

K

Kindergarten

Quarter 4: Week 2 Learning Experiences



Kindergarten
Alternative Delivery Mode
Quarter 4: Week 2 Learning Experiences
First Edition, 2020

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Quarter 4: Week 2 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.

Table of Contents

| | |
|---|-------|
| Introductory Message..... | iv |
| Activity 1: Nature Trip | 3 |
| Activity 2: Common Plant Book..... | 4 |
| Activity 3: Leaf Rubbing | 7-8 |
| Activity 4: Sort Me “ Sorting” | 9 |
| Activity 5: Puzzle (Plant Parts)..... | 11-12 |
| Activity 6: Letter Ww Hunting | 13 |
| Activity 7: Concept Web: (Plant Needs..... | 16-17 |
| Activity 8: Pantomime: Caring for Plants..... | 21 |
| Activity 9: Let’s Cook At Once (cooking activity) | 21 |
| Activity 10: Poster: Things We Get From Plants | 22-23 |
| References..... | 25 |

QUARTER 4: WEEK 2 LEARNING EXPERIENCES

| | | | |
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| Content Standards: The child demonstrates an understanding of characteristics and growth of common plants | | | |
| Performance Standards: The child shall be able to communicate the usefulness of plants and practice ways to care for them | | | |
| Most Essential Learning Competencies: | | | |
| <ul style="list-style-type: none"> • Name Common plants | | | |
| Content Focus: We have plants in the environment. | | | |
| Learning Experiences | | Materials | Note to the Facilitator |
| What I Need to Know? | Common plants in the community | | |
| What I Know? | <p>Say: Hi kid! It is a lovely day.</p> <p>Ask: How did you find our activities last week? (challenging) Do you still remember our activities last week? (Yes) What did you do?</p> | Drill 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 plants.</p> <p>Have drill on letters previously learned.</p> |

| | | | |
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| | <p>What are the uses of an animals? (provide foods, can be our friend, guard our house and etc.)</p> <p>What do animals need to live and grow? (They need food and care)</p> <p>What do animals eat? (plants, meat, both plants and meat)</p> <p>Do you want to go outside and see the beautiful surroundings? (Yes)</p> <p>Say: We will be going outside in our activity today</p> | | |
| What's new? | <p>Activity 1: Nature Trip</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Set rules to follow on going out. 2. The learner will have a a natures walk with you outside the house. 3. Let the learner do the following: <ul style="list-style-type: none"> • identify the common plants in the environment; • observe their leaves, trunk, branches and others using the senses; • pick a leaf of each plant; and • draw the plants identified in the trip. | Paper and pencil | Remember to follow health protocols in going outside. |
| What is it? | <p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Did you enjoy our nature walk?(Yes)</p> <p>Ask: What were the different plants you saw outside? (varied answer)</p> | | Ask the questions one at a time. |

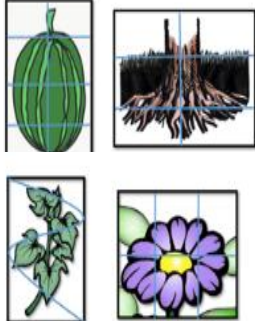
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| | What are the colors of the plant? (varied answer) Are the plants the same in sizes? (No) Can you please describe 2 plants which you saw outside? | | |
| What's more? | Snack Time: <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating Etiquette | | These can also be done during meal time. |
| | Say: Let's have another activity Activity 2: Common Plant 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 5 common plants outside the house/classroom; • write the title of the book "Common Plants in the Environment" on the first page (guide the learner in writing); • pick a piece of leaf in each kind of plant that you bring; • paste them on every page of the mini book; and | Bond paper, crayons, pencil, realia of plants, glue/home-made/paste. | Guide the learner in doing the activity. |

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| | <ul style="list-style-type: none"> • write the name of the common plant on each page. | | |
| What I have learned? | <p>Say: Wow! You did it well.</p> <p>Ask: What can you say about the activity? What is the title of our activity? (“Common Plants in the Environment”) What are the different common plants in the community? (varied answer)</p> <p>Say: There are different common plants in our community. These plants are useful to us in many ways.</p> | | |
| What I can do? | <ul style="list-style-type: none"> • Color each plant in worksheet number 2. | | Encourage the learner to water the plants. |


