



Kindergarten

Quarter 2: Week 1 Learning Experiences



CO_Q2_Kindergarten_Week 1

Kindergarten
Alternative Delivery Mode
Quarter 2: Week 1 Learning Experiences
First Edition, 2020

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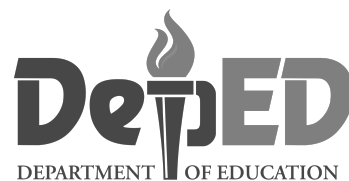
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Introductory Message

For the facilitator:

Welcome to the Kindergarten Learning Experiences (KLE) for Alternative Delivery Mode (ADM)!

This learning resource was aligned with the identified Most Essential Learning Competencies (MELCs) applicable to the child's real-life situations. This is collaboratively designed, developed and reviewed by educators both from public and private institutions to assist 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 on their needs and circumstances.

As a facilitator, you are expected to prepare the needed materials in advance. If the suggested materials in the activities herein are not available, it is advised that you will utilize whatever is in the locality.

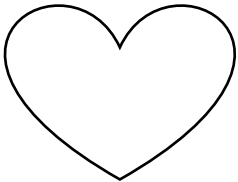
You also need to keep track of the learners' progress while allowing them to learn through play. You are also expected to encourage and assist the learners as they do the tasks included in the material.

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QUARTER 2: WEEK 1 LEARNING EXPERIENCES

Content Standards: Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito.			
Performance Standards: Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.			
Most Essential Learning Competencies: Natutukoy na may pamilya ang bawat isa.			
Content Focus: I have a unique family.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	My family is unique.		
What I know	<p>Introduction Good morning! Let's learn something new today. But before that let's sing a song first.</p> <p style="text-align: center;">My Family (Tune: Twinkle, Twinkle Little Star) I love mommy, she loves me. We love daddy, yes sir eh. He loves us and so you see. We are a happy family.</p> <p style="text-align: center;">I love sister, she loves me. We love brother, yes sir eh. He loves us and so you see. We are a happy family.</p> <p>What is the song all about? (Family)</p>		<p>Optional: Start the day's activity with a prayer. Use any prayer that is familiar with the child. Then sing any familiar localized song.</p> <p>Let the learner practice courteous greetings every day.</p> <p>Introduce the flow of this routine every day.</p>

	Say: Let's have an activity.		
What's new	Activity 1: My Family Picture Procedure: <ol style="list-style-type: none"> 1. Give the learner the materials needed. 2. Let the learner do the following: <ul style="list-style-type: none"> • draw a family inside the heart-shaped sheet of paper; and • color the drawing. 	<ul style="list-style-type: none"> • heart-shaped sheet of paper • pencil • crayons 	Cut a heart-shaped sheet of paper. Annex 1. 
What is it	Discussion (Informal Conversation) about the Activity Say: Great work! Ask: What do you say about your family? What makes your family unique? How is it different from other families? How does your family participate in school and community activities?		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 mealtime.
	Say: Let's have another activity. Activity 2: Describe It! Procedure: <ol style="list-style-type: none"> 1. Give the box containing pictures to the learner. 2. Let the learner do the following: 	<ul style="list-style-type: none"> • empty box/ shoe box • family pictures from friends/neighbors/relatives near you • family pictures from old newspapers/ magazine/brochure 	Provide assistance to the learner when needed but not to do things for him/her. Prepare an empty box and family pictures from friends/neighbors/relatives.

	<ul style="list-style-type: none"> • get two pictures from the box; • describe each family picture; and • compare the pictures 		Annex 2. Describe It!
What I have learned	<p>Wrap-up Say: Good! Ask: What can you say about the family pictures you've seen a while ago? (Each one of us has a family that we can share our love and happiness.) How do you show your love to your family? (by helping in many ways, by doing good)</p>		Ask these questions one at a time.
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Let the learner tell a situation where he/she shares love and happiness to the family. 		Encourage the learner to help in doing household chores.

