remember our activities? What did you do? (I made life vest mosaic and play the giant game board entitled “Road to Safety”).</p>	Letter cards used in the previous activities.	<p>Optional: Start the day’s activity with a prayer. Use any prayer the child is familiar with.</p> <p>Have letter drill.</p>

	<p>Say: Very Good! Let's have another activity. Let's learn about animals in the environment.</p>		
What's new?	<p>Activity 1: Guess What?</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare the materials. 2. Scatter the pictures on the table/floor. 3. Present the pictures of animals one at a time. 2. Let the learner do the following: <ul style="list-style-type: none"> • get one picture; and • identify the name of the animal in each picture. 	<p>Any picture of animals available in the house:</p> <ul style="list-style-type: none"> • dog • bird • fish • chicken • cat 	
What is it?	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask: Show a picture of a dog. Can you name this animal? (dog) How about this animal? (That's a cat.) Can you name this animal? (That's a frog.)</p>		Ask these questions one at a time.

	<p>How about this animal? (That's a fish)</p> <p>Say: Good! There are common animals in the environment. Some of them are found in our houses.</p>		
What's more?	<p>Snack Time:</p> <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating Etiquette 		These can also be done during meal time.
	<p>Say: Let's have another activity</p> <p>Activity 2: Riddle: Who am I?</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare the flashcards containing riddles. 2. Ask the learner to name as many as he/she can animals that he/she like. 3. Read the riddles to the learner. 4. Let the learner do the following: <ul style="list-style-type: none"> • listen well to the riddles read; and • answer the riddles. 	Flashcards containing riddles:	Guide the learner in doing the activity.
		<div>I have four legs. I am a pet . I hate cats. I bark. Who am I? _____(dog)</div>	
		<div>I can swim and dive. I have two legs. I have wings. I quack. Who am I? _____(duck)</div>	
		<div>I am a pet. I like mice.</div>	

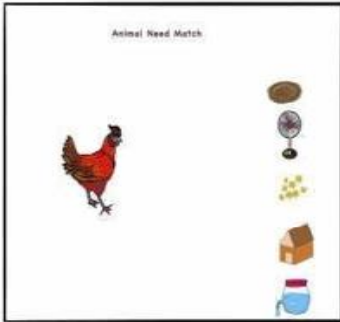
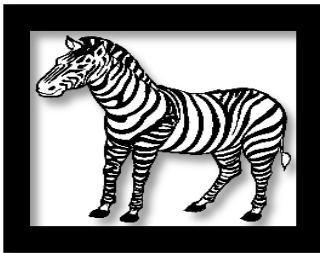
		<p>I have nine lives . I purr and meow. Who am I? _____ (cat)</p> <div style="border: 1px solid black; padding: 5px;"> <p>I am green. I live in a pond. I jump when I walk. I sit when I stand. Who am I? _____ (frog)</p> </div>	
What I have learned?	<p>Wrap-Up</p> <p>Ask: What did you learn in today’s activities? (I learned about common animals in the environment) Can you give me the name of your favorite animal? (dog, cat and etc.) What are the animals mentioned in the riddles? (dog, duck, cat, frog)</p>		
What I can do?	<p>Application</p> <ul style="list-style-type: none"> ● Let the learner draw his/her favorite animal in a clean sheet, <p>Free Play</p> <p>Let the learner play by following the movement of animals,</p>		

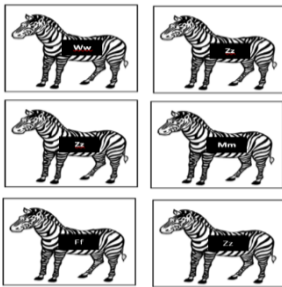
Content Standards: The child demonstrates an understanding of characteristics and needs of animals and how they grow			
Performance Standards: The child shall be able to communicate the usefulness of animals and practice ways to care for them			
Most Essential Learning Competencies:			
<ul style="list-style-type: none"> Animals move in different ways. 			
Content Focus: Animals move in different ways.			
Learning Experiences		Materials	Note to the Facilitator
What I Need to Know?	Animals move in different ways.		
What I Know?	<p>Say: Hi kid! It is a lovely day. Let's have a drill on the letters you have learned. Very Good.</p> <p>Ask: How do you find our activity yesterday? (challenging) What animals do you see in the environment? (varied answer) Do you have pets at home? (Yes) What are they? (dog, chicken, cat, bird, fish and etc.) Say: Let's have an activity called: "Describe Me!"</p>	Letter cards used in the previous activities.	<p>Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with. Sing any familiar localized song about animals before the start of the activity with the learner.</p> <p>Have letter drill.</p>
What's new?	<p>Activity 3: Describe Me!</p> <p>Procedure: 1. Prepare the materials.</p>	Any picture of animals available in the house:	

