Kindergarten

Quarter 4: Week 10 Learning Experiences

ALTERNATIVE DELIVERY MODE

ADM

Kindergarten
Alternative Delivery Mode
Quarter 4: Week 10 Learning Experiences
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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.

Contents

QUARTER 4 - WEEK 10 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/drawings			
Most Essential Learning Competencies: Write addition and subtraction number sentences using concrete representations. (MKAT-10)			
Content Focus: I can write addition and subtraction number sentences using concrete representations.			
	Learning Experiences	**Materials**	**Note to the Facilitator**
What I Need to Know?	**Write addition number sentences using concrete representation.**		
What I Know?	**Say:** Good morning kid! Let's learn something new today! Let us have a quick drill first. I want you to count the number of people living in our house. How many are boys/males? How many are girls/females?(answer may vary). How many people are there in all? How can we write this in number sentence? We write _____ + _____ = _____ **Say:** Now, Let's have an activity	Addition and subtraction drill cards used in the previous activities.	Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with. Then sing any familiar localized Math song. Have simple addition and subtraction drill.

What's new?	**Activity1: Putting Things Together (up to quantities of 10)** **Procedure:** 1. Present two container boxes with things inside, like pencils, erasers, crayons and sharpeners. 2. Let the learner do the following: • get 3 pencils from box 1; and • look for another set of pencil in box 2. • get the number sentence cards which corresponds to the number of pencils; and • read the number sentence. **Say:** Put together all the pencils. **Ask:** How many pencils are there in all? (6) *(Let the learner read the number sentence again and give the answer.)* 3. Repeat procedure number 2 until you get all the materials from the two boxes.	• Box 1 contains of: 3 pencils 2 erasers 4 crayons 2 sharpeners • Box 2 contains of: 3 pencils 3 erasers 6 crayons 1 sharpener Number sentence cards $3 + 3 =$ _____ $2 + 3 =$ _____ $4 + 6 =$ _____ $2 + 1 =$ _____	**Variation:** You may use any materials available in your locality.
What is it?	**Discussion (Informal Conversation) about the Activity** **Ask:** What happens to the number of objects that are put together? (They increase in number). **Say:** Putting things together is called addition.		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 meal time.

		•bond paper • pencil/marker	
	Say: Let`s have another activity **Activity2: Write Me on the Paper** **Procedure:** 1. Prepare the materials on the table. 2. Let the learner do the following: - add two sets of leaves (4 big leaves and 5 small leaves); - write the addition number sentence on the paper; ____ + ____ = ____ - add two sets of plates (1 big plate and 3 small plates) - write the addition number sentence on the paper; ___ + ___ = ____ - add two sets of sticks (2 long sticks and 4 short sticks); and - write the addition number sentence on the paper. ___ + ___ = _____		
What I have learned?	**Say:** Excellent! You were able to write them all. **Ask:** What is the answer when we add 4 leaves and 5 leaves? (9) How did you write them? (4 + 5 = 9) What is the answer when we add 1 big plate and 3 small plates? (4) How did you write them? (1 + 3 = 4) What is the answer when we add 2 long sticks and 4 short sticks? (6) How did you write them? (2 + 4 = 6)	Encourage the learner to help in doing household chores.
What I can do?	Let the learner answer Gawain 1. (Provide Gawain 1 in the 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		
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Most Essential Learning Competencies: Write addition and subtraction number sentences using concrete representations. (MKAT-10)		
Content Focus: I can write addition and subtraction number sentences using concrete representations.		
Learning Experiences	Materials	Note to the Facilitator
What I Need to Know?	**Write addition number sentences using concrete representation.**	
What I Know?	Say: Good morning, kid! How are you today? Yesterday we learned about addition and how to write number sentences. Today we will do another activity.	none	Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with. Then sing any familiar localized song.
What's new?	**Say: Let`s have another activity** **Activity 3: Hand Game Number Focus:10** **Procedure:** 1. Give the learner 10 seeds. 2. Let the learner do the following: ✦ count the seeds; ✦ place 8 seeds in your right hand; ✦ place 2 seeds in your left hand; **Ask:** How many seeds are there in all?"	• 10 seeds • paper • pencil	**Variation:** 1. You may also use a can as a substitute for hand. (or any other containers available in the locality) 2. You can repeat the activity and write the number sentences on the paper.

