



Kindergarten

Quarter 4: Week 7 Learning Experiences



Kindergarten
Alternative Delivery Mode
Quarter 4: Week 7 Learning Experiences
First Edition, 2020

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Quarter 4: Week 7 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.

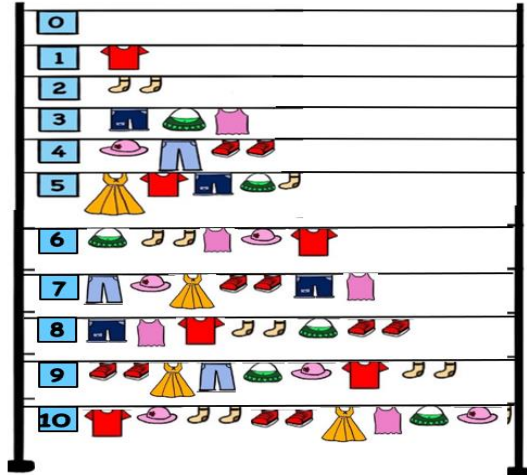
You also need to keep track of the learners' progress while allowing them to learn through play. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

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QUARTER 4 - WEEK 7 LEARNING EXPERIENCES

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| Content Standards: The child demonstrates and understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease. | | | |
| Performance Standards: The child shall be able to perform simple addition and subtraction of up to 10 objects or picture/drawing. | | | |
| Most Essential Learning Competencies: Identify the numbers that comes before, after, or in between. (MKC-00-5) | | | |
| Content Focus: I can identify number that comes before, after, or in between. | | | |
| Learning Experiences | | Materials | Note to the Facilitator |
| What I Need to Know? | Numbers that comes before and after. | | |
| What I Know? | <p>Say: Good morning, kids! Let's learn something new today. Let us have a drill first.</p> <p>I want you look at this clock.</p> <p>Ask: What have you seen in the clock? (long hand and short hand, numbers) What numbers have you seen in the clock? (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12) What number comes before 2? (1) What number comes before 3? (2)</p> <p>This time we will identify the numbers that comes before.</p> | <p>Number cards</p> <p>clock</p> | <p>Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with.</p> <p>Then sing any familiar localized song.</p> <p>Have a drill on identifying numbers.</p> |

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| <p>What's new?</p> | <p>Activity 1: Hanging Clothes (Number Clotheslines 0-10)</p> <p>Procedure:</p> <p>1. Let the learner do the following:</p> <ul style="list-style-type: none">• hang the numerals on the clothesline in sequence (one numeral per clothesline);• get clothing items to hang on the corresponding quantities per clothesline; and• point the number card and tell the number that comes before.  | <ul style="list-style-type: none">• 11 clotheslines• clothes pins• cardboard cut outs of numerals 0 to 10 <p>Cardboard cut outs of items of clothing</p> <ul style="list-style-type: none">• t-shirts• socks• shorts• pants• hats• dresses• bags• shoes | <p>Provide assistance to the learner whenever needed but do not do things for him/her.</p> |
| <p>What is it?</p> | <p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Good job!</p> | <p>Ask these questions one at a time.</p> | |

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| | <p>Ask: How do you find the activity? What are the numbers in the clothesline? (0, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10) What number comes before 1? (0) before 2? (1) before 3? (2) before 4? (3) before 5? (4)</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: Tell Me the Number that Comes After</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show to the learner the number cards 0-10. 2. Put the numbers on the floor facing down. 3. Let the learner do the following: <ul style="list-style-type: none"> • pick a number on the floor; and • say the number that comes after it. 4. Repeat the procedure until the learner has picked all the number cards. | number cards 0-10 | <i>Always remind the learner to arrange the materials or clean the area after the activity.</i> |

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| What I have learned? | <p>Ask: What have you learned in today's activities? (Identifying numbers that comes before and after)</p> <p>Say: Good.</p> | Encourage the learner to help in doing household chores. |
| What I can do? | <ul style="list-style-type: none"> • Let the learner do number hopping. <ul style="list-style-type: none"> ❖ put number card on the floor (0-10); ❖ jump on the number that is next to the number mentioned by the facilitator. <p>Example: What number comes after 1? (2). The learner will jump on number card 2.</p> <p>What number comes after 3? (4). The learner will jump on number card 4.</p> <ul style="list-style-type: none"> ❖ Repeat the procedure until the learner reaches number 10. | |