	<p>2. Scatter the pictures on the table/floor.</p> <p>3. Present the pictures of animals one at a time.</p> <p>4. Let the learner do the following:</p> <ul style="list-style-type: none"> • get one picture; • identify the name of the animal in each picture; and • describe each animal. 	<ul style="list-style-type: none"> • dog • bird • fish • chicken • cat 	
<p>What is it?</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask: Show a picture of a dog. Can you name this animal?(dog) Can you describe the dog? (The dog has four legs.) How does a dog move? How about this animal? (That's a cat.) Can you describe the cat? (The cat has 4 legs.) How does a cat move? Can you name the animal? (That's a frog.) Can you describe the frog? (The frog has bulging eyes and slimy skin and has 4 legs.) Show how a frog moves. How about this animal? (That's a fish. It can swim.)</p> <p>Say: Good! Animals have different characteristics and move in different ways.</p>		<p>Ask the questions one at a time.</p>

What’s more?	Snack Time: <ul style="list-style-type: none">• Washing of hands before and after eating• Thanksgiving prayer• Eating Etiquette		These can be done during meal time.
	Say: Let’s have another activity Activity 4: Animal Mask Procedure: <ol style="list-style-type: none">1. Show pictures of animals.2. Discuss what parts will be included in the mask (whiskers for cats, scales for fish, antenna for insects, etc.3. Let the learner do the following:<ul style="list-style-type: none">• choose one animal he/she would like to make a mask of; and• draw or add the missing parts of the animals face to the mask using the art materials.	Paper plates, card-board or construction paper, glue, scissors, markers ,rubber bands, yarn and art materials.	Guide the learner in doing the activity.
What I have learned?	Wrap-Up Ask: How was the activity? (great) What animals have four legs? (dog, cat, frog) What animal have you formed in your mask? (answer may vary)		
What I can do?	Application <ul style="list-style-type: none">• Let the learner tell how the dog, frog, fish, and bird.. move and do their movement after.		

Content Standards: The child demonstrates an understanding of characteristics and needs of animals and how they grow			
Performance Standards: The child shall be able to communicate the usefulness of animals and practice ways to care for them			
Most Essential Learning Competencies:			
<ul style="list-style-type: none"> • Identify the needs of animals. 			
Content Focus: Animals need foods and shelter.			
Learning Experiences		Materials	Note to the Facilitator
What I Need to Know?	Animals have needs.		
What I Know?	<p>Say: Hi kid! How are you today?</p> <p>Let's have a drill on the letters you have learned. Very Good.</p> <p>Ask: What did we do yesterday? (we made animals mask and guessed the name of common animals in the community). How does a cat move? A dog? A fish?</p> <p>What is the beginning letter of the word cat? dog? fish?</p> <p>Say: Let's have an activity.</p>	Alphabet cards used in the previous activities.	<p>Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with.</p> <p>Sing any familiar localized song about animals before the start of the activity with the learner.</p> <p>Have alphabet drill on letters learned.</p>
What's new?	<p>Activity 5: Animal Needs Match</p> <p>Procedure:</p>	<p>Chart</p> <ul style="list-style-type: none"> • Big picture of a chicken on 	


	<div><div><div><div><div></div><div>1. Present the chart.</div></div><div><div>2. Tell the learner what is it.</div><div>3. Let the learner do the following:</div></div><div><div><div>• name the animal in the chart; and</div><div>• use a string or a yarn to connect food and shelter it needs.</div></div></div></div><div></div></div></div> <div><div>the left side of the chart</div><div><div>• On the right side of the chart, pictures of (in column) nest, electric fan, corn seeds, big house and water, String or yarn</div></div></div> <div><div><div>Animal Need Match</div><div></div></div></div>
<div>What is it?</div>	<div><div><div><div><div></div><div>Discussion (Informal Conversation) about the Activity</div></div><div><div><div>Ask: What are the needs of animals? (Food and shelter)</div><div>How can you take care of the animals you have at home? (I can take care of the animals at home by giving them food, water to drink, and shelter to keep them away from harm.)</div><div>Say: Yes, there are many ways that we can take care of our animals at home and in the community.</div><div>Can you act it out? (Yes)</div><div>Note: Show a picture of a zebra.</div></div><div><div></div></div></div></div><div>Ask the questions one at a time.</div></div></div>

