



# Kindergarten

## Quarter 4: Week 6 Learning Experiences



**Kindergarten**  
**Alternative Delivery Mode**  
**Quarter 4: Week 6 Learning Experiences**  
**First Edition, 2020**

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# Kindergarten

Quarter 4: Week 6 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 6 LEARNING EXPERIENCES

<b>Content Standards:</b> The child demonstrates an understanding of concepts of size, length, weight, time, and money.			
<b>Performance Standards:</b> The child shall be able to use arbitrary measuring tools/means to determine size,length, weight of things around him/her, time (including his/her own schedule)			
<b>Most Essential Learning Competencies:</b> Recognize and name the hour and minute hands in a clock.			
<b>Content Focus: I can recognize and name the hour and minute hands in a clock.</b>			
Learning Experiences		Materials	Note to the Facilitator
<b>What I Need to Know?</b>	<b>The use of the clock and its parts.</b>		
<b>What I Know?</b>	<p><b>Say:</b> Hello, kid! Let's learn something new today. Let us have a letter sound drill first.</p> <p><b>Ask:</b> What activity did you do last time? (Telling the Cause and Effect in Every Situation) What will be the effect if we will sleep late? (wake-up late) What time do you usually wake –up? (varied answer) How did you know the time? (I look at the clock /watch)</p> <p>This time, we will make a paper clock.</p>	Drill cards	<p>Optional: Start the day's activities with a prayer. Use any prayer the learner is familiar with.</p> <p>Then sing any localized song.</p> <p>Have letter sound drill.</p>

What's new?	<b>Activity 1: Clock Making</b> <b>Procedure:</b> <ol style="list-style-type: none"> <li>1. Show a real clock or a paper clock to the learner.</li> <li>2. Let the learner do the following: <ul style="list-style-type: none"> <li>• tell the use of the clock; and</li> <li>• describe the parts of the clock.</li> </ul> </li> <li>3. Discuss the use and parts of the clock.</li> <li>4. Tell the learner that he/she is going to make his/her own paper clock.</li> <li>5. Assist the learner in writing down the numerals 1 to 12 in their proper places in the clock and in attaching the long and short hands.</li> </ol>	paper plate, markers, round head fastener, pre-cut long hand and short hand for the clock	<p>Prepare the needed materials.</p> <p>Tell the use and parts of the clock.</p> <p>Short Hand – tells the hour  Long Hand – tells the minutes  Second Hand – tells the seconds</p>
What is it?	<b>Discussion (Informal Conversation) about the Activity</b> <b>Say:</b> Excellent!  <b>Ask:</b> How do you find the activity? What is the use of the clock? (tells time) What are the parts of a clock? (long hand and short hand) What part of the clock tells us the hour? (short hand) How about the part which tells us the minutes? (long hand)		Ask these questions one at a time.
What's more?	<b>Snack Time:</b> <ul style="list-style-type: none"> <li>• Washing of hands before and after eating</li> <li>• Thanksgiving prayer</li> <li>• Eating Etiquette</li> </ul>	These can be done during meal time.	



	<p><b>Say:</b> Let’s have another activity</p> <p><b>Activity 2: Hour Hand and Minute Hand</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Let the learner rote count up to 12 while pointing the numbers in the clock that he/she made.</li><li>2. Show to the learner where the hour hand and minute hand is.</li><li>3. Let the learner do the following :<ul style="list-style-type: none"><li>• point and tell the hour hand then the minute hand;</li><li>• draw a minute hand and hour hand in an old folder/carton;</li><li>• color the hour hand and the minute hand that he/she drew; and</li><li>• cut the minute hand and the hour hand that he/she draw in the folder.</li></ul></li></ol>	clock made in Activity 1, old folder/ carton, pencil, crayons ,scissor	<p>Tell the learner the parts of a clock.</p> <p>short hand -tells time</p> <p>long hand- minute/ minutes</p>
<b>What I have learned?</b>	<p><b>Ask:</b> What did you learn in today’s activities? (the use of the clock, its parts and how to make a paper clock)</p> <p>What does the short hand tell us? (hour) the long hand? (minutes)</p> <p>Say: Very good.</p>		<p>Check if the learner do the task properly.</p>
<b>What I can do?</b>	<ul style="list-style-type: none"><li>• Let the learner draw a clock on a piece of paper.</li></ul>		

<b>Content Standards:</b> The child demonstrates an understanding of concepts of size, length, weight, time, and money.			
<b>Performance Standards:</b> The child shall be able to use arbitrary measuring tools/means to determine size,length, weight of things around him/her, time (including his/her own schedule)			
<b>Most Essential Learning Competencies:</b> Tell time by the hour.			
<b>Content Focus: I can tell time by the hour.</b>			
<b>Learning Experiences</b>		<b>Materials</b>	<b>Note to the Facilitator</b>
<b>What I Need to Know?</b>	<b>Tell time by the hour.</b>		
<b>What I Know?</b>	<p><b>Say:</b> Hello, kid! Let's learn something new today. Lets do sound drill first.</p> <p>What activity did you do last time? (I draw a clock) Describe the clock that you drew? (It has numerals 1 to 12, a long hand and a short hand) The long hand tells what? (minutes) How about the shorthand? (hour)</p> <p>This time, we will tell time by the hour.</p>	Drill cards	<p>Optional: Start the day's activities with a prayer. Use any prayer the learner is familiar with.</p> <p>Then sing any localized song.</p> <p>Have letter sound drill.</p>