Content Standards: Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito.			
Performance Standards: Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.			
Most Essential Learning Competencies: Natutukoy na may pamilya ang bawat isa.			
Content Focus: I have a family.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	Families set their own rules.		
What I know	<p>Say: Good morning! How are you today? Yesterday we learned that each one of us has our own family.</p> <p>Ask: What are your family rules set to be followed at home?</p> <p>Today, let's have an activity.</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>
What's new	<p>Activity 3: My Family Faces</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the needed materials to the learner. 2. Let the learner do the following: <ul style="list-style-type: none"> • cut out picture of people from old brochure or old magazine; • separate the picture of the head from the picture of the body; • paste body figure on a sheet of paper; 	<ul style="list-style-type: none"> • sheet of paper • old magazine • brochure • glue • pencil • crayons 	<p>Prepare old newspapers/ magazines, brochures.</p> <p>Annex 3. My Family Faces</p> <p>Remind the learner on the safety measures in using scissors.</p>

	<ul style="list-style-type: none"> • draw faces of family members on each body figure; • tell something about the representation of family members made; and • cite rules that the family follows at home. 		The facilitator must provide assistance to the learner when needed but not to do things for him/her.
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask: How do you find the activity? (Funny and enjoyable)</p> <p>What activities do you enjoy with your family? (We enjoy eating, planting, cooking.)</p> <p>What are the rules that your family follow at home? (We should respect one another, share things, love one another.)</p> <p>Do you also follow the rules during snack or meal time?</p> <p>What are the safety rules you follow during this COVID-19 pandemic situation? What does your family practice when going outside the house? (wearing face mask, face shield, observe social/physical distancing)</p> <p>When should you constantly wash your hands? (wash hands with soap and water before and after eating/touching eyes/nose/mouth etc.)</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 4: All About My Family</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the learner a cardboard. 2. Let the learner do the following: <ul style="list-style-type: none"> • divide the cardboard into two; • on the left side of it, draw a picture of a family praying together before meals; • draw another picture on the right side that shows putting things in proper place; • color your drawing; and • display your work. 	<ul style="list-style-type: none"> • cardboard • pencil • crayons 	<p>Guide the learner in dividing the cardboard.</p> <p>The facilitator must provide assistance to the learner when needed but not to do things for him/her.</p> <p>Annex 4. All About My Family</p>
What I have learned	<p>Wrap-up</p> <p>Say: Good job! What a nice output of the day!</p> <p>Ask: What will you do to show respect, love and care for your family? (I will follow rules at home. I will help them do simple chores like keeping things after using. I will say 'thank you' if someone gives something to me.)</p>		
What I can do	<p>Application</p> <p>Ask the learner to do simple household chores, keeping things in proper place like fixing beds, sweeping on the floor and washing dishes.</p>		

Content Standards: Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito			
Performance Standards: Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.			
Most Essential Learning Competencies: Natutukoy na may pamilya ang bawat isa.			
Content Focus: I have a family.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I love my family and I can count together with them.		
What I know	<p>Introduction Say: Good morning! How are you today? Before anything else, we will sing first.</p> <p style="text-align: center;">I love you</p> <p style="text-align: center;">I love you. You love me. We're a happy family With a great big hug and a kiss from me to you Won't you say you love me, too</p> <p>What is the song all about? (love) Do you love your family? (Yes)</p> <p>Today, let's have another activity.</p>	none	Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with.

<p>What's new</p>	<p>Activity 5: My Family Tree</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the learner the 'tree template'. 2. Let the learner do the following: <ul style="list-style-type: none"> • cut out pictures of your family members; • paste the picture of a mother and a father at the trunk of the tree; • stick the pictures of siblings on top; • label the pictures with their names (accept inverted spelling); • hang it to dry; and • display work on the wall. 	<ul style="list-style-type: none"> • template of a tree (see Annex) • picture of family members • paste • scissors 	<p>Prepare pictures of family members and a 'tree template which includes ready for cut outs of mother, father, sister, brother & baby'</p> <p>Annex 5. My Family Tree</p> <p>Provide assistance to the learner when 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: Awesome!</p> <p>Ask: Who are included in your family tree? (papa, mama, ate, kuya, baby)</p> <p>How will you show your love to your family? (Show hugs, kiss the hands, etc.)</p> <p>Say: Let's say it again, LOVE. Let's write the word L O V E and count the letters 1, 2, 3, 4.</p> <p>Ask: How many letters are there in the word 'love'? (4)</p>		<p>Ask these questions one at a time.</p>
<p>What's more</p>	<p>Snack Time:</p> <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating etiquette 		