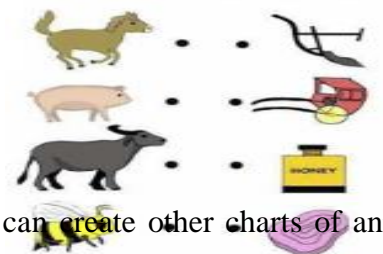
	<p>Ask: What animal do you see in the picture? (Zebra) Does this animal have needs too? (Yes)</p> <p>Say: Every animal in our environment has needs.</p> <p>Ask: What is the beginning letter of the word zebra? (letter Zz) Can you give the sound of letter Zz? /z/</p>		Help the child in producing the sound of letter Zz.
What's more?	<p>Snack Time:</p> <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer Eating Etiquette 		These can also be done during meal time.
	<p>Say: Let's have another activity</p> <p>Activity 6: Step on Letter Zz</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show upper case and lower case of letter Zz. 2. Scatter out the letter boards on the floor. 3. Let the learner do the following: <ul style="list-style-type: none"> •step on or hop on the board when the parent/teacher says the letter Zz; •after stepping or hopping on letter Zz the learner will sound out letter Zz; <p>Note:</p>	<p>Individual letter boards.</p> 	Guide the learner in doing the activity.

	The game continues until all letter Zz boards are stepped on.		
What I have learned?	<p>Say: Congratulations! Did you enjoy the game?</p> <p>Ask: What is the sound of letter Zz? Can you give me words that begin with letter Zz? (zebra, zipper, zero, zigzag) What does an animal like Zebra needs? (Food and shelter)</p>		
What I can do?			
	Application <ul style="list-style-type: none"> • Match the animals to the food they eat. 		

Content Standards: The child demonstrates an understanding of characteristics and needs of animals and how they grow			
Performance Standards: The child shall be able to communicate the usefulness of animals and practice ways to care for them			
Most Essential Learning Competencies:			
<ul style="list-style-type: none"> • Identify ways to care for animals 			
Content Focus: We can care for animals in many ways.			
Learning Experiences		Materials	Note to the Facilitator
What I Need to Know?	Taking care of the animals.		
What I Know?	<p>Say: Hi kid! It is a lovely day. Let us start with drills on alphabet again.</p> <p>Ask: How do you find our activity yesterday? (nice) What did you learn in yesterday's lesson? (I learned about the needs of animals such as food and shelter and letter Zz). How do you care your pets at home? (varied answer) Say: Let's have an activity.</p>	Alphabet cards used in the previous activities.	<p>Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with.</p> <p>Sing any familiar localized song about animals before the start of the activity with the learner.</p> <p>Have alphabet drill on letters learned.</p>
What's new?	<p>Activity 7: Pantomime: Caring for Animals</p> <p>Procedure: 1. Let the learner act out how he/she takes care of the animals he/she has at home.</p>	Possible ways of caring for animals (feeding, bathing, cleaning, providing shelter, etc.)	Guide the learner in doing the activity.

<p>What is it?</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Very good! You're an artist.</p> <p>Ask: How did you feel about the activity? (Answer may vary) Is it important to take care of the animals? (Yes) Why? (Answer may vary)</p> <p>Say: Yes, we need to take care of them because animals are like us. They can help us in many ways.</p> <p>Ask: If your favorite pet is sick, where will you bring it? (in the Veterinary Clinic) What is the beginning letter of the word veterinary? (Letter Vv)</p>	<p>Ask the 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 <p>Eating Etiquette</p>	<p>These can also be done during meal time.</p>

	<p>Say: Let's have another activity</p> <p>Activity 8: My Letter Vv Printing</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the letter Vv outline. 2. Let the learner do the following: <ul style="list-style-type: none"> • get the water color and water; • put your thumb on the water color; and • print your thumb in the letter Vv outline. 	<p>Outline of letter Vv</p>  <p>Water color, water</p>	<p>Guide the learner in doing the activity.</p>
<p>What I have learned?</p>	<p>Ask: What letter is formed in your mosaic? (I formed the Letter Vv). What is the sound of letter Vv? (The sound of letter Vv is /v/.</p> <p>Say: Let's produce the sound of letter Vv together. /v/ Vv as in vet. A vet is a doctor that takes care of animals. He/She stays in the veterinary clinic.</p> <p>Ask: Aside from bringing sick animals to the vet, how do you take care of your pets? (bathing, feeding and providing them with shelter.</p>		<p>Help the learner in producing the sound of letter Vv.</p>
<p>What I can do?</p>	<p>Application</p> <ul style="list-style-type: none"> • Box (<input type="checkbox"/>) each picture that shows proper care for animals. 		<p>Encourage the learner to feed the pets at home.</p>

