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Kindergarten

Quarter 4: Week 3 Learning Experiences



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Kindergarten

Alternative Delivery Mode

Quarter 4: Week 3 Learning Experiences

First Edition, 2020

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Published by the Department of Education

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Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines by _____

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Quarter 4: Week 3 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.

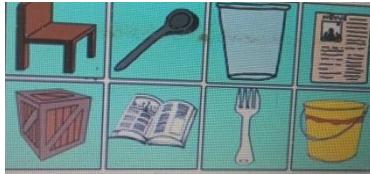
You also need to keep track of the learners' progress while allowing them to learn through play. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

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QUARTER 4 - WEEK 3 LEARNING EXPERIENCES

<p>Content Standards: The child demonstrates an understanding of physical properties and movement of objects.</p>			
<p>Performance Standards: The child shall be able to work with objects and materials safely and appropriately.</p>			
<p>Most Essential Learning Competencies: Classify objects according to observable properties like size, color, shape, texture, and weight.</p>			
<p>Content Focus: I can classify objects according to observable properties like size, color, shape, texture, and weight.</p>			
Learning Experiences	Materials	Note to the Facilitator	
What I Need to Know?	<p>Classify objects according to their size and color.</p>		
What I Know?	<p>Say: Hello, kid! Let's learn something new today. Let's start with an alphabet drill. Name the letter as I flash the card.</p> <p>I want you to close your eyes then open it. Then, look at our surroundings.</p> <p>Ask: What objects have you noticed? (table, chair, TV, radio, books, etc.)</p> <p>Are those things of the same size? (No)</p> <p>Things differ in sizes. Some objects are small, others are big. This is what we will talk about today.</p>	Letter cards	Optional: Start the day's activity with a prayer. Use any prayer the learner is familiar with. Then sing any familiar localized song. Have alphabet drill.

What's new?	<p>Activity 1: Classifying Small and Big Objects</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the following objects to the learner: <ul style="list-style-type: none"> • wooden chair/stool; • a spoon; • a plastic cup; • a newspaper; • a magazine; • a wooden box; • a fork; and • a plastic pail. 2. Let the learner do the following: <ul style="list-style-type: none"> • name each object; • classify the objects into big and small ; and • produce the sound of the first letter of the name of each object. 	<p>wooden chair/stool, a spoon, a plastic cup, a newspaper, a magazine, a wooden box, a fork, a plastic pail</p> 	<p>Prepare the materials and the word cards in advance.</p>
What is it?	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Excellent!</p> <p>Ask: How do you find the activity?</p> <p>What are the small objects that you identified? (spoon, plastic cup, fork)</p> <p>What are the big objects that you identified? (wooden chair/stool, wooden box, plastic pail, magazine, newspaper)</p>	<p>Ask these questions one at a time.</p>	
What's more?	<p>Snack Time:</p> <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer 	<p>These can also be done during meal time.</p>	

	<ul style="list-style-type: none"> • Eating Etiquette <p>Say: Let's have another activity</p> <p>Activity 2: Step on Pairs</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Scatter the pictures of the footwear on the floor without pairing them. 2. Let the learner do the following: <ul style="list-style-type: none"> • step on one shoe; • look for the other pair of the shoe that has same size; and • hold the shoes. <p>Follow the same procedure with slippers, socks and others.</p>	picture cards of a pair of shoes, a pair of socks, a pair of slippers and a pair of sandals	Prepare the picture cards in advance.
What I have learned?	<p>Ask: What did you learn in today's activities? (Classifying small and big objects and looking for a footwear that has the same size.)</p> <p>How did you classify the objects? (small and big)</p> <p>How did you identify the other pair of the footwear that you have? (I look for the one which has the same size with what I wear.)</p> <p>Say: Yes, we can classify objects according to their sizes.</p>		
What I can do?	<ul style="list-style-type: none"> • Before folding the clothes, let the learner help you in separating the small and big clothes. 		Ask the learner to help in the household chores.