<p><b>What's new?</b></p>	<p><b>Activity 3: Manipulating the Clock Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask the learner to describe his/her paper clock.</li> <li>2. Introduce the concept of telling time by the hour by manipulating the long and short hand of the clock and saying "1 o'clock, 2 o'clock, 3 o'clock and so on".</li> <li>3. Introduce the concept of 24 hours (day and night).</li> <li>4. Let the learner manipulate the long and short hand of the clock by saying "1 o'clock, 2 o'clock, 3 o'clock and so on.</li> </ol>	<p>paper clock made in previous day</p>	<p>Show to the learner first how to manipulate the long hand and short hand of the clock.</p>
<p><b>What is it?</b></p>	<p><b>Discussion (Informal Conversation) about the Activity</b>  <b>Say:</b> Excellent!</p> <p><b>Ask:</b>What is the use of the clock? (tells time)  What are the parts of a clock? (long hand and short hand)  Using your clock, show me 12 o'clock, 3 o'clock, 6 o'clock.  If it is 5 o'clock what numeral will the short hand be pointing? How about the long hand? (points to numeral 12).</p> <p>If it is 5 o'clock what numeral will the short hand be pointing? How about the long hand? (points to numeral 12).</p>		<p>Ask these questions one at a time.</p>

What's more?	<b>Snack Time:</b> <ul style="list-style-type: none"><li>• Washing of hands before and after eating</li><li>• Thanksgiving prayer</li><li>• Eating Etiquette</li></ul>		These can also be done during meal time.
	<b>Say:</b> Let's have another activity  <b>Activity 4: Telling Time</b> <b>Procedure:</b> 1. Show the time by the hour to the learner. <i>(e.g. the shorthand pointing in the numeral 2, the long hand pointing in numeral 12)</i> 2. The learner will tell the time by the hour. (e.g. 2 o'clock) 3. Repeat the procedure pointing the short hand to different numerals and long hand to 12, until he/she knows the correct way of telling time by the hour.	paper clock made in previous day	Train the learner to tell the exact time by the hour.
What I have learned?	<b>Ask:</b> What did you learn in today's activities? (Telling time by the hour.) How did you do it? (I looked at the short hand first and what number it is pointing. Then I checked if the long hand is pointing to numeral 12.)  <b>Say:</b> Very good.		Check if the learner do the task properly.
What I can do?	Let the learner do the scheduled activities using the real clock. 10:00 – sweep the floor 11:00- help in preparing the food for lunch 1:00 - play with his/her toys. 2:00 - take a nap.		

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<b>Most Essential Learning Competencies:</b> Tell time by the hour.			
<b>Content Focus: I can tell time by the hour.</b>			
<b>Learning Experiences</b>		<b>Materials</b>	<b>Note to the Facilitator</b>
<b>What I Need to Know?</b>	<b>Tell and write time by the hour.</b>		
<b>What I Know?</b>	<p><b>Say:</b> Hello, kid! Let's learn something new today. Let us have letter sound drill first.</p> <p><b>Ask:</b> What activity did you do last time? (I tell time by the hour.)</p> <p><b>Say:</b> I will manipulate this paper clock and you will tell the time by the hour.</p> <p>This time, I will teach you also how to write time by the hour.</p>	Drill cards	<p>Optional: Start the day's activities with a prayer. Use any prayer the learner is familiar with.</p> <p>Then sing any localized song.</p> <p>Have letter sound drill.</p> <p>Point the short hand to numeral 2, 12 and 7.</p>

What's new?	<p><b>Activity 5: Copy and Learn</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Let the learner manipulate the short hand and long hand of the paper clock then tell its time by the hour. (e.g. the short hand pointing in the numeral 1, the long hand pointing in numeral 12.)</li><li>2. Write on the paper the time by the hour that he/she had shown and say it(e.g.1:00).</li><li>3. Tell the learner that in writing the time by the hour write first the numeral then the colon sign ( : ), and then the two zeros.</li><li>4. Read the time by the hour written on your paper. (e.g. 1:00      1 o'clock)</li><li>5. After reading the time by the hour let the learner do the following:<ul style="list-style-type: none"><li>• copy the hour written on the paper; and</li><li>• read the time by the hour that he/she had copied.</li></ul></li></ol> <p>(Repeat the procedure until he/she knows the correct way of writing time by the hour.)</p>	paper, pencil, paper clock	<p>Tell the learner that in writing the time by the hour:</p> <ol style="list-style-type: none"><li>1. write first the numeral;</li><li>2. then write the colon sign (:); and</li><li>3. write the two zeros.</li></ol>
What is it?	<p><b>Discussion (Informal Conversation) about the Activity</b></p> <p><b>Say:</b> Excellent!</p> <p><b>Ask:</b> How do you find the activity?</p> <p>How do you write the time by the hour? (Write first the numeral then the colon sign then the two zeros.</p> <p>Look at the paper clock. What time is it? (10:00) Write your answer on the paper.</p>		<p>Ask these questions one at a time.</p>

