K

Kindergarten

DepED
DEPARTMENT OF EDUCATION

Quarter 4: Week 8 Learning Experiences

ALTERNATIVE DELIVERY MODE
ADM

PAG-AARI NG PAMAHALAAN
HINDI IPINAGBIBILI

Kindergarten
Alternative Delivery Mode
Quarter 4: Week 8 Learning Experiences
First Edition, 2020

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K

Kindergarten

Quarter 4: Week 8 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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References: ..... **Error! Bookmark not defined.**

QUARTER 4 – WEEK 8 LEARNING EXPERIENCES

Content Standards: The child demonstrates an 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 pictures/drawing.			
Most Essential Learning Competencies: Recognize the words "put together," "add to," and "in all" that indicate the act of adding whole numbers.			
Content Focus: I can recognize words in adding numbers.			
Learning Experiences		**Materials**	**Note to the Facilitator**
What I Need to Know?	**I can put together whole numbers.**		
What I Know?	**Say:** Good morning kid, how are you today? Today we will explore more about numbers. **Ask:** I have here flashcards; can you identify the number one at a time? (flashcards: 0,1,2,3,4,5,6,7,8,9,10) **Say:** I am holding 3 numbers. (6,3,9) Arrange the three numbers from least to greatest. Bravo! Now, I have here another set of numbers. Arrange them from greatest to least. • Number Cards (0,1,2,3,4,5,6,7,8,9,10) Great! I am holding 1 ball in my right hand and 1 ball in	• Number Cards (0,1,2,3,4,5,6,7,8,9,10) • two balls/marbles	Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with. Then sing any familiar localized song. Have drill on identifying numbers.

<table>
<tr>
<td></td>
<td>my left hand, how many balls are there in all? (2 balls in all)
Very good! Let’s take this activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What’s new?</td>
<td>Activity 1: Counting Cups

Procedure:
1. Give the learner 10 bottle caps.
2. Have him/her put it on the table.
3. Let the learner do the following:
• show 2 hands together with palm facing upward: and
• follow the instructions below.

<table>
<tr><th>Teacher says:</th><th>Learner says:</th></tr>
<tr><td>Place one bottle cap in your right hand and one bottle cap in your left hand.</td><td>One and one is two in all</td></tr>
<tr><td>Add one more bottle cap in both hands.</td><td>Two and two is four in all</td></tr>
<tr><td>Add one more bottle cap in both hands.</td><td>Three and three is six in all</td></tr>
<tr><td>Add one more bottle cap in both hands.</td><td>Four and four is eight in all</td></tr>
<tr><td>Add one more bottle cap in both hands.</td><td>Five and five is ten in all</td></tr>
</table>
</td>
<td>• 10 pieces bottle cups</td>
<td></td>
</tr>
</table>

<table>
<tr><td>What is it?</td><td colspan="2">Discussion (Informal Conversation) about the Activity
Say: Bravo! Job well done.
Ask: How many caps/counters did you use in the game? (10 counters)

If you have 5 bottle caps in your right hand and 5 bottle caps in your left hand, how many bottle caps are there in all? (10)
If you put together 4 bottle caps and 4 bottle caps, how many bottle caps are there in all?(8)
If you add 3 bottle caps to three bottle caps, how many bottle caps are there in all?(6)
If we put together 2 bottle caps and 2 bottle caps, how many bottle caps are there in all? (4)
If we add 1 bottle cap to 1 bottle cap, how many bottle caps are there in all? (2)</td><td>Ask these questions one at a time.</td></tr>
<tr><td rowspan="2">What’s more?</td><td colspan="2">Snack Time:
• Washing of hands before and after eating
• Thanksgiving prayer
• Eating Etiquette</td><td>These can also be done during mealtime.</td></tr>
<tr><td>Say: Let’s have another activity

Activity 2: Count and Add Me

Procedure:
1. Give 10 bottle caps to the learner.
2. Prepare 3 small plates or bowls and place them in front of the learner.
3. Make two sets of bottle caps from the</td><td>• 20 bottle cups
• plates/ bowl</td><td>Always remind the learner to arrange the materials or clean the area after activity.</td></tr>
</table>

