



# Kindergarten

## Quarter 4: Week 9 Learning Experiences



**Kindergarten**  
**Alternative Delivery Mode**  
**Quarter 4: Week 9 Learning Experiences**  
**First Edition, 2020**

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**K**

# Kindergarten

Quarter 4: Week 9 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 9 LEARNING EXPERIENCES

<b>Content Standards:</b> The child demonstrates on understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease			
<b>Performance Standards:</b> The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawing			
<b>Most Essential Learning Competencies:</b> Add quantities up to 10 using concrete objects MKAT-00-8			
<b>Content Focus:</b> I can add numbers up to 10 using concrete objects.			
Learning Experiences		Materials	Note to the Facilitator
<b>What I Need to Know?</b>	<b>Add numbers up to 10 using concrete objects</b>		
<b>What I Know?</b>	<p><b>Say:</b> Good morning! How are you today? Let's sing a song about adding numbers  One and one two  Two and two four  Three and three and six for me  Four and four eight  Five and five ten  Little fingers in my hands</p> <p><b>Ask:</b> In the song, what is the number, when we add 1 and 1? (2)  How about 2 and 2, what is the number? (4)  Let's know more about adding numbers</p> <p><b>Say:</b> Let's have an activity</p>	<p>Addition picture cards  1 leaf and 1 leaf =  2 circles and 2 circles =  3 squares and 2 squares =</p>	<p>Optional:  Start the day's activity with a prayer. Use any prayer the child is familiar with.</p> <p>Have simple addition drill.</p>

<p><b>What's new?</b></p>	<p><b>Activity1: Add Objects Together (up to quantities of 10)</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present two boxes of objects.</li> <li>2. Let the learner do the following: <ul style="list-style-type: none"> <li>• get one kind of object from box 1;</li> <li>• look for the same kind of objects from box 2;</li> <li>• put together the same kind of objects (e.g. 2 stones and 3 stones, 4 glasses and 1 glass, 1 spoon and 5 spoons); and</li> <li>• tell the total number of objects after putting them together.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>•box 1 contains 2 stones 4 glasses 1 spoon 3 cups 5 marbles</li> <li>•box 2 contains 3 stones 1 glass 5 spoons 4 cups 5 marbles</li> </ul>	
<p><b>What is it?</b></p>	<p><b>Ask:</b> What is the answer if we put together/ add 2 stones and 3 stones? (5) How about we add 4 glasses and 1 glass? (5) Another, 1 spoon and 5 spoons. (6) What will happen to objects that are put together? (They increase in numbers.)</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 2: Add Me</b></p> <p><b>Procedure:</b></p> <p>1. Give the learner bottle caps.</p> <p>2. Let the learner do the following:</p> <ul style="list-style-type: none"><li>• show 2 hands together with palm facing upward; and</li><li>• follow the instructions below.</li></ul> <table><tr><th>Teacher says</th><th>Learner says</th></tr><tr><td>Place seven bottle caps in your right hand and 1 in your left hand add all the bottle caps</td><td>Seven and one is <b>8</b></td></tr><tr><td>Place five bottle caps in your right hand and four in your left hand add all the bottle caps</td><td>five and four is <b>9</b></td></tr><tr><td>Place three bottle caps in your right hand and two in your left hand add all the bottle caps</td><td>three and two is <b>5</b></td></tr><tr><td>Place six bottle caps in your right hand and two in your left hand add all the bottle caps</td><td>Six and two is 8</td></tr></table>	Teacher says	Learner says	Place seven bottle caps in your right hand and 1 in your left hand add all the bottle caps	Seven and one is <b>8</b>	Place five bottle caps in your right hand and four in your left hand add all the bottle caps	five and four is <b>9</b>	Place three bottle caps in your right hand and two in your left hand add all the bottle caps	three and two is <b>5</b>	Place six bottle caps in your right hand and two in your left hand add all the bottle caps	Six and two is 8	<ul style="list-style-type: none"><li>• 10 bottle cups</li></ul>	
Teacher says	Learner says												
Place seven bottle caps in your right hand and 1 in your left hand add all the bottle caps	Seven and one is <b>8</b>												
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Place six bottle caps in your right hand and two in your left hand add all the bottle caps	Six and two is 8												