What's more?	<b>Snack Time:</b> <ul style="list-style-type: none"><li>• Washing of hands before and after eating</li><li>• Thanksgiving prayer</li><li>• Eating Etiquette</li></ul>		These can also be done during meal time.
	<b>Say:</b> Let's have another activity  <b>Activity 6: Writing Time</b> <b>Procedure:</b> <ol style="list-style-type: none"><li>1. Show the time by the hour to the learner using the paper clock. <i>(e.g. the short hand pointing in the numeral 2, the long hand pointing in numeral 12)</i></li><li>2. Let the learner write the time by the hour. (e.g. 2:00)</li><li>3. Repeat the procedure for the following time. (4:00, 8:00, 5:00, 9:00, 11:00)</li></ol>	paper clock, paper, pencil	Train the learner to write time by the hour.
What I have learned?	<b>Ask:</b> What did you learn in today's activities? (Writing time by the hour.) How are you able to tell time? ( I look at the position of the short hand and the long hand) How do you write the time? (I write the numeral the short hand is pointing, then colon sign, followed by 2 zeros. <b>Say:</b> Very good.		Make sure that the family eats breakfast at 7:00, lunch at 12:00 and dinner at 6:00. Check if the learner do it correctly.
What I can do?	Let the learner: <ul style="list-style-type: none"><li>• draw a clock showing 4 o'clock. Then write the time below the drawing.</li><li>• Write the time the family eats breakfast, lunch and dinner.</li></ul>		

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<b>Content Focus: I can tell time by the hour.</b>			
<b>Learning Experiences</b>		<b>Materials</b>	<b>Note to the Facilitator</b>
<b>What I Need to Know?</b>	<b>Tell time by the hour.</b>		
<b>What I Know?</b>	<p><b>Say:</b> Hello, kid! Let's learn something new today.</p> <p><b>Ask:</b> What activity did you do last time? (Draw a clock and write the time below the clock)</p> <p>This time, we will make a Playdough Clock.</p>	Drill cards	<p>Optional: Start the day's activities with a prayer. Use any prayer the learner is familiar with.</p> <p>Then sing any localized song.</p> <p>Have letter sound drill.</p>



<p><b>What's new?</b></p>	<p><b>Activity 7: Playdough Clock</b>  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Instruct the learner to make a clock using playdough.</li> <li>2. Give a playdough to the learner.</li> <li>3. Using playdough, let the learner do the following: <ul style="list-style-type: none"> <li>• form a circle;</li> <li>• form numerals 1,2,3,4,5,6,7,8,9,10,11,12;</li> <li>• form short hand and long hand;</li> <li>• put the numerals 1-12 in the formed playdough circle;</li> <li>• point the short hand in numeral 10 and the long hand in numeral 12; and</li> <li>• tell time by the hour.</li> </ul> </li> </ol>	<p>playdough</p>	<p>Prepare the needed material.</p>
<p><b>What is it?</b></p>	<p><b>Discussion (Informal Conversation) about the Activity</b>  <b>Say:</b> Excellent!</p> <p><b>Ask:</b> What did you make using playdough? (Playdough clock)  How did you do it? (form a circle, form numerals 1-12, form short and long hand, put the numerals 1-12 in the formed circle.)  What time is shown in your playdough clock? (10 o'clock)</p>		<p>Ask these questions one at a time.</p>
<p><b>What's more?</b></p>	<p><b>Snack Time:</b></p> <ul style="list-style-type: none"> <li>• Washing of hands before and after eating</li> <li>• Thanksgiving prayer</li> <li>• Eating Etiquette</li> </ul>	<p>These can also be done during meal time.</p>	

	<p><b>Say:</b> Let’s have another activity</p> <p><b>Activity 8: Human Clock</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Show the number cards to the learner.</li><li>2. Put the number cards on the floor, pretending the floor is a clock.</li><li>3. Let the learner do the following:<ul style="list-style-type: none"><li>• write the time by the hour in a piece of paper (e.g. 6:00, 3:00 and etc);</li><li>• lie down in the middle of the circle; and</li><li>• use his/her legs and hands to show the specific time that he/she wrote.</li></ul></li></ol>	number cards 1-12	Prepare the needed materials.
<b>What I have learned?</b>	<p><b>Ask:</b> What did you learn in today’s activities? (I learn how to tell and write time by the hour.)</p> <p>Say: Very good.</p>		The activities must be done on this time. 10:00 – washing the clothes 1:00 - watching television 3:00 - reading books 5:00 - watering the plants  Check if the learner do the task properly.
<b>What I can do?</b>	<ul style="list-style-type: none"><li>• Let the learner write the time by the hour when the following activities are done in the house.<ul style="list-style-type: none"><li>- Washing the clothes</li><li>- Watching television</li></ul></li><li>• Share during the family’s light conversation before bedtime his/her work.</li></ul>		

## References

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

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