	3. Let the child say "8 plus 2 is _____. 4. Follow the procedure and change the number of seeds: **a**. "Place 7 seeds in your right hand and 3 in your left hand." Allow the learner to form the number sentence in this case, 7 and 3 is (counts the seeds and gives the answer) 10. **b**. "Transfer one seed in your left hand." Allow the learner to form the number sentence, 6 and 4 is 10. **c**. "Transfer one more seed in your left hand." The learner gives the number sentence, 5 and 5 is 10. **d.** "Transfer one more seed in your left hand." The learner says the number sentence, 4 and 6 is 10. **e**. "Transfer one more seed in your left hand." The learner says the number sentence, 3 and 7 is 10. **f.** "Transfer one more seed in your left hand." The learner says the number sentence, 2 and 8 is 10. **g.** "Transfer one more seed in your left hand." The learner says the number sentence, 1 and 9 is 10.		Example: $$10 + 0 = \underline{\quad}$$ $$9 + 1 = \underline{\quad}$$ And so on… 3. The learner takes his/her turn to write the number sentences on his/her own. For example, the learner writes: $$10 + 0 = 10$$ $$9 + 1 = 10$$ And so on…

	h. "Transfer one more seed in your left hand." The learner says the number sentence, 0 and 10 is 10.		
What is it?	**Discussion (Informal Conversation) about the Activity** **Ask:** What did you learn in today's activities? (Addition is putting things/objects or numbers together to get the total.) What mathematical sign is used in addition? (plus (+) sign) **Say:** It feels good that you already know how to add and write the number sentence.		Ask these questions one at a time.
	Snack Time: • Washing of hands before and after eating • Thanksgiving prayer • Eating Etiquette		These can also be done during meal time.
What's more?	**Ask:** What do you call the process of putting things together or adding numbers? (Addition) **Say: Very good. Let`s have another activity** **Activity 4: Answer Me** **Procedure:** 1. Show flashcards. **Say:** I will show flash cards of mathematical equation. You will have 5 seconds to answer, and step forward once	• flashcards of: $1 + 4 =$ _____ $3 + 0 =$ _____ $4 + 2 =$ _____ $8 + 2 =$ _____ $4 + 4 =$ _____	

	you answer them correctly.
	3. Let the learner do the following:
	    • read aloud the addition equation;
	      $1 + 4 = $ _____;
	    • give the answer; and
	    • take one step forward.
	
	3. Repeat procedure number 2 until all the cards are answered.		

What I have learned?	**Say:** Well done! You were able to answer them all.
	Ask: What is the answer when you add 1 and 4? (5)
	      What is the answer when you add 3 and 0? (3)
	      What is the answer when you add 4 and 2? (6)
	      What is the answer when you add 8 and 2? (10)
	      What is the answer when you add 4 and 4? (8)
		Encourage the learner to help in doing household chores.	

What I can do?	• Let the learner answer Gawain 2. (Provide Gawain2 in the annex 1)		

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	Most Essential Learning Competencies: Write addition and subtraction number sentences using concrete representations. (MKAT-10)		
	Content Focus: I can write addition and subtraction number sentences using concrete representations.		
	Learning Experiences	**Materials**	**Note to the Facilitator**
What I Need to Know?	**Write subtraction number sentences using concrete representation.**		
What I Know?	**Say:** Good morning! Let's sing a song first. **May Sampung Chikadee** May sampung chickadee dumapo sa sanga Umalis ang isa, siyam nalang sila Chikadee, chickadee, lipad, lipad Chikadee, chickadee, lipad, lipad May siyamna chickadee dumaposasanga Umalis ang isa, walonalangsila *Repeat with 8 chikadee, then 7, then 6, then 5, then 4, then 3, then 2, then one until all chikadees are gone. In the song May Sampung Chikadee. How many chikadees are left? (zero(0) or none) Let's have an activity about subtraction.	Drill cards used in the previous activities.	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 drill in addition.

| What's new? | **Activity 5: Subtraction Story**
                          Number Focus: 10

Procedure:
1. Prepare 10 seeds.
2. Let the learner count the seeds.
3. Tell the learner that you will tell him/her a story.
4. Say: There are birds up on a tree.
    They are very hungry, so I took out 10
     seeds in my pocket.

a. I have 10 seeds, but a bird ate 1 seed. How many seeds are left?
    $10 - 1 =$ (9)
b. I have 10 seeds, but a bird ate 2 seeds. How many seeds are left?
    $10 - 2 =$ (8)
c. I have 10 seeds, but a bird ate 3 seeds. How many seeds are left?
    $10 - 3 =$ (7)
d. I have 10 seeds, but a bird ate 4 seeds. How many seeds are left?
    $10 - 4 =$ (6)
e. I have 10 seeds, but a bird ate 5 seeds. How many seeds are left?
    $10 - 5 =$ (5)
f. I have 10 seeds but a bird ate 6 seeds. How many seeds are left?
    $10 - 6 =$ (4) | • 10 seeds
• paper
• pencil | |

	g. I have 10 seeds, but a bird ate 7 seeds.
	How many seeds are left?
	   10 – 7 = (3)
	h. I have 10 seeds but a bird ate 8 seeds.
	How many seeds are left?
	   10 – 8 = (2)
	i. I have 10 seeds but a bird ate 9 seeds.
	How many seeds are left?
	   10 – 9 = (1)
	j. I have 10 seeds but a bird ate the 10 seeds.
	How many seeds are left?
	   10 – 10 = (0)	