<b>What I have learned?</b>	<p><b>Say:</b> Bravo! Job well done</p> <p><b>Ask:</b> What is the number if we add 3 and 4? (7)</p> <p>How about if we add 5 and 4 what is the number? (9)</p> <p>What is the number if we put together 6 and 2? (8)</p>	<p>Encourage the learner to help in the household chores.</p>
<b>What I can do?</b>	<ul style="list-style-type: none"> <li>• Let the learner do a finger play activity.</li> </ul> <p>Example:</p> <p>2 fingers and 1 finger = 3 fingers</p> <p>5 fingers and 3 fingers = 8 fingers</p> <p>3 fingers and 1 finger = 4 fingers</p>	

<b>Content Standards:</b> The child demonstrates on understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease			
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<b>Most Essential Learning Competencies:</b> Add quantities up to 10 using concrete objects MKAT-00-8			
<b>Content Focus:</b> I can add numbers up to 10 using concrete objects.			
Learning Experiences		Materials	Note to the Facilitator
<b>What I Need to Know?</b>	<b>Add numbers up to 10 using concrete objects</b>		
<b>What I Know?</b>	<p><b>Say:</b></p> <p>Good morning! How's your day? Yesterday, we talked about adding numbers up to 10. Today, we will do another activity.</p>	none	<p>Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with. Then sing the addition song.</p>
<b>What's new?</b>	<p><b>Activity 3: Find the Answer</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Prepare the materials.</li> <li>2. Hang the number cards on the wall.</li> <li>3. Let the learner do the following: <ul style="list-style-type: none"> <li>• add the two sets of popsicle sticks 4 yellow and 2 blue;</li> <li>• find the answer on the wall;</li> <li>• add the two sets of twigs (5 long twigs and 4 short twigs);</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• colored popsicle sticks</li> <li>• twigs</li> <li>• pebbles</li> <li>• number cards 1-10</li> </ul>	Assist the learner in making his/her puppets.

	<ul style="list-style-type: none"> <li>• find the answer on the wall;</li> <li>• add two sets of pebbles(4 white and 3 black); and</li> <li>• find the answer on the wall.</li> </ul>		
<b>What is it?</b>	<p><b>Say:</b> You did great!</p> <p><b>Ask:</b> What can you say about the activity?</p> <p>What is the answer when we add 4 and 2? (6)</p> <p>How about when we add 5 and 4? (9)</p>		Ask these questions one at a time.
<b>What's more?</b>	<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>		These can also be done during mealtime.

	<p><b>Say:</b> Let’s have another activity</p> <p><b>Activity 4: Step on Number</b></p> <p><b>Procedure:</b></p> <p>1. Give the learner some sticks.</p> <p>2. Scatter all the number cards (0-10) on the floor.</p> <p>3. Let the learner do the following:</p> <ul style="list-style-type: none"><li>• add 3 sticks and 2 sticks;</li><li>• look for the number;</li><li>• step on the answer;</li><li>• add 5 sticks and 1 stick;</li><li>• find the number; and</li><li>• step on the answer.</li></ul>	<ul style="list-style-type: none"><li>• sticks</li><li>• number cards (0-10)</li></ul>	Be with the learner in performing the activity. Encourage the learner to actively participate in the activity.
<b>What I have learned?</b>	<p><b>Say:</b> Very Good! You were able to step on the numbers.</p> <p><b>Ask:</b> What did you use so that you can answer easily? (I use sticks.)</p> <p>What is your answer when you add 3 and 2? (5)</p> <p>What is your answer when you add 5 and 1? (6)</p>		
<b>What I can do?</b>	<ul style="list-style-type: none"><li>• Ask the learner to solve simple addition problem using real objects at home.</li><li>❖ There are 7 roses and 3 sunflowers in the garden. How many flowers are there in the garden?</li><li>❖ There are 5 green plates and 3 orange plates on the table. How many plates are there on the table?</li></ul>		
	Encourage the learner to help in washing the dishes. Count the small plates and the big plates, then get the total number. (bowls, spoons)		