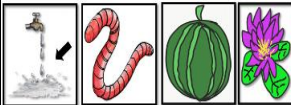
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|--|---|------------------------------|--|
| Content Standards: The child demonstrates an understanding of characteristics and growth of common plants | | | |
| Performance Standards: The child shall be able to communicate the usefulness of plants and practice ways to care for them | | | |
| Most Essential Learning Competencies: | | | |
| <ul style="list-style-type: none"> Observe, describe, and examine common plants using their senses. | | | |
| Content Focus: We have plants in the environment. | | | |
| Learning Experiences | | Materials | Note to the Facilitator |
| What I Need to Know? | Different forms of leaves. | | |
| What I Know? | <p>Say: Hello kid! How was your day today? Are you excited today?</p> <p>Ask: How did you find our activity yesterday? (Awesome!) During our Nature walk activity, what plants did you see outside?(varied answer) (gumamela, cactus, lemon grass, lemonsito, malunggay, San Francisco, jackfruit and etc.)</p> <p>Say: Let's have another activity.</p> | Drill 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 plants.</p> <p>Have drill on letters previously learned.</p> |
| What's new? | <p>Activity 3: Leaf Rubbing</p> <p>Procedure:</p> <ol style="list-style-type: none"> Provide a bond paper to the learner. Let the learner do the following: <ul style="list-style-type: none"> pick or choose any leaf outside; | Bond paper, leaf and crayons | Provide a leaf to the learner. |

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| | <ul style="list-style-type: none"> • identify the name of the chosen leaf; • put the leaf under a sheet of paper; • rub the crayon on top of it; and • describe the figures formed as seen on the sheet of paper. | | |
| What is it? | <p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Nice Job!</p> <p>Ask: What kind of leaf did you use? (San Francisco Leaf, alugbati, and others)</p> <p>What can you say about the activity? (Interesting!)</p> <p>What are the different forms of the leaves? (oval, linear, chordate, oblong, elliptical, ovate)</p> <p>What are the uses of the leaves of the plants? (they made food for the plants, can be used as medicine, and can be used as food too like the leaves of vegetables)</p> <p>How can you take care of the plants in your yard? (varied answer)</p> | | Ask the questions one at a time. |
| 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. |

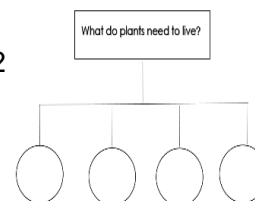
| | <p>Say: Let’s have another activity</p> <p>Activity 4: Sort Me “ Sorting”</p> <p>Procedure:</p> <p>1. Explain each shape or category of leaves to the learner.</p> <p>2. Let the learner do the following:</p> <ul style="list-style-type: none"> • group the leaves according to its form or shape; and • paste the leaves on the appropriate column. • count the number of leaves per column; • and write the number below. | <p>different kinds of leaves</p> <table border="1"> <thead> <tr> <th colspan="4">Different kinds/Forms of Leaves</th> </tr> <tr> <th>Oval</th> <th>Linear</th> <th>Ovate</th> <th>Elliptical</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Different kinds/Forms of Leaves | | | | Oval | Linear | Ovate | Elliptical | | | | | <p>Guide the learner in doing the activity.</p> <p>Prepare different kinds of leaves in advance.</p> |
|------------------------------------|--|---|---------------------------------|--|--|--|------|--------|-------|------------|--|--|--|--|--|
| Different kinds/Forms of Leaves | | | | | | | | | | | | | | | |
| Oval | Linear | Ovate | Elliptical | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| <p>What I have learned?</p> | <p>Say: Nice Job!</p> <p>Ask: What can you say about the activity? How did you group the leaves? (according to form or shape) What are the different forms of leaves? (oval, linear, elliptical, ovate) What plants have oval shape leaves? How about plants with elliptical leaves?</p> | | | | | | | | | | | | | | |
| <p>What I can do?</p> | <ul style="list-style-type: none"> • Draw a line to match the same leaves in worksheet number 2. | | | | | | | | | | | | | | |