	10 pieces you are holding and put them into two of the small plates or bowls. Example: When the two sets are combined, it should result to 10. (6 and 4) 4. Ask the learner to count the bottle caps in the two sets altogether, and put in the 3rd plate/bowl the corresponding number of bottle caps from the pile he/she is holding. Note: Follow the same procedure with the following: 7 bottle caps and 3 bottle caps 2 bottle caps and 8 bottle caps 9 bottle caps and 1 bottle cap		Guide the learners in saying, "If I put together 6 bottle caps and 4 bottle caps, I will have 10 bottle caps in all."
What I have learned?	**Ask:** What have you learned from today's activities? (I learned how to count and add/put together concrete objects). How did you do it? (I put the quantity together.) What words did we use in adding concrete objects? (put together, add to, and in all) **Say**: Alright!		Let the learner arrange the shoes in the rack. After arranging, count the pairs of shoes of his/her mother, father, then count the pairs altogether.
What I can do?	• Let the learner answer Gawain 1. (Provide Gawain 1 in annex 1)		

Content standards: The child demonstrates an 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 pictures/drawing.			
Most Essential Learning Competencies: Recognize the words "put together," "add to," and "in all" that indicate the act of adding whole numbers.			
Content Focus: I can recognize words in adding numbers.			
Learning Experiences		**Materials**	**Note to the Facilitator**
What I Need to Know?	**I can add whole numbers.**		
What I Know?	**Say:** Hello kid, Good Day! It is a perfect day to learn more about numbers. I have here a box. Inside the box are coins. **Ask**: Can you guess the amount of each coin?1 peso, 5 pesos, 10 pesos) **Say:** These are called "money". Money can be added together to form a bigger value. This is important when buying something. Now, I will show you flashcards of money with corresponding counters. As I flash the card, tell me the amount of the money and count the corresponding counters (flashcards: 1 peso with 1 pencil, 5 pesos with 5 pencils, 10 pesos with 10 pencils) So, I guess you are ready to our next activity.	• box • coins (1 peso, 5pesos, 10 pesos) • flashcard of money with corresponding counters (1 peso with 1 pencil, 5 pesos with 5 pencils, 10 pesos with 10 pencils)	Optional: Use any prayer familiar to the child Sing the song before the start of the activity with the learner. Use any familiar localized song.

What's new?	**Activity 3: Market Day** **Procedure:** 1. Display different items with a price tag. • pencil – 5 pesos; • paper – 1 peso; • eraser – 5 pesos; and • sharpener - 5 pesos 2. Give the play money coins to the learner. 3. Let the learner buy in the store. 4.Guide the learner in buying and emphasize adding money. If you buy 1 pencil and 1 paper (5 pesos and 1 peso) How much will you pay? (6 pesos) If you buy 1 eraser and 1 sharpener (5 pesos and 5 pesos) How much will you pay? (10 pesos)	• play money (bills) • coins, • items with tag(pencil - 5 pesos, paper – 1 peso, eraser – 5 pesos, sharpener – 5 pesos) • play store	Prepare the chart in advance.
What is it?	**Discussion (Informal Conversation) about the Activity** **Say:** You did great! **Ask:** What can you say about the activity? If we put 5 pesos and 1 peso together, how much money do we have in all? (6 pesos) How about when we put together 5 pesos and 5 pesos? (10 pesos)		Ask these questions one at a time.

<table>
<tr><td rowspan="2">What's more?</td><td colspan="2">Snack Time:
• Washing of hands before and after eating
• Thanksgiving prayer
• Eating Etiquette</td><td>These can also be done during mealtime.</td></tr>
<tr><td>Say: Let's have another activity

Activity 4: Collect the Money

Procedure:
1. Tell the prices of the goodies.
• candy – 1 peso
• biscuit – 5 pesos
• cupcake – 5 pesos
2. Scatter the play money on the floor.
3. Give problem-solving questions and let the learner answer.
• If you buy 1 candy and 1 biscuit (1 peso and 5 pesos). How much will you pay? (6 pesos);
• If you buy 1 biscuit and 1 cupcake (5 pesos and 5 pesos). How much will you pay? (10 pesos); and
• If you buy 1 cupcake and 3 candies (5 pesos and 3 pesos). How much will you pay? (8 pesos)</td><td>• play money (coins)
5 – 1 peso
2 – 5 pesos
1 – 10 pesos</td><td></td></tr>
<tr><td>What I have learned?</td><td colspan="2">Say: Excellent
Ask: What can you say about the activity?
What is the answer when you add 1 peso and 5 pesos? (6 pesos)</td><td></td></tr>
</table>

<table>
<tr><td></td><td>What is the answer when you add 5 pesos and 5 pesos? (10 pesos)
What is the answer when you add 5 pesos and 3 pesos? (8 pesos)</td><td rowspan="2">Encourage the learner to help in doing household chores.</td></tr>
<tr><td>What I can do?</td><td>
Let the learner count all the coins and write the total amount at the right side.
<table>
<tr><td> </td><td> </td><td>___ pesos</td></tr>
<tr><td> </td><td></td><td>___ pesos</td></tr>
<tr><td> </td><td> </td><td>___ pesos</td></tr>
</table>
</td></tr>
</table>