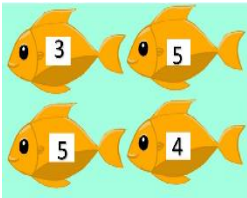
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<b>Content Focus:</b> I can subtract numbers up to 10 using concrete objects.			
<b>Learning Experiences</b>		<b>Materials</b>	<b>Note to the Facilitator</b>
<b>What I Need to Know?</b>	<b>Subtract numbers up to 10 using concrete objects</b>		
<b>What I Know?</b>	<p><b>Say:</b> Good morning kid! Let us sing a song first.</p> <p style="text-align: center;"><b>Five Little Monkeys</b> Five little monkeys jumping on the bed One fell down and broke his head Mama called the doctor and the doctor said “No more monkeys jumping on the bed”</p> <p>*Repeat with four little monkeys, then three, then two, then one until all monkeys are gone.</p> <p>In the song five little monkeys How many monkeys are left? (none). To know more about subtraction</p> <p>Today, let’s have our first activity.</p>	none	Optional: Start the day’s activity with a prayer. Use any prayer the child is familiar with.

What's new?	<b>Activity 5: Seed traction</b>  <b>Procedure:</b> 1. Give the learner 4 pots containing 10 seeds. 2. Ask the learner to do the following: <ul style="list-style-type: none"> <li>• count the seeds on the pot/cup A and take away 4 seeds;</li> <li>• answer the question, how many seeds are left? (6)</li> <li>• get pot/cup B, count the seeds and take away 5 seeds;</li> <li>• answer the question, how many are left? (5)</li> <li>• count the seeds on the pot/cup C and take away 8 seeds;</li> <li>• answer the question, how many are left; (2)</li> <li>• get the pot/cup D, count the seeds and take away 10 seeds; and</li> <li>• answer the question, how many are left.(0)</li> </ul>	<ul style="list-style-type: none"> <li>• 40 pcs. seeds</li> <li>• 4 pots/cups labelled A, B, C, D</li> </ul>	
What is it?	<b>Say:</b> Good job! <b>Ask:</b> What is your answer on pot/cup A (10 seeds take away 4) How many are left? (6) When we subtract 5 from 10, what is the answer? (5) How about 10-8 what is the answer? (2) How many are left on pot/cup D? (0) What happen to the seeds as you take away some? (it decreases in number)		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 also be done during mealtime.
	<b>Say:</b> Let's have another activity.	<ul style="list-style-type: none"> <li>• cardboards</li> <li>• crayons</li> <li>• pencil</li> </ul>	Provide assistance to the learner whenever needed.

	<p><b>Activity 6: Subtracting Flowers</b></p> <p><b>Procedure:</b></p> <p>1. Give the learner 10 flowers.</p> <p>2. Let the learner do the following:</p> <ul style="list-style-type: none"><li>• count the flowers; and</li><li>• solve subtraction equation using the flowers as counters;</li></ul> <p><i>“Nida has ten flowers and she gives 4 flowers to Liza. How many flowers are left?” (6)</i></p> <p><i>“Ana has ten flowers. She sells 5 flowers to Karen. How many flowers are left?” (5)</i></p>	<ul style="list-style-type: none"><li>• markers</li></ul>			
<b>What I have learned?</b>	<p><b>Ask:</b> What is your answer in <math>10-4=?</math> (6)</p> <p>How about <math>10 - 5</math>, What is your answer? (5)</p> <p><b>Say:</b> When we subtract numbers, the quantity decreases.</p>	Encourage the learner to help in the household chores.			
<b>What I can do?</b>	<ul style="list-style-type: none"><li>• Let the learner answer simple subtraction equation using stones.</li></ul> <table><tr><td><math>6-2=</math> ____</td><td><math>9-1=</math> ____</td></tr><tr><td><math>10-4=</math> ____</td><td><math>5-4=</math> ____</td></tr></table>			$6-2=$ ____	$9-1=$ ____
$6-2=$ ____	$9-1=$ ____				
$10-4=$ ____	$5-4=$ ____				