What is it?	**Discussion (Informal Conversation) about the Activity** **Ask:** What did you learn in today's activities? (Subtraction is taking away objects or numbers to get the difference.) What mathematical sign is used in subtraction? (minus (-) sign) **Say:** Good job! You can already add and subtract.	Ask questions one at a time.
	Snack Time: • Washing of hands before and after eating • Thanksgiving prayer • Eating Etiquette	These can be done during meal time.

What's more?	**Let's have another activity.** **Activity 6: Writing Subtraction Sentence** **Procedure:** 1. Give the learner 10 monggo seeds. 2. Let the learner do the following: • count the the monggo seeds; • write the correct number equation; and • solve the subtraction equation using the counters. Cardo has 10 monggo seeds and he puts 8 monggo seeds into the pot. How many monggo seeds are left? $10 - 8 = (2)$ Mila has 7 crayons in her pencil case and she give 2 crayons to Aloha. How many crayons are left? $7 - 2 = (5)$	• 10monggo seeds • 10 crayons • strips of paper	**Variation:** You may use any materials available in the locality.
What I have learned?	**Ask:** What is the answer when you subtract $10 - 8 =$? (2) What is the answer when we subtract $7 - 2 =$? (5) **Say:** Good job!		
What I can do?	• Let the learner answer Gawain 3. (Provide Gawain 3 in the annex 2)		

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Content Focus: I can write addition and subtraction number sentences using concrete representations.		

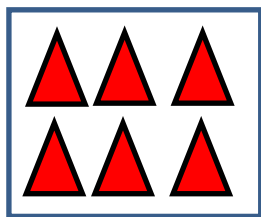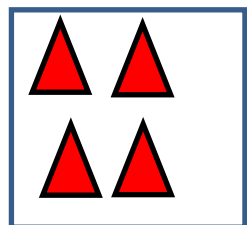| Learning Experiences		Materials	Note to the Facilitator
What I Need to Know?	**Write subtraction number sentences using concrete representation.**		
What I Know?	**Say:** Good morning! How are you today? Yesterday we learned about subtraction and how to write them in number sentences. Let us have a quick drill on subtraction Today we will do another activity.	Drill cards used in the previous activities 3-1 = 2-1 = 1-1 =	Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with. Then sing any familiar localized song. Have a subtraction drill.
What's new?	**Activity 7: Act-Out Story (Subtraction)** Ms. Olores is a Kindergarten Teacher, She went to school with 9 books. While on her way, a Kindergarten pupil helped her carry3 books, how many books were left with Ms. Olores? **(to be acted out)** **Procedure:** 1. Let the facilitator and the learner act out	• writing paper • pencil/marker	The facilitator should act as the teacher while the learner shall be the Kindergarten pupil who will offer help.

	the situation, one will act out as the teacher and the other act out as the learner. **4.** Ask the following to the learner: • How many books did Ms. Olores have? (nine) • How many books were left with Ms. Olores? (six) • Why is the answer six? (because 3 books are taken away from 9) • What is the subtraction number sentence? (9-3= N) • Say it again, (nine minus three equals **N**) • Write the solution and the answer. (9 – 3 = 6)	
What is it?	**Discussion (Informal Conversation) about the Activity** **Say:** You did great! **Ask:** What can you say about the activity? What is the answer when we subtract 9 from 3? (6)	Ask questions one at a time.
What's more?	**Snack Time:** • Washing of hands before and after eating • Thanksgiving prayer • Eating Etiquette	These can be done during meal time.
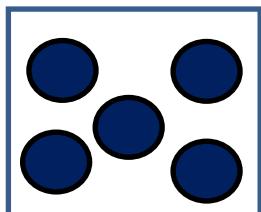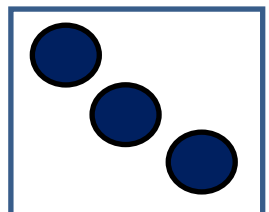
	Let's have another activity. **Activity 8: Word Problem (Subtraction)** **Procedure:** 1. Draw pictures of the subtraction equation as counters. 2. Read to the learner the problem solving questions one at at time. 3. Let the learner do the following; • Listen and understand the word problem; • Go over the illustration; • Cross out the drawings to be subtracted from the number; • Write the number sentence below the illustration; • Write the correct answer and explain. **WORD PROBLEMS** • Allan has 8 marbles. He gives 3 marbles to Mark. How many marbles has Allan now? • Marivic has 10 bananas. She sells 6 bananas to Lily. How many bananas are left? • Janice has 6 balloons. 3 of them burst. How many balloons are left?	• writing paper •pencil/marker •crayons Illustrated worksheets on subtraction.	Guide the learner in answering the problem using the sets of illustrations.
What I have learned?	**Say:** Good job!		
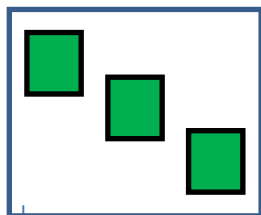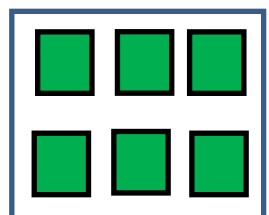
	Ask: What is your answer on problem number 1 which is 8-3=? (5); problem number 2, 10 - 6=? (4); and problem number 3, 6 – 3 =? (3)
What I can do?	Let the learner answer the subtraction problem. • How many balloons are there? (7) • Cross out 2 balloons, how many were left? (5) • Write the number sentence.(7 – 5 = N) • Write the solution and the answer. (7 – 5 = 2)

