



Kindergarten

Quarter 4: Week 4 Learning Experiences



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

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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 4 LEARNING EXPERIENCES

Content Standards: The child demonstrates an understanding of physical properties and movement of objects.			
Performance Standards: The child shall be able to work with objects and materials safely and appropriately.			
Most Essential Learning Competencies: Identify simple ways of taking care of the environment.			
Content Focus: I can identify simple ways of taking care of the environment.			
Learning Experiences		Materials	Note to the Facilitator
What I Need to Know?	I can take care of our environment by cleaning the surroundings and disposing the garbage properly.		
What I Know?	<p>Say: Hello, kid! Let's learn something new today. But before that let us have a quick drill first.</p> <p>Ask: What activity did you do last time? (Finding leaves and objects that have different textures in the front yard / garden) Can you describe your front yard? (It is clean) Is making our surroundings clean important? (Yes) Why?</p> <p>This time, let's see this picture and think of ways to make it clean.</p>	Drill cards	<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 letter sound drill.</p> <p>Prepare the needed picture for the activity in advance.</p>

<p>What's new?</p>	<p>Activity 1: Thinking Simple Ways of Taking Care of the Environment</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present a picture to the learner.  <ol style="list-style-type: none"> 2. Ask the learner the following questions: <ul style="list-style-type: none"> • What can you say about the picture? (The surroundings is very dirty/many flies) • What makes it dirty?(there are garbage everywhere) • If you are a community member in that place, how can you help to make it clean? (Throw my trash/garbage in the proper place, clean my surroundings, plant trees and flowers) 	<p>picture of a dirty surroundings</p>	<p>Prepare the picture.</p>
<p>What is it?</p>	<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 simple ways of taking care of the environment? (Throwing the trash/garbage in the proper place, clean the surroundings, planting trees and flowers, removing weeds in the lawn)</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 also be done during meal time.
	Say: Let's have another activity Activity 2: Cleaning Our Surroundings Procedure: 1. Show the materials to the learner. 2. Let the learner do the following: <ul style="list-style-type: none">• name the materials; and• tell their uses. 3. Tell to the learner that both of you will clean the surroundings using the materials.	2 brooms, dustpan, trash can / sack/garbage bag	Remind the learner to arrange the cleaning materials or clean the area after activity. Go out of the house with the learner and clean the yard or the nearby area.
What I have learned?	Ask: How do you find the cleaning we had a while ago? (nice, motivating) What have you observed after cleaning the garbage in our yard? (varied answer) What did you learn in today's activities? (Identifying simple ways of taking care of the environment and cleaning our yard) What are the ways again? (cleaning the surroundings, proper waste disposal) Why is it important to make our surroundings clean? (varied answer)		Check if the learner do the task properly.
What I can do?	<ul style="list-style-type: none">• Let the learner dispose the garbage in the house properly.• Encourage the learner to sweep the floor.		

Content Standards: The child demonstrates an understanding of physical properties and movement of objects.			
Performance Standards: The child shall be able to work with objects and materials safely and appropriately.			
Most Essential Learning Competencies: Identify simple ways of taking care of the environment.			
Content Focus: I can identify simple ways of taking care of the environment.			
Learning Experiences		Materials	Note to the Facilitator
What I Need to Know?	I can take care of our environment by reducing our trash through reusing, recycling and restoring.		
What I Know?	<p>Say: Hello, kid! Let's learn something new today. Let us start with a letter sound drill.</p> <p>Ask: What activity did you do last time? (Disposing the garbage properly) Today we will learn how to reduce our trash. Look at this plastic, can we still use it? (Yes) Re-using is one way of reducing our trash.</p> <p>Let us learn other ways of reducing trash.</p>	<p>Drill cards</p> <p>plastic grocery bag</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 letter sound drill.</p>
What's new?	<p>Activity 3: Reducing Trash</p> <p>Procedure: 1. Tell the following to the learner:</p> <ul style="list-style-type: none"> • Trash can be reduced through reusing, recycling and restoring; • Reuse- is using the material again; • Recycle is creating something new out of the 	<p>big box , paper, broken toys, old newspapers, cardboard boxes, notebook, plastic bag, echo bag, drinking straws, candy/ biscuit wrappers, plastic, old appliances , clothes with</p>	<p>Explain to the learner what is reuse, recycle and restore.</p>