Content standards: The child demonstrates an 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 pictures/drawing.			
Most Essential Learning Competencies: Recognize the words "take away," "less," and "are left" that indicate the act of subtracting whole numbers			
Content Focus: I can recognize words in subtracting whole numbers.			
Learning Experiences		**Materials**	**Note to the Facilitator**
What I Need to Know?	**I can subtract whole numbers**		
What I Know?	**Say:** Good day! Let's clap our hands together, one, two, three, four, five, five six, seven, eight, nine, and ten. **Ask:** What did we do in the last session? (add numbers) What words did we use in adding numbers? (we use add to, put together, in all, and combine.) What objects did we count and combine? (bottle caps, and money coins) What else can we use? Now, let's move to subtracting whole numbers. Let's do this activity.	Drill cards 1 and 1 is __ in all. 2 and 1 is __ in all. 2 and 2 is __ in all.	Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with. Then sing any familiar localized song. Have simple addition drill.
What's new?	**Activity 5: Hand Game** **Procedure:** 1. Give the learner 10 bottle caps. 2. Have him/her put it on the bowl. 3. Let the learner do the following:	• bowl • bottle cups	

<table>
<tr>
<td></td>
<td>

show 2 hands together with palm facing upward; and
follow the instructions below.

<table>
<tr><th>Teacher says:</th><th>Learner says:</th></tr>
<tr><td>I will take away one bottle cap.</td><td>Nine bottle caps are left.</td></tr>
<tr><td>I will take away two bottle caps.</td><td>Eight bottle caps are left.</td></tr>
<tr><td>I will take away three bottle caps.</td><td>Seven bottle caps are left.</td></tr>
<tr><td>I will take away four bottle caps.</td><td>Six bottle caps are left.</td></tr>
<tr><td>I will take away five bottle caps.</td><td>Five bottle caps are left.</td></tr>
<tr><td>I will take away six bottle caps.</td><td>Four bottle caps are left.</td></tr>
<tr><td>I will take away seven bottle caps.</td><td>Three bottle caps are left.</td></tr>
<tr><td>I will take away eight bottle caps.</td><td>Two bottle caps are left.</td></tr>
<tr><td>I will take away nine bottle caps.</td><td>One bottle cap are left.</td></tr>
<tr><td>I will take away ten bottle caps.</td><td>None or Zero bottle caps are left.</td></tr>
</table>
</td>
<td></td>
<td>The teacher will take away 1 bottle cap from the bowl and put it in the right hand of the learner as she says “ I will take away 1 bottle cap, how many are left on the bowl?”

The learner says, “9 bottle caps left.” Do the same until all the bottle caps are taken away</td>
</tr>
<tr>
<td>What is it?</td>
<td colspan="2">Discussion (Informal Conversation) about the Activity
Say: Job well done!
Ask: What did I do with the ten bottle caps? (you take away one bottle cap at a time until no more bottle caps were left)
What words/phrase did I use in doing the activity?
(take away)
Say: We use “take away” in subtracting objects or numbers. We may also use the word “less”.
When I took away 1 bottle cap at a time, what happened? (the bottle caps inside the</td>
<td></td>
</tr>
</table>

<table>
<tr><td></td><td colspan="2">bowl become less and less until nothing is left)</td><td></td></tr>
<tr><td rowspan="2">What’s more?</td><td colspan="2">Snack Time:
• Washing of hands before and after eating
• Thanksgiving prayer
• Eating Etiquette</td><td>These can also be done during mealtime.</td></tr>
<tr><td>Say: Let’s have another activity

Activity 6: Lift the Bowl

Procedure
1. Prepare all the materials needed.
2. Give the learner a bowl and 10 stones
Follow the instructions below.