	<p>Say: Let's have another activity</p> <p>Activity 6: My Family 4 Heart</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the needed materials to the learner. 2. Let the learner do the following: <ul style="list-style-type: none"> • get the numeral 4 template and recycled colored papers/ scrap cloths/ dry leaves; • cut recycled colored papers/scrap cloths/dry leaves into small heart-shaped pieces; • paste the heart-shaped pieces of colored paper on the numeral 4 template; and • trace the numeral 4 on the template using the fingertip. 	<ul style="list-style-type: none"> • numeral 4 template (see Annex) • recycled colored papers • scrap cloth • dry leaves • paste/glue 	<p>Provide assistance to the learner when needed but do not do things for him/her.</p> <p>Annex 6. My Family 4 Heart</p> <p>Always remind the learner to wash his/her hands. Arrange/organize the materials, clean the activity area and throw the waste materials as part of daily routine.</p>
What I have learned	<p>Wrap-up</p> <p>Say: Excellent work!</p> <p>Ask: What is the shape of the paper you put on the template? (heart) What is the number on the template? (4) Can you trace the numeral 4 in the template?</p> <p>Say: I have here 4 cut-outs of heart-shaped. Let's count them; 1, 2, 3, 4</p> <p>Ask: How many heart-shaped are there? (4) What word represents the heart? (love)</p>		<p>Ask these questions one at a time.</p>

	<p>What are the 4 pictures in your family tree? (father, mother, sister, brother) Do you love your family? (Yes)</p> <p>Say: Right, everyone loves our family in different ways.</p>	
What I can do	<p>Application</p> <ul style="list-style-type: none"> Let the learner hug four members of the family or ask the learner to give the four heart-shaped cut-outs to the members of the family. <p>Free Play</p> <ul style="list-style-type: none"> Let the learner hop on the floor while counting. 	Encourage the learner to help in the household chores.

Content Standards: Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito.			
Performance Standards: Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahan ng makapagkwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.			
Most Essential Learning Competencies: Natutukoy na may pamilya ang bawat isa.			
Content Focus: I have a family who provides food, shelter and clothing.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	My family provides my food, shelter, and clothing.		
What I know	<p>Say: Good day! How's your day? Hope you're fine because we will have an exciting activities today. What is your favorite food? Who provides food for the family? (varied answers)</p> <p>Today, let's do our first activity.</p>	none	<p>Optional: Start the day's activity with a prayer. Use any prayer where the child is familiar with.</p> <p>Then sing any familiar localized song.</p>
What's new	<p>Activity 7: Family's Favorite</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the learner a booklet. 2. Let the learner do the following: <ul style="list-style-type: none"> • draw family's favourite food, favourite pet, and favourite clothes, etc; • color the drawing; and • tell something about it. 		Assist the learner in doing the activity.

<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask: What is your family's favourite food? (answer may vary) What is your family's favourite pet? (answer may vary) What is your family's favourite clothes? (answer may vary) Who provides your needs? (My family) What kind of work they do to provide the needs of the family?</p>		<p>Ask these questions one at a time.</p>
<p>What's more</p>	<p>Snack Time:</p> <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating etiquette 		
	<p>Say: Let's have another activity</p> <p>Activity 8: Family Wind Chimes</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the learner cut-out of people earning a living (community helpers). 2. Let the learner do the following: <ul style="list-style-type: none"> • paste the picture on the house-shaped cardboard; • add designs like empty shells, twigs, pebbles; • punch a hole on the top of the shape card; • tie a yarn; • hang on stick; and • display work. 	<ul style="list-style-type: none"> • picture of people doing work to earn for a living like vendors, carpenter, farmer, fisherman • house-shaped cardboard • yarn/straw • stick • empty seashell or any alternative • twigs • pebbles 	<p>Guide the learner in tying the wind chimes.</p>

What I have learned	<p>Wrap-up</p> <p>Ask: Who earns to provide for the family? What is the work of your family? What kind of work do they have? (answer may vary)</p> <p>Say: Members of the family have to work so that they can provide the needs of the family like food, shelter and clothing.</p>	<p>Ask these questions one at a time.</p>
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Let the learner tell something about the work of his/her parents. 	<p>Encourage the learner to help in the simple household chores.</p>

Content Standards: Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito.			
Performance Standards: Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.			
Most Essential Learning Competencies: Natutukoy na may pamilya ang bawat isa.			
Content Focus: I have a family.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I enjoy activities with family.		
What I know	Introduction Say: Good morning! Today we will recall some fun filled activities we did together with our family. What are some fun filled activities you have done with your family? What else do your family do to have fun? Today, let's have another activity.		Optional: Start the day's activity with a prayer. Use any prayer where the child is familiar with. Then sing any familiar localized song.
What's new	Activity 9: My Unforgettable Family Activity Procedure: <ol style="list-style-type: none"> 1. Let the learner recall a situation/event with family that he/she can't forget. 2. Let him/her narrate the story. 3. Ask the learner to draw an object that describes the situation/event. 	<ul style="list-style-type: none"> • paper • coloring materials 	Assist the learner in doing the activity. Always remind the learner to wash his/her hands and arrange/organize the materials, clean the activity area and throw the waste materials.