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<p>Most Essential Learning Competencies: Classify objects according to observable properties like size, color, shape, texture, and weight.</p>			
<p>Content Focus: I can classify objects according to observable properties like size, color, shape, texture, and weight.</p>			
Learning Experiences	Materials	Note to the Facilitator	
What I Need to Know?	<p>Classify objects according to their shape.</p>		
What I Know?	<p>Say: Hello, kids! It is a great day because we will have another exciting activity today.</p> <p>Ask: What activity did you do last time? (Classifying objects according to their sizes.) Do the objects that you classify according to sizes have the same shapes? (No)</p> <p>Things or objects have different shapes.</p> <p>We will have an activity called “Shape Hunt”.</p>	Drill cards	Optional: Start the day's activity with a prayer. Use any prayer the learner is familiar with. Then sing any familiar localized song. Have alphabet drill.

What's new?	<p>Activity 3: Shape Hunt</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Let the learner do the following: <ul style="list-style-type: none"> • look for things/objects that are rectangular, triangular , square and circular in shape; • say the name of each object/thing; • write the first letter of each object; and • say the sound. 	rectangular, square, triangular, circle shape objects, paper , pencil	Guide the learner in doing the activity.
What is it?	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Very good! I have few questions to ask.</p> <p>Ask: How do you find the activity? What are the rectangular objects that you found? How many rectangular objects are there in all? What are the triangular objects that you found? How many triangular objects are there in all? Are there circular objects? Name them. How about objects that are triangle in shape, how many are they? What are the different shapes of the objects that you found? (circle, triangle, rectangle and square.)</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 4: Sorting Leaves</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show different kinds of leaves. 2. Let the learner do the following: <ul style="list-style-type: none"> • group the leaves according to their forms; and • paste the same form of leaves on a paper or short bond paper using scotch tape. 	<p>different kinds of leaves, paper/bond paper, scotch tape</p>	<p>Provide different leaves.</p>
<p>What I have learned?</p>	<p>Ask: What did you learn in today's activities? (Classifying objects according to their shape/ form.)</p> <p>Say: Very good. Yesterday we classify objects according to sizes. Today, we classify objects according to shapes/forms.</p>		
<p>What I can do?</p>	<ul style="list-style-type: none"> • Play the game “Touch the Object” with the learner. When you say “circle” the learner will touch a circle object available at home. When you say “rectangle” the learner will touch a rectangle object available at home. 	<p>Check if the learner do the task properly.</p>	

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<p>Content Focus: I can classify objects according to observable properties like size, color, shape, texture, and weight.</p>			
Learning Experiences	Materials	Note to the Facilitator	
What I Need to Know?	<p>Classify objects according to their color and weight.</p>		
What I Know?	<p>Say: Hello, kids! It is a great day because we will have another exciting activity today.</p> <p>Ask: What activity did you do last time? (Classifying objects according to their shape.) Look at the objects which you classified according to their shapes yesterday, do they have the same color? (No)</p> <p>This time, we will have an activity called “Color Cover All”.</p>	<p>Drill cards 4 objects used in the previous activity.</p>	<p>Optional: Start the day’s activity with a prayer. Use any prayer the learner is familiar with.</p> <p>Then sing any familiar localized song.</p> <p>Have alphabet drill.</p>

What's new?	<p>Activity 5:Color Cover All</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show to the learner the playing board and the chips. 2. Prepare colored chips for the learner to use in covering the square of the same color. 3. Let the learner do the following: <ul style="list-style-type: none"> • name the color of the chips and the squares of the playing board; • cover the squares in the playing board with the chips of the same color; and • continue until all the squares in the playing board are covered. 	<p>playing board with red, yellow, blue and green squares</p> <p>red, yellow, blue and green square chips</p>	<p>Prepare the needed materials.</p> <p>Let the learner say the color of the chip before he/she will place it on the playing board.</p> <p>Guide the learner in doing the activity.</p>
What is it?	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Very good!</p> <p>Ask: How do you find the activity? What colors in the playing board are covered? (red, yellow, blue and green) What objects have a red color? blue color? green color? yellow color? Are all the objects that have the same color have the same weight? (No)</p>	<p>Ask these questions one at a time.</p>	