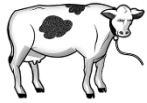
Content Standards: The child demonstrates an understanding of characteristics and needs of animals and how they grow			
Performance Standards: The child shall be able to communicate the usefulness of animals and practice ways to care for them			
Most Essential Learning Competencies:			
<ul style="list-style-type: none"> Identify and describe how animals can be useful 			
Content Focus: Animals are very useful to us.			
Learning Experiences		Materials	Note to the Facilitator
What I Need to Know?	Animals help us in different ways.		
What I Know?	<p>Say: Hi kid! How are you today?</p> <p>Ask: What did we do yesterday? (we made letter Vv printing and pantomime: Caring for Animals). Do you still remember the sound of letter Vv? (Yes) Can you sound it out? /v/</p> <p>How do animals help us? (provide foods, can be our friend, guard our house and etc.)</p> <p>Say: Let's have an activity.</p>	Letter cards	<p>Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with.</p> <p>Sing any familiar localized song about animals before the start of the activity with the learner.</p> <p>Have alphabet drill on letters learned.</p>
What's new?	<p>Activity 9: Animal Uses Match</p> <p>Procedure:</p> <ol style="list-style-type: none"> Present the chart to the learner. Let the learner do the following: <ul style="list-style-type: none"> identify what's in the picture; and use a string to connect the animals to 	<p>Chart of:</p> <p>left side -horse, pig, carabao, bee</p> <p>right side- plow, calesa, honey, pork</p>	<p>Match animals to their uses.</p>  <p>You can create other charts of animal pictures</p>

	its uses or products.		with their usage to mankind.
What is it?	Discussion (Informal Conversation) about the Activity Say: Excellent! Ask: How can animals be useful to us? (varied answer) How can a dog be useful in our house? (guards the house) How about a bee? (gives honey) Say: Some animals are useful to us in different ways.		Ask the questions one at a time.
What's more?	Snack Time: <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer Eating Etiquette		These can also be done during meal time.
	Say: Let's have another activity Activity 10: Animal Book Procedure: <ol style="list-style-type: none"> 1. Prepare all the materials. 2. Give 3 pieces of bond paper to the learner. 3. Let the learner do the following: <ul style="list-style-type: none"> • fold the bond paper to make a mini book (guide the learner); • choose at least 4 animals from the magazine; 	Bond paper, crayons, pencil, magazines, glue/ home-made paste.	Guide the learner in doing the activity.

	<ul style="list-style-type: none"> • write the title of the book “ Uses of Animals” on the first page (guide the learner in writing); • cut or draw the chosen animals; • paste the picture in every page of the Animal Book; • write the name of the animals on each page; and • describe how these animals can be useful. 		
What I have learned?	<p>Say: Very Good!</p> <p>Ask: What can you say about the activity? What are the different uses of animals in the community? (give food, help in the farm, guard the house)</p> <p>Say: It is very important to take good care of the animals in our community because animals help the people in the community in many ways.</p>		
What I can do?	<ul style="list-style-type: none"> • Check (✓) the animals that are useful to us and cross out (x) the animals that are not useful to us. 		Encourage the learner to help in feeding the pet.

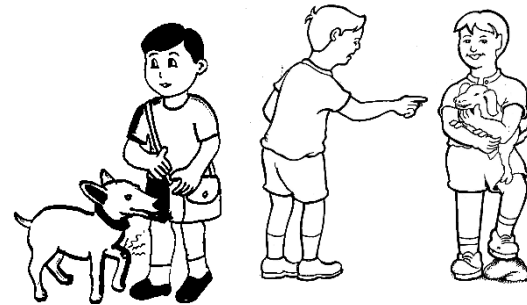
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Worksheet 1: Match the animals to each food they eat.



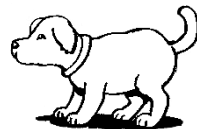
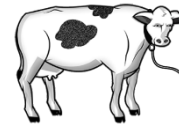
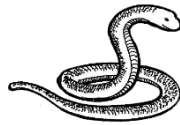
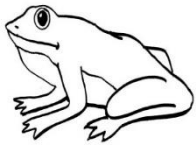
Name: _____

Worksheet 2: Box (☐) each picture that shows proper care for animals.



Name: _____

Worksheet 3: Check (✓) the animals that are useful to us and cross out (x) the animals that are not useful to us.



References

Standards and Competencies for Five-Year-Old Filipino Children, pages 10-31, (2015). Department of Education, Pasig City

Kindergarten Teacher's Guide. (2017), First Edition Vol. 1 & 2. Department of Education, Pasig City, Philippines

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