What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: What an awesome experience!</p> <p>Ask: What are the activities that your family enjoy doing? (playing with toys, eating together, cleaning the house, watering the plants, preparing the foods, washing the clothes, etc.)</p> <p>Say: It is more fun and enjoyable if we do activities together with the family.</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 10: Family Scrapbook</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the needed materials to the learner. 2. Let the learner do the following: <ul style="list-style-type: none"> • use the recycled notebook as improvised scrapbook; • cover it with recycled colored papers; • collect pictures from family album; • paste the happy family picture on pages of the scrapbook; 	<ul style="list-style-type: none"> • recycled notebook • family pictures like: celebrates birthday, going to a picnic • recycle colored papers • dry leaves • dried flowers • cottons • scrap cloths • markers • crayons 	<p>Guide the learner in writing the cover page.</p> <p>Annex 7. Family Scrapbook</p>

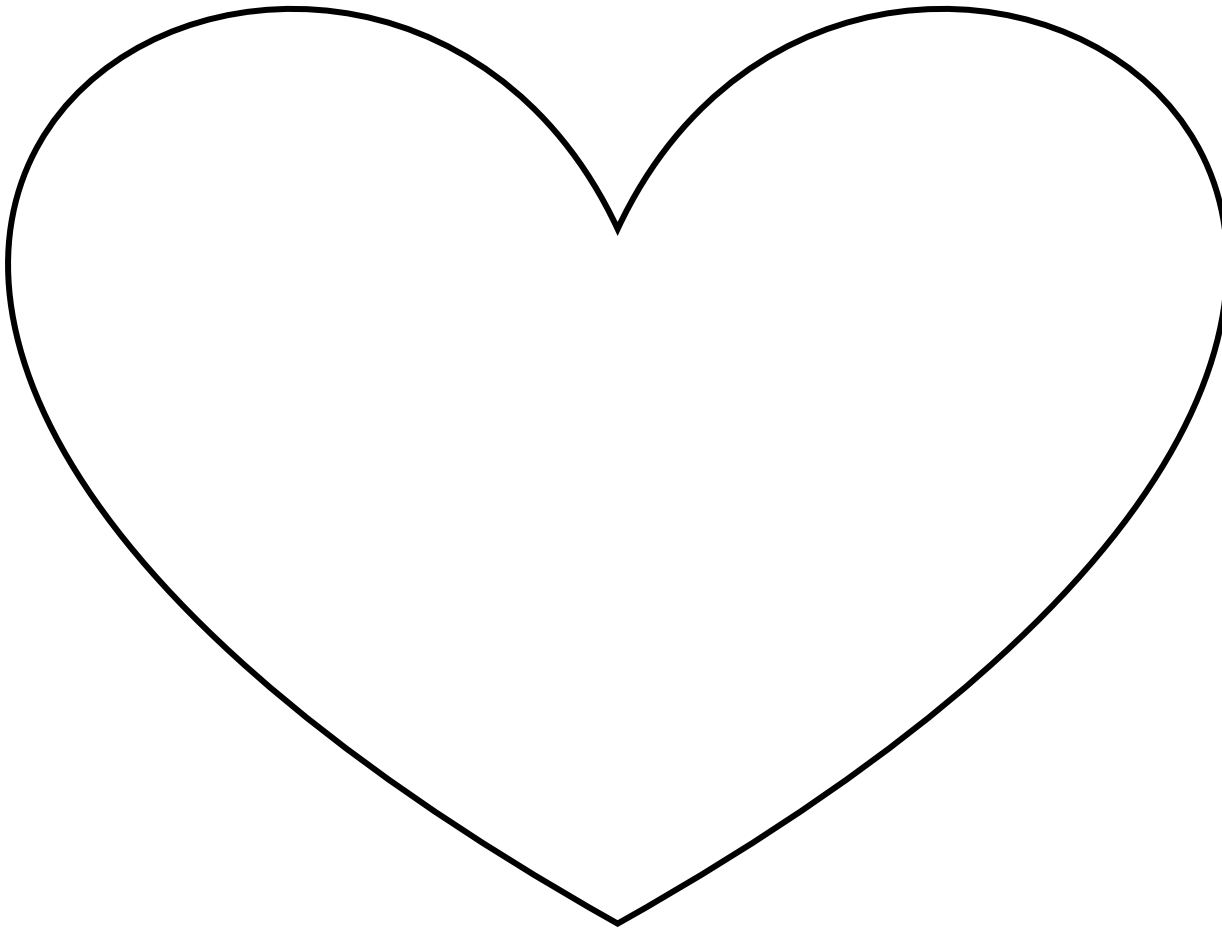
	<ul style="list-style-type: none"> • add decoration like dry leaves, cottons, dried flower, scrap cloth; • let it dry; • write in the front cover “My Family Scrapbook.” 		
What I have learned	Wrap-up Ask: What are the different activities that you do with your family?		
What I can do	Application <ul style="list-style-type: none"> • Let the learner help in preparing a snacks or simple salo-salo for the family. 		Encourage the learner to help in the simple household chores.