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| Content Standards: The child demonstrates an understanding of characteristics and growth of common plants | | | |
| Performance Standards: The child shall be able to communicate the usefulness of plants and practice ways to care for them | | | |
| Most Essential Learning Competencies: | | | |
| <ul style="list-style-type: none"> Group plants according to certain characteristics, e.g. parts, kind, habitat | | | |
| Content Focus: Plants have certain characteristics such as parts, kind, and habitat. | | | |
| Learning Experiences | | Materials | Note to the Facilitator |
| What I Need to Know? | Plants have different parts, kind and habitat. | | |
| What I Know? | <p>Say: Hello kid! It is a wonderful day. Let's have drill on letter sounds.</p> <p>Ask: What did you learn about yesterday's activity? (I learned about the different forms of a leaf)</p> <p>Say: Let's have another activity and let's play?</p> | Drill 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 plants.</p> <p>Have drill on letters sounds previously learned.</p> |
| What's new? | <p>Activity 5: Puzzle (Plant Parts)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the different parts of the plant to the learner (roots, leaves, flower, fruit) 2. Give the jumbled puzzle of the plant parts. 2. Let the learner do the following: <ul style="list-style-type: none"> • identify the parts of the plant; • form each pieces of puzzle to complete the plant part; and | <p>Puzzle of: Leaves, roots, fruit, flower</p>  | Provide the puzzle (Plants Parts) to the learner. |

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| | <ul style="list-style-type: none">describe the parts of the plant formed. | | |
| What is it? | <p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Nice Job!</p> <p>Ask: What are the different parts of the plants? (roots, leaves, flower, fruit) In the word roots, what is the beginning letter? (Rr) What is the sound? /r/ In the word leaves, what is the beginning letter and its sound? (Ll), What is the beginning letter of fruit and flower? (Ff) Can you give me the sound of letter Ff? /Ff/ How about this picture, do you know this (show picture of a water melon)? (water melon) What is the beginning letter of the word water melon? (Ww) Do you know the sound of letter Ww? Can you sound it out? /w/</p> | <p>Ask the sound of letter Ww, Rr, Ll, Ff</p> <p>If the learner forgot or didn't know, model in producing the sound of letters and let the learner do it.</p> | |
| What's more? | <p>Snack Time:</p> <ul style="list-style-type: none">Washing of hands before and after eatingThanksgiving prayerEating Etiquette | <p>These can also be done during mealtime.</p> | |




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| | <p>Say: Let’s have another activity</p> <p>Activity 6: Letter Ww Hunting</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Distribute to the learner the printed materials and a colored pen. 2. Let the learner do the following: <ul style="list-style-type: none"> • encircle all the letter W’s; and give the sound of letter Ww. | <p>Printed paper with different letters of the alphabet.</p> <p>Colored pen</p>  <p>Pictures of the following: water, worm, watermelon, waterlily</p>  | <p>Guide the learner in doing the activity.</p> |
| <p>What I have learned?</p> | <p>Say: Congratulations for a job well done! Name pictures that has letter Ww. (water, worm, watermelon, waterlily)</p> <p>What part of the plant is this picture of the watermelon? (fruit)</p> <p>How about the water lily? (flower)</p> <p>Can you give another word that begins with letter Ww? (whale, wax, watch, wave)</p> <p>What is the sound of letter Ww? /w/</p> | | |
| <p>What I can do?</p> | <ul style="list-style-type: none"> • Draw a line from each name on the left to the correct part of the plant. | | <p>Encourage the learner to help in weeding the plants.</p> |

| Content Standards: The child demonstrates an understanding of characteristics and growth of common plants | | | |
|--|--|---|---|
| Performance Standards: The child shall be able to communicate the usefulness of plants and practice ways to care for them | | | |
| Most Essential Learning Competencies: | | | |
| <ul style="list-style-type: none"> Identify needs of plants and to care for plants. | | | |
| Content Focus: We can care plants in many ways | | | |
| Learning Experiences | | Materials | Note to the Facilitator |
| What I Need to Know? | I care for plants in many ways. | | |
| What I Know? | <p>Say: Hi kid! How are you today?</p> <p>Ask: What did you learn about yesterday's activity? (I learned about the different parts of the plant and letter Ww) What are the parts of the plants? (leaves, roots, fruit and flower) What are the needs of the plants in order to grow? (accept any answer from the learner.)</p> <p>Say: Now, let's have another Activity.</p> | Drill 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 plants.</p> <p>Have drill on letters sounds previously learned.</p> |
| What's new? | <p>Activity 7: Concept Web: (Plant Needs)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare the materials. 2. Provide the different pictures of the needs of plants. 3. Give a paper containing concept web: | <p>Concept Web outline</p> <p>Concept Web</p> | |