	<p>Snack Time:</p> <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating Etiquette 	<p>These can also be done during meal time.</p>
<p>What's more?</p>	<p>Say: Let's have another activity.</p> <p>Activity 6: Holding Objects</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the materials to the learner. 2. Let the learner do the following: <ul style="list-style-type: none"> • name the objects; • lift/hold one object on one hand and another object on the other hand; (e.g. paper and book); and • tell which object is heavy and which object is light. 	<ul style="list-style-type: none"> • paper and book; • cotton and jacket; • empty plastic bag and backpack; • chair and cup; <p>Prepare the needed materials.</p>
<p>What I have learned?</p>	<p>What objects are heavy? (chair, book, jacket, backpack)</p> <p>What objects are light? (paper, empty plastic bag, cotton, cup)</p> <p>Ask: What did you learn in today's activities?</p>	<p>Check if the learner do the task properly.</p>
<p>What I can do?</p>	<ul style="list-style-type: none"> • In your paper draw one heavy object and one light object. Then, color it. 	

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<p>Content Focus: I can classify objects according to observable properties like size, color, shape, texture, and weight.</p>			
Learning Experiences	Materials	Note to the Facilitator	
What I Need to Know?	Classify objects according to their texture.		
What I Know?	<p>Say: Hello, kids! It is a great day because we will have another exciting activity today.</p> <p>Ask: What activity did you do last time? (Classifying objects according to their color and weight). Let us check the objects which we used yesterday. Look, do they have the same color? (No) Touch each object, do they have same texture?</p> <p>This time, we will have an activity called “Touch and Tell”.</p>	Drill cards	Optional: Start the day’s activity with a prayer. Use any prayer the learner is familiar with. Then sing any familiar localized song. Have alphabet drill.

What's new?	<p>Activity 7: Touch and Tell</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the materials to the learner. 2. Let the learner do the following: <ul style="list-style-type: none"> • touch the different materials in the box/ tray • describe what he/she feel; and • identify the texture. 	a tray/ box, net bag, sandpaper, cotton, stone, mirror.	Prepare the word cards and the needed objects in advance.
What is it?	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Excellent!</p> <p>Ask: How do you find the activity? What objects did you touch? (net bag, sandpaper cotton, stone, mirror) Which of the object that you touch is hard? (stone) soft? (cotton) rough? (net bag and sandpaper) smooth? (mirror)</p>	Ask these 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 	.	

	<p>Say: Let's have another activity</p> <p>Activity 8: Texture of Objects</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Explain to the learner what is meant by texture and what are the different texture of an object.. 2. Show to the learner the available objects at home that have different texture. 2. Let the learner do the following: <ul style="list-style-type: none"> ● name each object; ● group the objects according to their texture; and ● count the soft objects, hard objects, smooth objects and rough objects. 	<p>towel, pillow, sandpaper, paper, rough leaf, smooth leaf, stick, stone, paper, notebook, pencil, eraser, spoon, cup, towel, comb, magazine, clock, sack)</p>	<p>Prepare the needed materials.</p> <p>Texture- the feel, appearance, or consistency of a surface or a substance.</p> <p>Soft- easy to mold, compress, fold, not hard.</p> <p>Hard-solid, firm, not easily broken</p> <p>Smooth-having an even and regular surface or consistency.</p> <p>Rough-having an uneven or irregular surface, not smooth or level</p>
<p>What I have learned?</p>	<p>Ask: What did you learn in today's activities? (Classifying objects according to their texture.)</p> <p>What are the different textures of objects? (soft, hard, smooth, rough)</p> <p>Can you please differentiate the different texture of objects.</p> <p>Say: Very good.</p>		
<p>What I can do?</p>	<ul style="list-style-type: none"> ● Accompany the learner to the front yard or to the garden and ask him/her to find leaves and objects that have different textures. Then let the learner classify the leaves or the objects that he/she has found based on their texture. 	<p>Tell the learner to wash hands after doing the task.</p>	

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