References

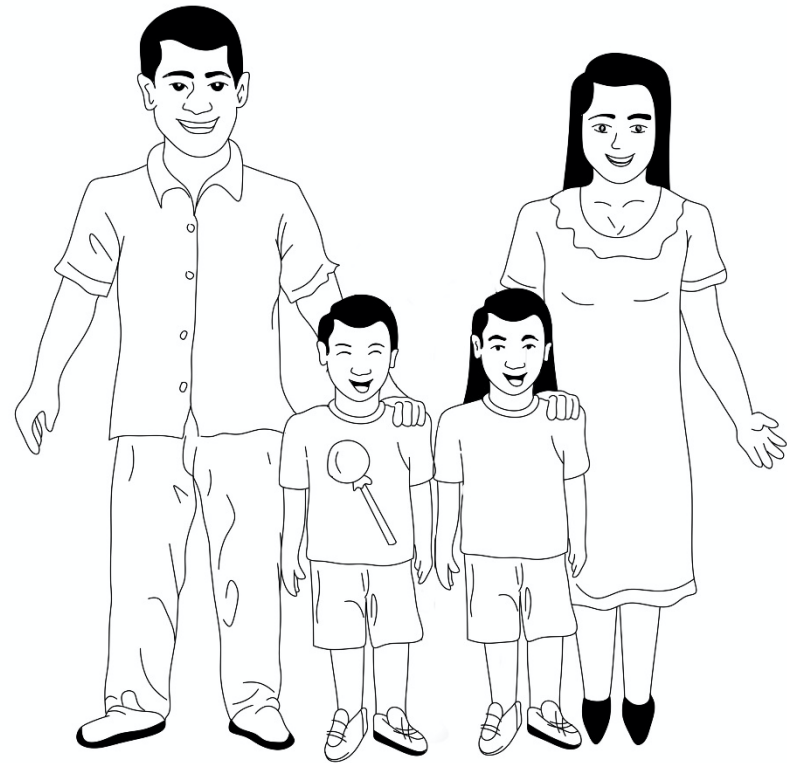
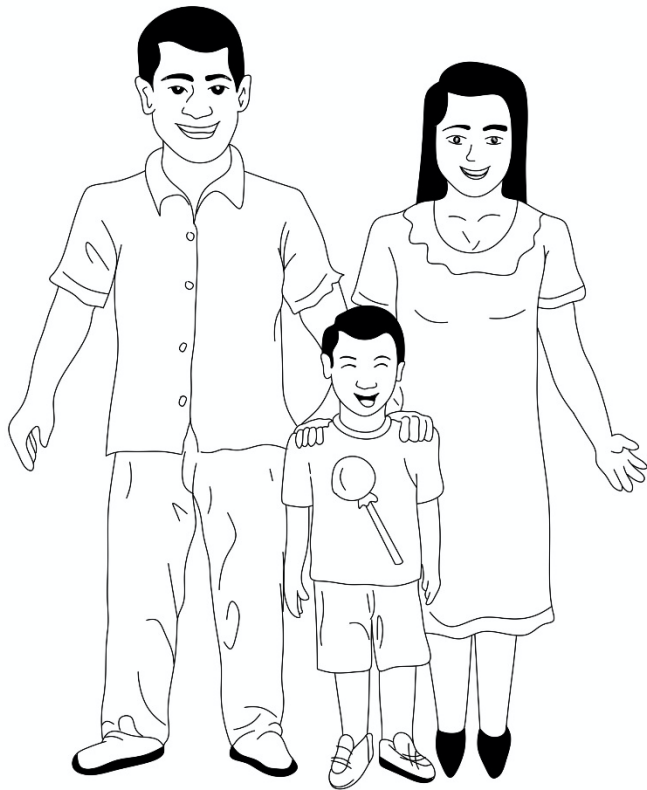
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Annexes