	<p>material; and</p> <ul style="list-style-type: none"> • Restore- to return to an original condition by repairing it or cleaning it. <p>2. Roam around your house with the learner and look for objects that can still be reuse, recycle and restore.</p> <p>2. Let the learner do the following:</p> <ul style="list-style-type: none"> • place inside the box the objects that he/she has picked; • sort the materials as to which can be reused, recycled and restored; • say the letters of the label of the sorted materials. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">reuse</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">recycle</div> </div> <div style="text-align: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">restore</div> </div> <ul style="list-style-type: none"> • read the words after you. 	<p>holes, clean and empty soda cans /bottles ,etc.</p> <p>labelling cards</p>	
<p>What is it?</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Excellent!</p> <p>Ask: How do you find the activity?</p> <p>In what way can we reduce our trash? (By reusing, recycling and restoring the objects)What is the difference between reuse, recycle and restore? (reuse- to use again; recycle-to make something new from something that has been used before; restore- to return to an earlier or original condition by repairing and or cleaning it)</p>	<p>Ask these 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 also be done during meal time.
	Say: Let's have another activity Activity 4:3 Rs Sorting Game Procedure: Let the learner do the following: <ul style="list-style-type: none">• sort real objects into three piles: things that can be reused, recycled and restored;• explain why and how a particular item should be reused/recycled/restored; and• count how many objects are under each category.	materials gathered in Activity 3	Let the learner sort the gathered materials again. But this time ask the learner to explain why should each material be reused, recycled and restored.
What I have learned?	Ask: What did you learn in today's activities? (Making ways to reduce trash and sorting real objects into three piles: things that can be reused, recycled and restored.) Why should we reuse, recycle and restore our trash? (to protect mother earth/ to reduce trash, to keep our surroundings clean) Say: Very good.		Tell the learner to wash hands and clean the area after doing the task.
What I can do?	<ul style="list-style-type: none">• Make 2-3 flowerpots using clean empty plastic bottles. Cut the clean empty plastic bottle to make it a flowerpot. Then let the learner paint it or design it using the paint and paint brush.		

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Content Focus: I can identify simple ways of taking care of the environment.			
Learning Experiences		Materials	Note to the Facilitator
What I Need to Know?	I can take care of our environment by planting and watering the flowers /plants.		
What I Know?	<p>Say: Hello, kid! Let's learn something new today.</p> <p>Ask: What activity did you do last time? (Painting and designing the cut plastic bottle.) What will you do to the empty plastic bottle that you designed and painted? (use it as flower vase, art materials container or as plant pot)</p> <p>This time, we will plant a flower to the plastic flowerpot that you made last time.</p>	Drill cards	<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 letter sound drill.</p>

<p>What's new?</p>	<p>Activity 5: Planting Flowers</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare the materials with the learner. 2. Let the learner do the following <ul style="list-style-type: none"> • name the materials; • plant the flowering plant in the plastic flowerpot; • plant a flowering plant in the second pot without assistance; • water the flowering plant planted; • tell about his/her experience in planting; and • say the letters of these words. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px 15px;">planting</div> <div style="border: 1px solid black; padding: 5px 15px;">flowers</div> </div>	<p>plastic flower pot , bolo, soil</p> <p>word cards</p>	<p>Assist the learner in planting the plant in the first pot and allow the learner to plant in the second pot.</p> <p>Prepare the word cards in advance.</p> <p>Let the learner wash hands before and after the activity.</p>
<p>What is it?</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Excellent!</p> <p>Ask: How did you take care of our environment today? (Planting Flowering plant) What will you do so that you can take good care of your flowers? (water 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 • Eating Etiquette 		<p>These can also be done during meal time.</p>

	<p>Say: Let’s have another activity</p> <p>Activity 6: Watering the Plants</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Tell the learner that he/she will water the plants outside your house.2. Prepare the materials with the learner.3. Demonstrate first to the learner how to water the plants.4. Then let the learner do the following:<ul style="list-style-type: none">• water the plants outside the house;• tell the importance of watering or taking good care of the plants; and• count the number of plants that he/ she watered.	basin/ pail with water, dipper	Show to the learner first how to water the plants properly.
What I have learned?	<p>Ask: What did you learn in today’s activities? (Planting and watering the plants) Aside from flowering plants, what should we plant in our backyard? (vegetables and fruits) Why? (so we can eat fresh vegetables, we will no longer buy fruits and vegetables in the market) Why should we water the plants? (in order for the plants to live and grow healthy)</p>		Let the learner help in watering the plants.
What I can do?	<ul style="list-style-type: none">• In your paper, draw the plants in your front yard that gives beauty to the environment.		