| Content Standards: The child demonstrates and understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease. | | | |
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| Performance Standards: The child shall be able to perform simple addition and subtraction of up to 10 objects or picture/drawing. | | | |
| Most Essential Learning Competency: Identifying the number that comes before, after, or in between. (MKC-00-5) | | | |
| Content Focus: I can identify number that comes before, after, or in between. | | | |
| Learning Experiences | | Materials | Note to the Facilitator |
| What I Need to Know? | Number in between. | | |
| 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? (Identifying numbers that comes before and after) What number comes before 4? (3) What number comes after 5? (6)</p> <p>Show the number card. 4 _____ 6 What number is in between 4 and 6? (5) This time, we will identify the numbers in between</p> | <p>Drill cards</p> <p>Number cards with 4, _____, 6</p> | <p>Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with. Then sing any familiar localized song.</p> <p>Have letter sound/ number drill.</p> |
| What's new? | <p>Activity 3: Numbers in Between</p> <p>Procedure: 1. Write these on a paper.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> 4 _____ 6 </div> | <ul style="list-style-type: none"> •paper •pencil/marker | |

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| | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">1 _____ 3</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">8 _____ 10</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">7 _____ 9</div> <p>2. Put them on the floor.</p> <p>3. Let the learner do the following:</p> <ul style="list-style-type: none"> • name each number while stepping on them; • identify the number in between those numbers; and • write/fill-in the number in between those given numbers using pencil/marker. | | |
| What is it? | <p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Very Good!</p> <p>Ask: How do you find the activity?</p> <p>What number is in between 4 and 6? (5) in between 1 and 3? (2) in between 8 and 10 (9) in between 7 and 9? (8)</p> | | Ask these questions one at a time. |

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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 4: Following Instructions Procedure: <ol style="list-style-type: none"> 1. Play music 2. Demonstrate the following movements to the learner that corresponds to a number. <ol style="list-style-type: none"> 1 – Clap 2 – Snap 3 – Run 4 – Jump 5 – Turn around 3. Repeat the movement until he/she master the action. 4. Give a number (in any order) and let the learner do the action. 5. Repeat the procedure but this time the quality of movements can be slow or fast. 6. Let the learner tell the number in between <ol style="list-style-type: none"> 1 and 3 3 and 5 2 and 4 | <ul style="list-style-type: none"> • CD player or cassette tape player or music from any source | You have to do the activity together actively. If there is no CD player or cassette tape player, you can clap your hands while giving a command to perform the activity. |

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| What I have learned? | <p>Ask: What did you learn in today's activities? (Identifying numbers in between)</p> <p>Say: Very good.</p> | |
| What I can do? | <p>Let the learner do the following:</p> <ul style="list-style-type: none"> • help you in washing 4 cups and 6 spoons; and • count the cups and spoons. <p>Then ask:</p> <ul style="list-style-type: none"> • How many cups did you wash? (4) spoons? (6) • What number is in between 4 and 6? (5) | |

| Content Standards: The child demonstrates and understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease. | | | |
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| Performance Standards: The child shall be able to perform simple addition and subtraction of up to 10 objects or picture/drawing. | | | |
| Most Essential Learning Competencies: Arrange these numbers from least to greatest/greatest to least. (MKC-00-6) | | | |
| Content Focus: I can arrange three numbers from least to greatest/greatest to least. | | | |
| Learning Experiences | | Materials | Note to the Facilitator |
| What I Need to Know? | Arrange numbers from least to greatest. | | |
| What I Know? | <p>Say: Hello, kid! It is a great day because we will have another exciting activity today.</p> <p>Ask: What activity did you do last time? (Identifying numbers in between) What number is in between 7 and 9? (8) What number is in between 8 and 10? (9) 8, 9 and 10, which is the least number? (8) the greatest number? (10)</p> <p>This time, we will arrange numbers from least to greatest.</p> | Drill cards | <p>Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with. Then sing any familiar localized song.</p> <p>Have number drill.</p> |
| What's new? | <p>Activity 5: Number Book of Animals</p> <p>Procedure: 1. Let the learner do the following:</p> <ul style="list-style-type: none"> • tell how many animals are there in | <ul style="list-style-type: none"> • pictures of animals (1 snake, 2 carabaos, 3 birds, 4 fishes, 5 cows, 6 cats, 7 ducks, 8 dogs, 9 horses, 10 | Provide assistance to the learner. |