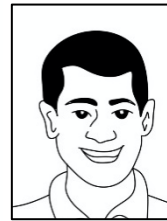
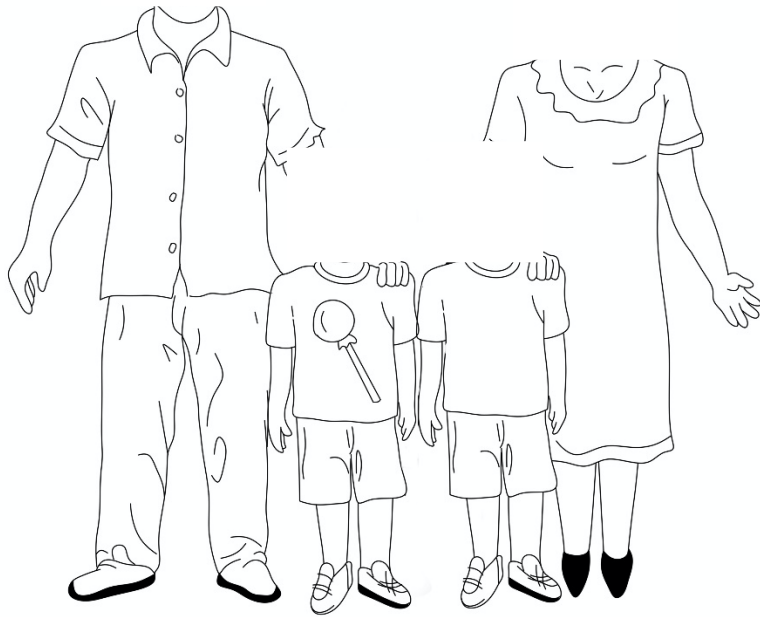
Annex 1. My Family Picture



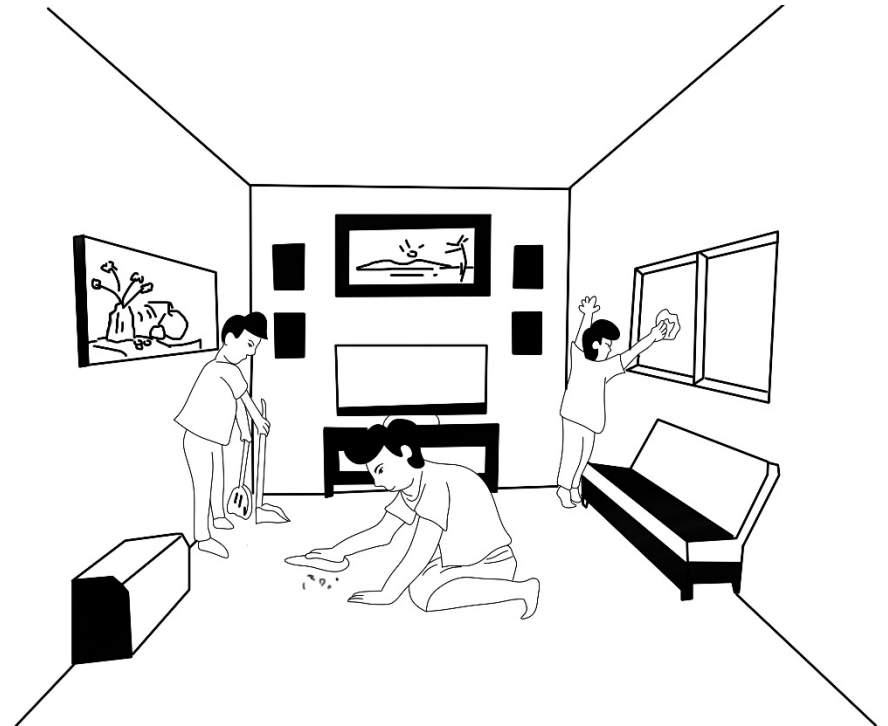
Annex 2. Describe It!