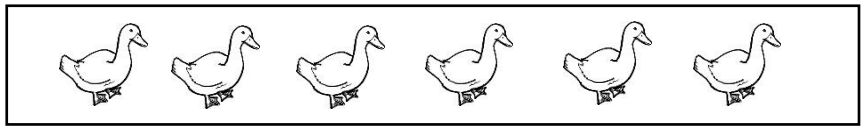
<table>
<tr><th>Teacher says:</th><th>Learner says:</th></tr>
<tr><td>Place one stone under the bowl.</td><td>Nine stones are left.</td></tr>
<tr><td>Place two stones under the bowl.</td><td>Eight stones are left.</td></tr>
<tr><td>Place three stones under the bowl.</td><td>Seven stones are left.</td></tr>
<tr><td>Place four stones under the bowl.</td><td>Six stones are left.</td></tr>
<tr><td>Place five stones under the bowl.</td><td>Five stones are left.</td></tr>
<tr><td>Place six</td><td>Four stones are</td></tr>
</table>
</td><td>• marbles small stones
• bowl</td><td>Guide the learner in doing the activity.</td></tr>
</table>

<table>
<tr>
<td></td>
<td>
<table>
<tr><td>stones under the bowl.</td><td>left.</td></tr>
<tr><td>Place seven stones under the bowl.</td><td>Three stones are left.</td></tr>
<tr><td>Place eight stones under the bowl.</td><td>Two stones are left.</td></tr>
<tr><td>Place nine stones under the bowl.</td><td>One stone is left.</td></tr>
</table>
</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What I have learned?</td>
<td colspan="2">Say: 10 claps for you! (one, two , three , four, five, six, seven, eight, nine, ten)
Ask: How many stones/counters did you use in the game?
(10 stones/counters)
If you have ten small stones under the bowl, how many small stones are over the bowl? (0)
If you take away 1 small stone how many are left? (9 small stones)
If you have two (2) small stones under the bowl, how many small stones are left over the bowl? (8 stones)

Say: Very good!
You are doing great in subtracting concrete objects.</td>
<td rowspan="2">Encourage the learner to help in doing household chores.</td>
</tr>
<tr>
<td>What I can do?</td>
<td colspan="2">• Let the learner answer Gawain 2.
(Provide Gawain 2 in the annex 1)</td>
</tr>
</table>

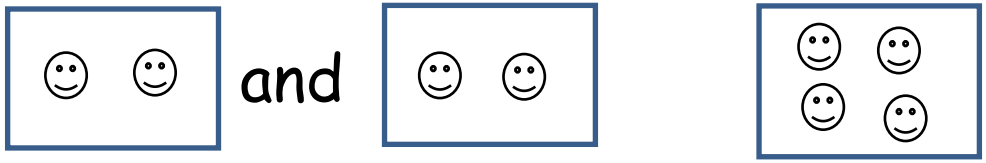
Content standards: The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease.			
Performance standards: The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawing.			
Most Essential Learning Competencies: Recognize the words "take away," "less," and "are left" that indicate the act of subtracting whole numbers			
Content Focus: I can recognize words in subtracting whole numbers.			
Learning Experiences		**Materials**	**Note to the Facilitator**
What I Need to Know?	**I can subtract whole numbers**		
What I Know?	**Say**: Good morning kid! How's your day? Yesterday we talk about subtracting using objects/things. Today we will do another activity. And let us start with a quick drill.	Drill cards: Take away 2 from 3 Take away 1 from 2 Take away 1 from 3	Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with. Then sing any familiar localized song. Have simple subtraction drill.
What's new?	**Activity 7: Counting Sticks (Subtraction)** **Procedure:** 1. Give the learner 10 sticks. 2. Ask the learner to do the following: • place 9 sticks on the table, take away 3 sticks. • how many sticks are left? (6) • place 5 sticks on the table, take away 1 stick? • how many sticks are left? (4)	• counters	

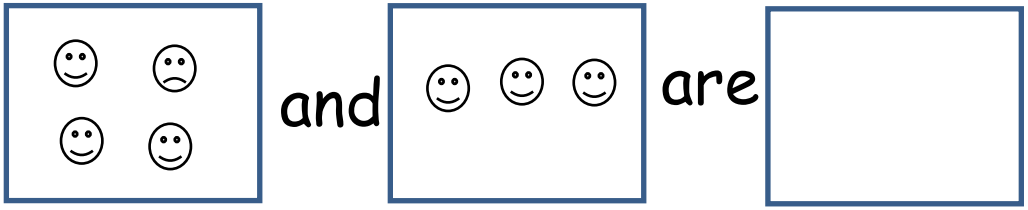
	• place 7 sticks on the table, take away 4 sticks. • how many sticks are left? (3)		
What is it?	**Discussion (Informal Conversation) about the Activity** **Say:** Good Job! **Ask:** What is your answer when you have 9 sticks and you take away 3 sticks? (6 sticks) When you have 5 sticks and you take away 1 stick? (4 sticks) How about, when you have 7 sticks and you take away 4 sticks? (3 sticks)		Ask these questions one at a time.
What's more?	**Snack Time:** • Washing of hands before and after eating • Thanksgiving prayer • Eating Etiquette		These can also be done during mealtime.
	Say: Let's have another activity **Activity 8: Take a-way seeds** **Procedure** 1. Give the learners counters. 2. Ask the learner to do the following: • Get 4 seeds and take away 0 = • Get 6 seeds and take away 3 seeds = (6 – 3 = 3) • get 10 seeds and take away 6 seeds • get 5 seeds and take away 5 seeds =	• counters (marbles, seeds) • writing paper • pencil/marker	Guide the learner in doing the activity.