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<b>What I Need to Know?</b>	<b>Subtract numbers up to 10 using concrete objects</b>		
<b>What I Know?</b>	<p><b>Say:</b> <b>Good day!</b> I want you to count the people inside our house, how many people are there in our house? (answer may vary) <b>Ask:</b> When anybody in the house left for work, how many are left? (answer may vary)</p> <p>Today, let's have another activity</p>	<b>none</b>	<p>Optional:</p> <p>Start the day's activity with a prayer. Use any prayer the child is familiar with. Then sing the rhymes about "Monkeys" again.</p>
<b>What's new?</b>	<p><b>Activity 7: Fishing Game</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give the learner an improvised fishing rod.</li> <li>2. Scatter the fish-shaped numeral cardboard.</li> <li>3. Let the learner do the following: <ul style="list-style-type: none"> <li>• solve the subtraction equation in the cardboard using your fingers.</li> <li>• catch the fish that correspond to your answer; and</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• improvised fishing rod</li> <li>• cardboard with subtraction equation</li> <li>• fish shape cut outs with numbers</li> </ul>	Assist the learner in doing the activity.



	<ul style="list-style-type: none"> <li>say the subtraction equation again with the answer.</li> </ul> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> ❖ <math>5-2=</math>____  ❖ <math>6-1=</math>____  ❖ <math>10-6=</math>____  ❖ <math>8-3=</math>____ </div>  </div>		
<b>What is it?</b>	<p><b>Say:</b> Great job!</p> <p><b>Ask:</b> What is your answer on the equation <math>5-2=?</math> (3)  <math>6-1=?</math> (5),  <math>10-6=?</math> (4),  <math>8-3=?</math> (5)</p>		Ask these questions one at a time.
<b>What's more?</b>	<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>		These can also be done during meal time.
	<p><b>Say:</b> Let's have another activity</p> <p><b>Activity 8: Problem Solving</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>Give the learner problem solving questions.</li> <li>Ask the learner to place the counters on the hands in solving the problems.</li> </ol> <p><b>Problem solving questions</b></p> <ul style="list-style-type: none"> <li>I have 8 marbles on my hand but I share 5 marbles to Ella. How many marbles are left in my hand?(3)</li> </ul>	<ul style="list-style-type: none"> <li>8 marbles</li> <li>7 pencils</li> <li>7 candies</li> </ul>	

	<ul style="list-style-type: none"><li>❖ I have 7 pencils in my hand but 4 pencils fell off. How many pencils are left?(3)</li><li>❖ I have 7 candies in my hand but I give 3 to Sweetie, how many are left?(4)</li></ul>		
<b>What I have learned?</b>	<b>Say:</b> Good job! <b>Ask:</b> What is your answer on problem number 1 which is 8-5=? (3) Problem number 2, 7-4=? (3), and Problem number 3, 7-3=? (4)		Encourage the learner to help in the simple household chores.
<b>What I can do?</b>	<ul style="list-style-type: none"><li>• Let the learner practice solving subtraction equation using own fingers/things found at home like;<ul style="list-style-type: none"><li>❖ Lay five forks on the table take away 1, how many are left?</li><li>❖ Get 6 plates, place it on the table take away 3, how many are left?</li></ul></li></ul>		

## **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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