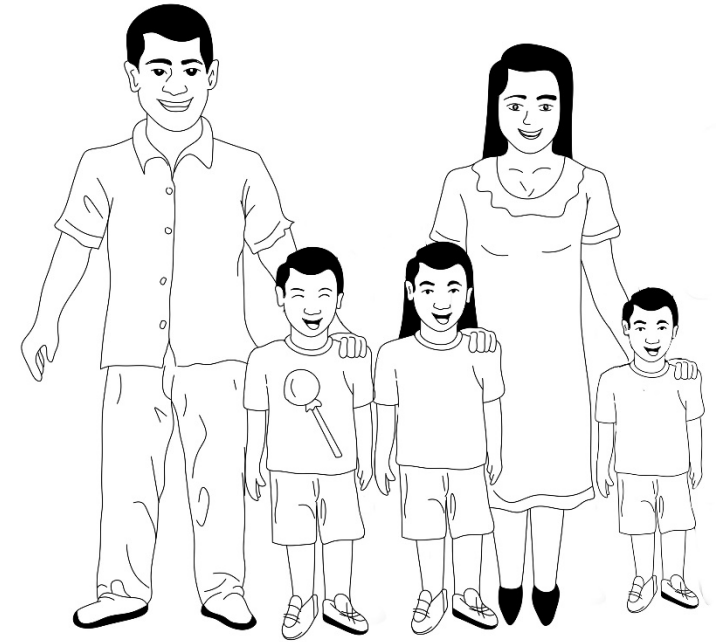
Annex 3. My Family Faces!