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| | each picture; <ul style="list-style-type: none"> • arrange pictures from least number to the most number of animals; • bind the papers to make a book of animals; and • write the number that corresponds to the number of animals in each picture. | pigs <ul style="list-style-type: none"> • bond paper • fastener/stapler | |
| What is it? | Discussion (Informal Conversation) about the Activity Say: Excellent! Ask: What animals are there in the picture? (snake, carabaos, birds, fishes, cows, cats, ducks, dogs, horses, pigs) What animal has the most number? (horses) What animal has the least number? (snake) How many carabaos are there? (2) birds? (3) snake? (1) How will you arrange these numbers (2, 3, 1) from least to greatest? (1, 2, 3) | | Ask these 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 6: Number Cards Procedure: | <ul style="list-style-type: none"> • number cards 1 2 3 8 9 10 4 5 6 | |

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| | <p>1. Give three number cards at a time.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">1</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">3</div> </div> <div style="display: flex; justify-content: space-around; width: 100%; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">10</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">9</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">8</div> </div> <div style="display: flex; justify-content: space-around; width: 100%; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">4</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">6</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">5</div> </div> </div> <p>2. Let the learner do the following:</p> <ul style="list-style-type: none"> • name each number; and • arrange the number form least to greatest on the table. | |
| What I have learned? | <p>Ask: What did you learn in today's activities?(Arranging numbers from least to greatest.) How did you do it? (I look for the number with the least value first, then next, and so on.</p> | |
| I can do? | <p>Let the learner do the following:</p> <ul style="list-style-type: none"> • count 6 toys, 5 shorts and 7 t-shirts; • write the numerals on a strip of paper using pencil; and • put the numerals written on a strip of paper above the objects (e.g. number 5 above the shorts) • arrange the numbers together with the objects from least to greatest. | |

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| Performance Standards: The child shall be able to perform simple addition and subtraction of up to 10 objects or picture/drawing. | | | |
| Most Essential Learning Competencies: Arrange these numbers from least to greatest/greatest to least. (MKC-00-6) | | | |
| Content Focus: I can arrange three numbers from least to greatest/greatest to least. | | | |
| Learning Experiences | | Materials | Note to the Facilitator |
| What I Need to Know? | Arrange numbers from least to greatest/greatest to least. | | |
| What I Know? | <p>Say: Hello, kid! Let's have another exciting activity today.</p> <p>Ask: What activity did you do last time? (Arranging three numbers from least to greatest) How did you arrange these numbers? 2 1 3? (1 2 3) How about numbers 10 9 8? (8 9 10)</p> <p>This time, we will arrange numbers from greatest to least.</p> | Drill cards | <p>Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with. Then sing any familiar localized song.</p> <p>Have number drill.</p> |
| What's new? | <p>Say: Let's have an activity</p> <p>Activity 7:Counting Bottle Caps Procedure: 1. Show the counters. 2. Let the learner do the following:</p> | <ul style="list-style-type: none"> • 10 bottle caps • 3 big cans | |

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| | <ul style="list-style-type: none"> • take 10 bottle caps; • count them; • put 5 caps in first can, 2 caps in second can and 3 caps in third can; and • arrange the can from greatest to least according to the number of caps inside it. | | |
| What is it? | <p>Discussion (Informal Conversation) about the Activity Say: Excellent!</p> <p>Ask: What did you learn in today's activities? (Arranging numbers from greatest to least.) How did you do it?</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 | | These can also be done during meal time. |
| | <p>Say: Let's have another activity</p> <p>Activity 8: Greatest to Least</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show 3 colors of popsicle sticks. 2. Let the learner do the following: <ul style="list-style-type: none"> • count the 3 sets of popsicle sticks 4 yellow, 5 red and 6 blue • place them on the table; and | <ul style="list-style-type: none"> • 4 yellow popsicle sticks • 5 red popsicle sticks • 6 blue popsicle sticks | |

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| | <ul style="list-style-type: none">• arrange them from greatest to least. <p>Variation: You may use twigs/sticks or any materials available in your locality.</p> | | |
| What I have learned? | <p>Ask: What did you learn in today’s activities? (Arranging numbers from greatest to least). How did you do it?</p> | | Encourage the learner to help in doing household chores. |
| I can do? | <p>Let the learner do the following:</p> <ul style="list-style-type: none">• place 3 paper plates on the table;• write numbers 6 7 8 on each paper plate;• put monggo seeds/small stones that corresponds to the numeral written on the paper plate; and• arrange the numbers from greatest to least. | | |

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.Vo. 1 & 2. Department of Education, Pasig City, Philippines

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