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| | <p>plants need.</p> <p>3. Let the learner do the following:</p> <ul style="list-style-type: none"> • identify the needs of the plants; • cut the pictures identified as plant's need; • put a glue on the picture; • paste into the surface of concept web; and • let it dry. | <p>Pictures of needs of the plant:</p> <ul style="list-style-type: none"> • water • sunlight • air • soil  | |
| <p>What is it?</p> | <p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Nice Job!</p> <p>Ask: What are the needs of the plant? (water, sun, air, soil)</p> <p>In the word water, what is the beginning letter? (Ww)</p> <p>What is the sound? /w/</p> <p>In the word air, what is the beginning letter and its sound? /Aa/</p> <p>What is the beginning letter of the words sunlight and soil? (Ss)</p> <p>Can you give me the sound? /s/</p> <p>Why do plants needs water, sun, air and soil? (in order to live/grow)</p> <p>Say: Plants have needs in order to grow. They need sunlight, water, air, and some plants need soil. Just like us, they also need love and care.</p> | <p>Ask the sound of letter Ww, Aa and Ss.</p> <p>Ask the questions one at a time.</p> | |

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| 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 8: Pantomime: Caring for Plants Procedure: 1. Let the learner act out how he/she takes care of the plants at home. | Possible ways of caring the Plants (by giving the following): -water - sunlight -soil -care -air | Guide the learner in doing the activity. |
| What I have learned? | Say: Very good! You Did It!. Ask: How did you feel about the activity? How do we care for plants? (varied answer) Is it good to take care of the plants? (Yes) Why? Say: Yes, we need to take care of them because they are very useful to us. | | Encourage the learner to help to watering the plants. |
| What I can do? | <ul style="list-style-type: none">• Match each picture with the correct word that plant needs in worksheet number 4. | | |

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|--|--|------------------|---|
| Content Standards: The child demonstrates an understanding of characteristics and growth of common plants | | | |
| Performance Standards: The child shall be able to communicate the usefulness of plants and practice ways to care for them | | | |
| Most Essential Learning Competencies: | | | |
| <ul style="list-style-type: none"> Identify and describe how plants can be useful. | | | |
| Content Focus: Plants help us in many ways, | | | |
| Learning Experiences | | Materials | Note to the Facilitator |
| What I Need to Know? | Each plant part is useful in different ways. | | |
| What I Know? | <p>Say: Hi kid! It is a lovely day.</p> <p>Ask: What did you learn about yesterday's lesson? (I learn about plant needs and how to take good care of the plants)</p> <p>Say: I have here a pictures of the following:</p> <div style="display: flex; justify-content: center; gap: 10px;">    </div> <p>Ask: What are the names of these fruits? (banana, kamote and calamansi) Have you tasted these fruits already?</p> <p>Say: Okay! Now, we will cook and taste them all again.</p> | drill 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 plants.</p> <p>Have drill on letters sounds previously learned.</p> |
| | Activity 9: Let's Cook At Once | | Prepare all the materials for cooking. |

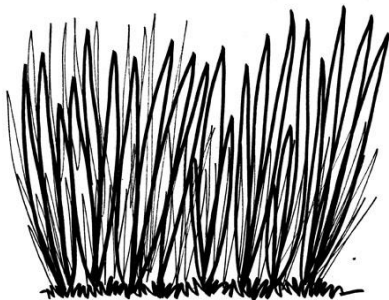
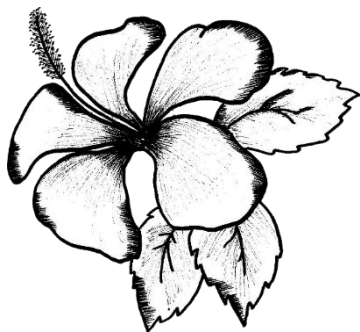
| | | | |
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| <p>What’s new?</p> | <p style="text-align: center;">(cooking activity)</p> <p>Procedure:</p> <p>1. Cook the camote and banana with the learner.</p> <p>2. Prepare other ingredients for the calamansi juice.</p> <p>3. Let the learner do the following:</p> <p>For the camote and banana (saba)</p> <ul style="list-style-type: none"> • peel the cooked kamote and banana (saba); • cut them into small pieces using the fork; and • put condensed milk and ice on the kamote and banana (saba). <p>For the Kalamansi Juice</p> <ul style="list-style-type: none"> • squeeze the kalamansi into the pitcher; • add water and sugar; • mix with the spoon; and • add ice. <p>Then,</p> <ul style="list-style-type: none"> • eat the kamote and banana (saba) and drink the kalamansi juice during snacks time. | <ul style="list-style-type: none"> • kamote • banana (saba) • calamansi • sugar • condensed milk • water • ice • pitcher • bowl • spoon • knife | |
| <p>What is it?</p> | <p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Wow!</p> <p>Ask: Did you enjoy cooking? (yes) Is it delicious? (Yes)</p> | | <p>Ask the questions one at a time.</p> |