Annex 4. All About My Family

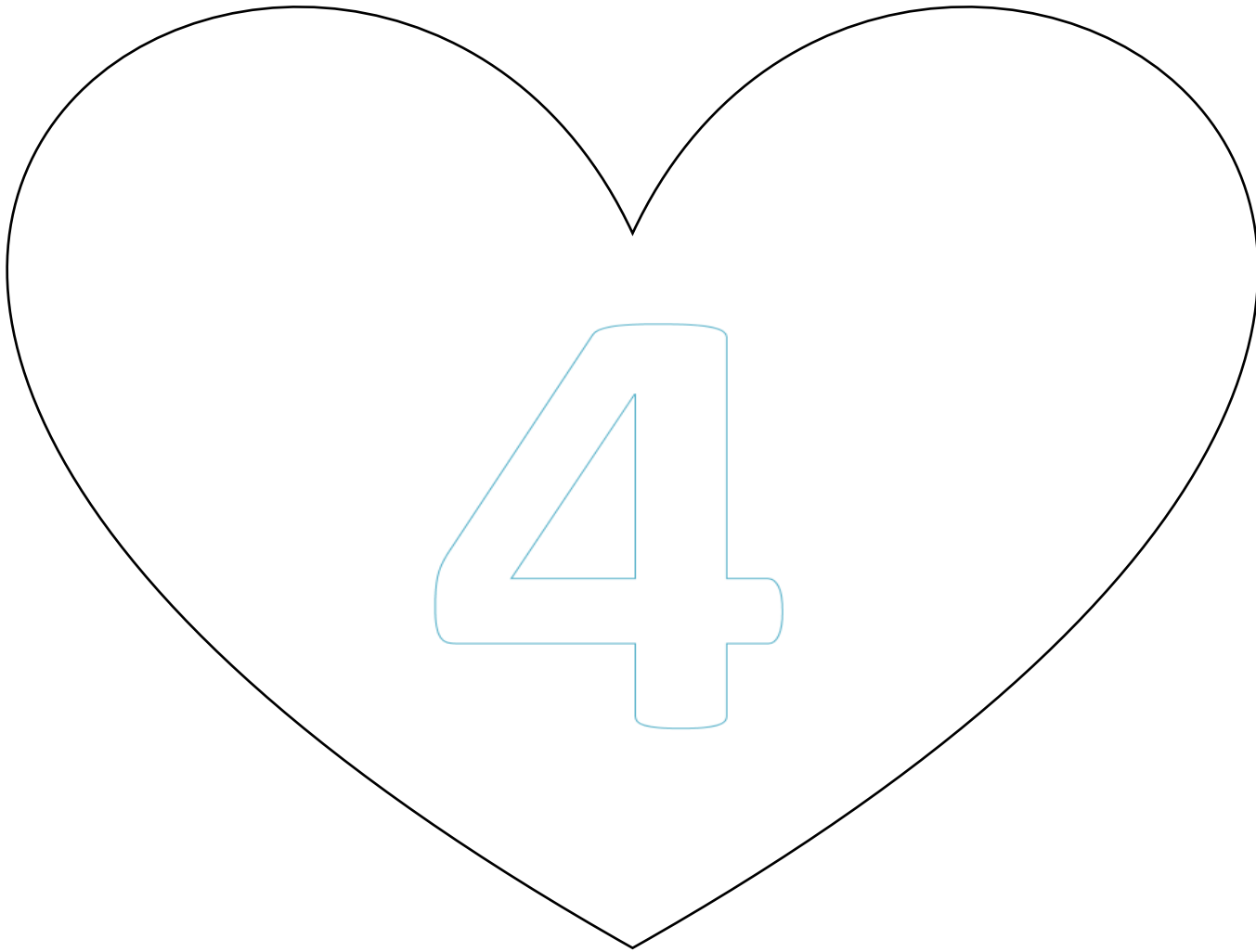


Annex 5. My Family Tree

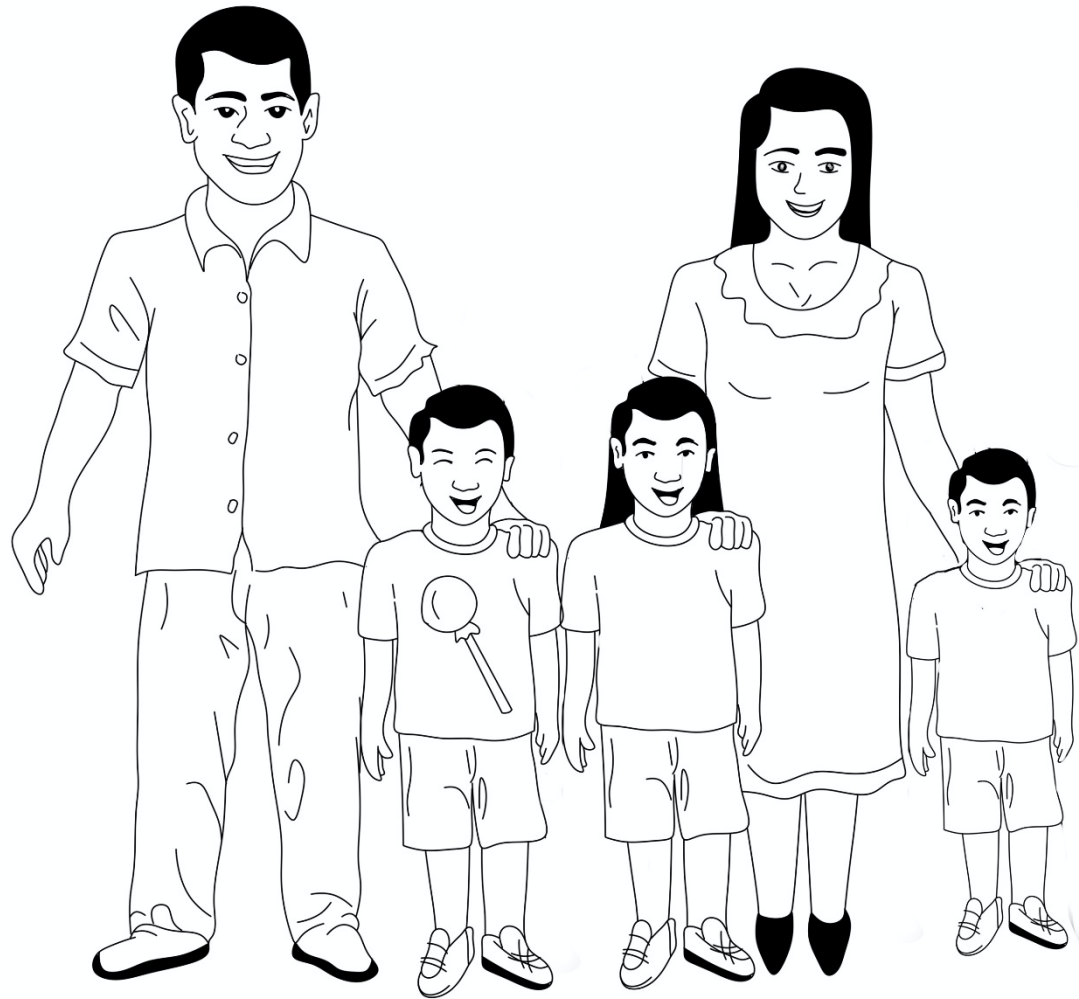


My Family Tree

Annex 6. My Family 4 Heart



Annex 7. Family Scrapbook



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