Gawain 1: Count and add. Write the correct answer on the blank.

⭐⭐⭐ **+** ⭐⭐ **=** ____

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Gawain 2: Write the correct number

sentence of the following.

_____ ✚ ____ ▬ ____

_____ ✚ ____ ▬ ____

✚   ▬
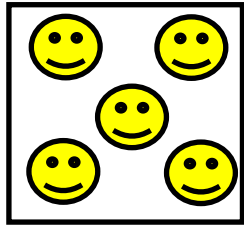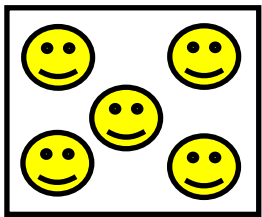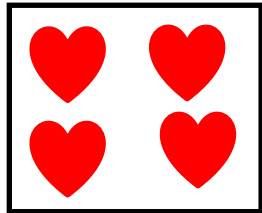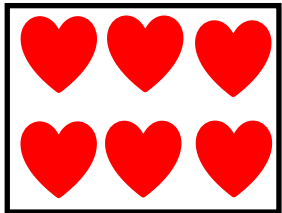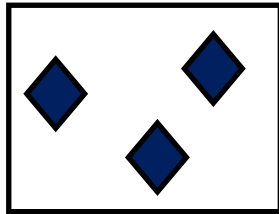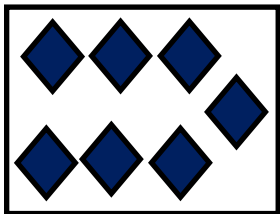
Gawain 3: Count and subtract. Write the number sentence below.

2

___ − ___ = ___

___ − ___ = ___

___ − ___ = ___
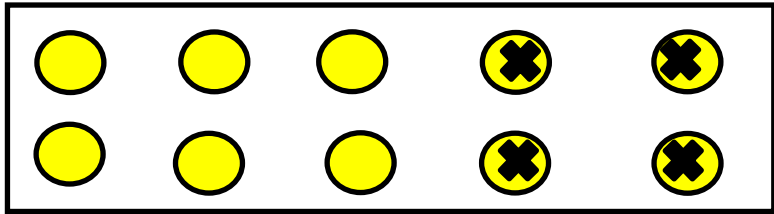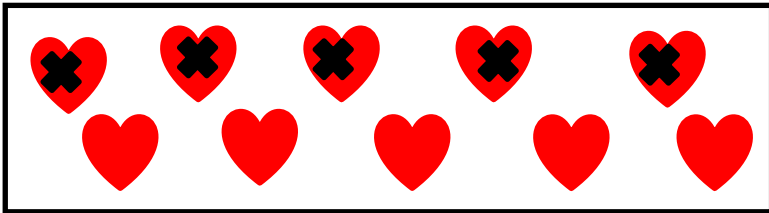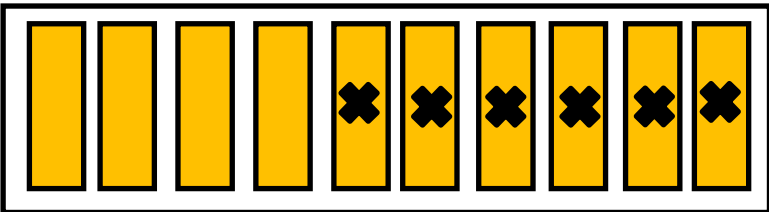
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