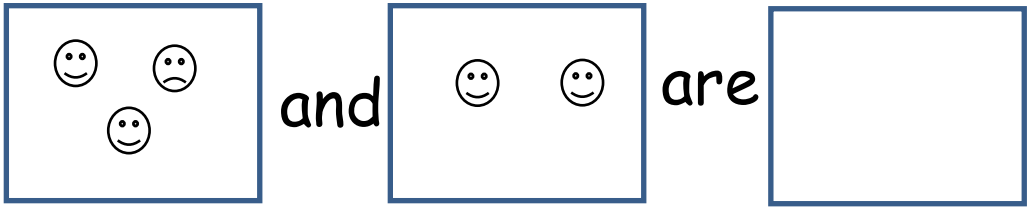
	(5 – 5 = 0) • get 7 seeds and take away 2 seeds = (7 – 2 = 5)		
What I have learned?	**Ask:** What is your answer when you subtract 0 from 4? (4) What is your answer when you subtract 3 from 6? (3) What is you answer when you subtract 6 from 10? (4) When you subtract 5 from 5 =? (0) How about 3 – 2, what is the answer? (1) Say: Excellent! You know already how to subtract.		
What I can do?	Look at the picture below. Answer the questions.  • How many ducks are in the set? • Take away 2 ducks by crossing out. • How many ducks are not crossed-out? (4)		

Gawain 1: Count the faces in the first two boxes. Then draw the total number of faces in the third box.

Example:

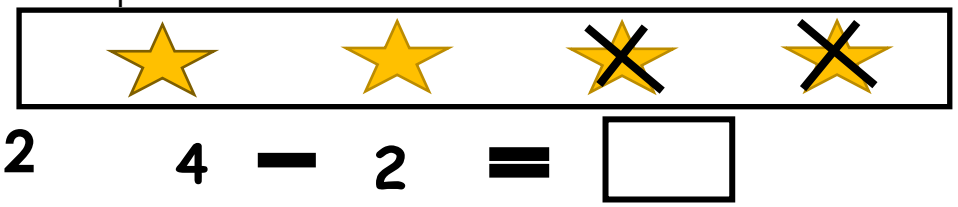


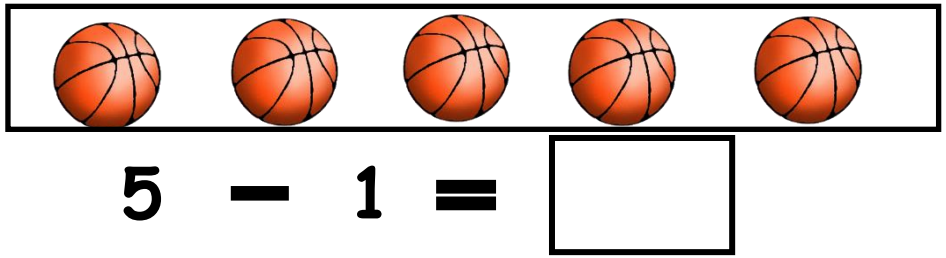


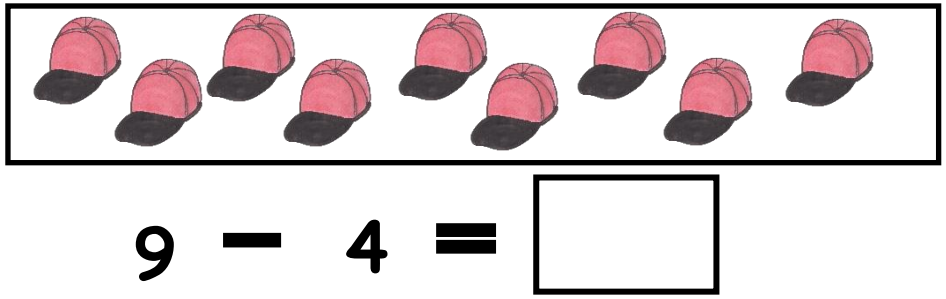


Gawain2: Cross out the picture to make the subtraction sentences true and write the answer in the box.

Example:







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