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| | <p>What part of the plant did you cook? (fruit) Can you give the name of the ingredients? (camote, banana (saba) and calamansi) How are they useful to us? (They give us food and provide us with clothing, furniture, and materials for our shelter) Say: We should take care of plants because they help us in so many ways.</p> | | |
| What's more? | <p>Snack Time:</p> <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer <p>Eating Etiquette</p> | | These can also be done during meal time, |
| | <p>Say: Let's have another activity</p> <p>Activity 10: Poster: Things We Get From Plants</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give an old magazine or newspaper to the learner. 2. Let the learner to do the following: <ul style="list-style-type: none"> • find things derive from plants (e.g. food, medicine, home furniture, house); • cut them; • paste them at the back of an old calendar or bond paper; • label it with "How Plants Help Us"; and • write his/her name. | <p>Old magazine or newspaper, pencil, glue old calendar or bond paper</p> | <p><i>You may also use similar materials available in the locality.</i></p> <p>Guide the learner in doing the activity.</p> |

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| What I have learned? | <p>Say: Wow!</p> <p>Ask: What food do we get from plants? (varied answer) What plants are used as medicine? (varied answer) How do plants help us? (varied answer)</p> | Let the learner plant a tree in the backyard. |
| What I can do? | <ul style="list-style-type: none"> • Circle (O) in each group the things that plants give. | |

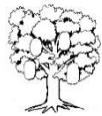
Name: _____

Worksheet 1: Color each plant.



Name: _____

Worksheet 2: Draw a line to match the same plants.



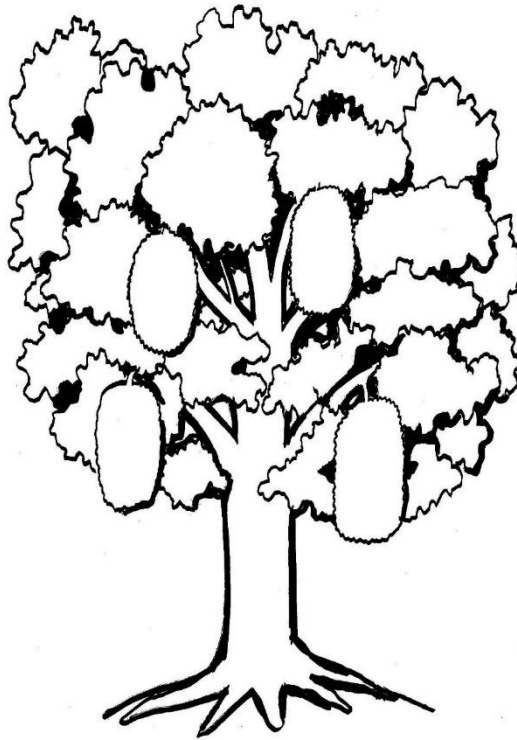
Name: _____

Worksheet 3: Draw a line from each name on the left to the correct part of the plant.

branches

fruit

leaves



trunk

roots

Name: _____

Worksheet 4: Match each picture with the correct word that plant needs.



Air

Soil

Sunlight

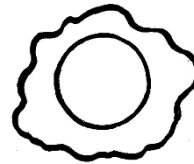
Water

Name: _____

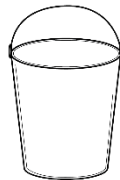
Worksheet 5

Circle (O) in each group the things that plants give.

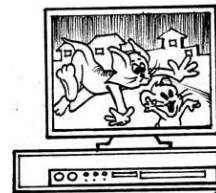
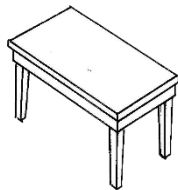
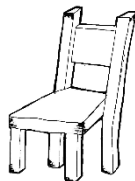
1. food



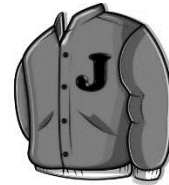
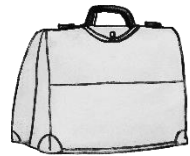
2. cleaning materials



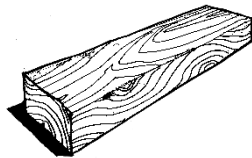
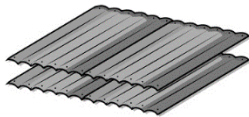
3. furniture



4. clothes



5. wood



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