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Most Essential Learning Competencies: Identify simple ways of taking care of the environment.			
Content Focus: I can identify simple ways of taking care of the environment.			
Learning Experiences		Materials	Note to the Facilitator
What I Need to Know?	I can take care of our environment by sorting garbage and by making compost pit.		
What I Know?	<p>Say: Hello, kid! Let's learn something new today.</p> <p>Ask: What activity did you do last time? (drawing plants) Where did you draw the plants? (on the paper) How would you classify a paper, is it biodegradable or non –biodegradable? (biodegradable)</p> <p>This time, we will sort garbage into biodegradable and non-biodegradable.</p>	Alphabet cards	<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. Have letter sound drill.</p>

<p>What's new?</p>	<p>Activity 7: Sorting Garbage: Biodegradable and Non- Biodegradable</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Explain to the learner what is meant by biodegradable and non-biodegradable written on the manila paper . 2. Show the junk materials or photos of junk materials to the learner. 3. Let the learner do the following : <ul style="list-style-type: none"> • identify if those materials are biodegradable or non-biodegradable; • tape the photos or draw objects under the biodegradable and non-biodegradable columns; • give own examples of biodegradable and non-biodegradable; and • say the letters of the label of the sorted photos/ materials/ drawings. <div data-bbox="589 1037 835 1121">Biodegradable</div> <div data-bbox="880 1037 1209 1121">Non-Biodegradable</div>	<p>photos of food items, junk materials or photos of junk materials (e.g. paper, rags , metal), Manila paper/ cartolina , markers, masking tape</p>	<p>Collect junk materials prior to doing the activity. Put them in a box. Some biodegradable materials like food items may be represented by photos. Prepare a Manila paper /cartolina divided into two columns and labeled biodegradable and non-biodegradable.</p> <p>Prepare the word cards in advance.</p> <p>Explain each concept to the learner: Biodegradable-capable of being decomposed by bacteria or other living.</p> <p>Non-biodegradable-not capable of being broken down by the action of living organisms.</p> <p>Let the learner wash hands after the activity.</p>
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<p>What is it?</p>	<p>Discussion (Informal Conversation) about the Activity Say: Excellent!</p> <p>Ask: How did you take care of our environment today? (Sorting garbage into biodegradable and non-biodegradable materials)</p> <p>What is the difference between biodegradable and non-biodegradable material? (Biodegradable-capable of being decomposed by bacteria or other living while Non-biodegradable-not capable of being broken down by the action of living organisms.</p>		<p>Ask these 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 • Eating Etiquette 		<p>These can also be done during meal time.</p>
	<p>Say: Let's have another activity</p> <p>Activity 8: Experiment: Compost Pit</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1.Using the bolo assist the learner in digging two small holes in your backyard / front yard where you are going to dump the garbage with the learner. This will serve as your compost pit. 2. Show the materials to the learner. 3. Let the learner name the materials. 4. Tell the learner that he/she will dump the materials in the small hole. 	<p>bolo,2 pieces small old carton , 2 pieces plastic bag, 2 cups filled with water , 2 pieces string bean or other vegetable or fruit, 2 dried leaves</p>	<p>Look for a place in your surroundings to dump the garbage.</p> <p>Tell the learner to be careful in using the bolo.</p> <p>Assist the learner in digging two small holes.</p> <p>Show to the learner first how to dump, cover and water the materials properly.</p>

	<p>5.Demonstrate first to the learner how to dump 1 piece small old carton, 1 plastic bag , 1 dried leaf,1 piece string bean or other vegetable/ fruit in the hole and cover it up.</p> <p>6. Pour 1 cup water over the covered hole.</p> <p>7.Then let the learner do the following:</p> <ul style="list-style-type: none"> • dump 1 piece small old carton, 1 plastic bag , 1 dried leaf, 1 piece string bean or other vegetable/ fruit in the hole and cover it up; • pour 1 cup water over the covered hole; • tell which objects will undergo change over the week and which ones will stay the same; • 7 days after, dig out the compost pit using the fork or bolo (the learner must be assisted on this); and • check which predictions are accurate and which ones are not. 		Let the learner wash hands after the activity.	
What I have learned?	<p>Ask: What did you learn in today’s activities? (Sorting garbage into biodegradable and non-biodegradable.)</p> <p>What do you think will happen to the plastic? Dried leaf?</p> <p>What is the right thing to do for the garbage? Dump them in the hole and cover soil, burn them or throw them everywhere? Explain your answer.</p>			
What I can do?	<ul style="list-style-type: none"> • Divide your paper in two columns and label the columns. Left Side -Bad Effect and Right Side -Good Effect. • In the Left Side Column draw one effect of not disposing the garbage properly. In the right Column draw one effect of disposing the garbage properly. 			Assist the learner in labelling the paper.

References

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