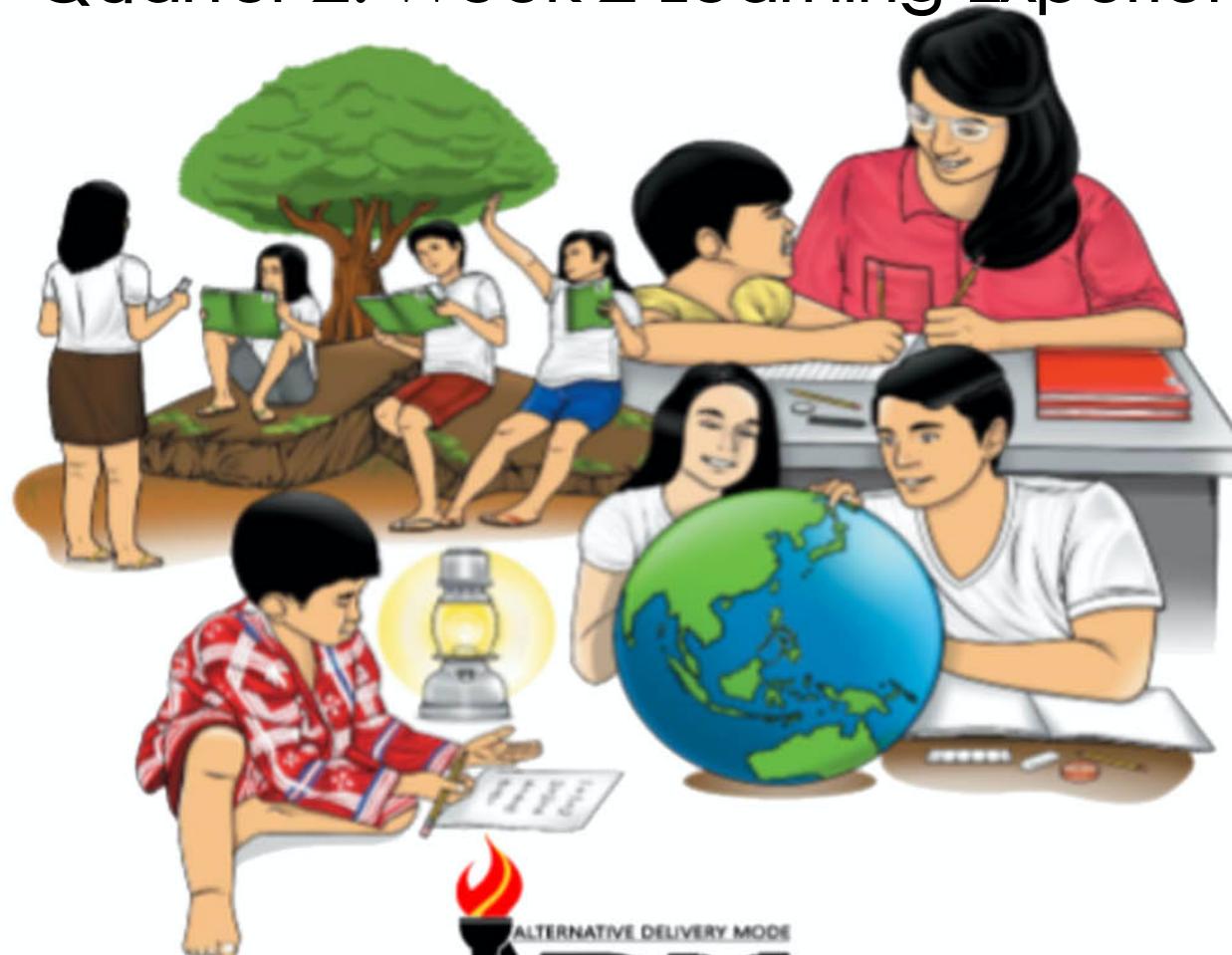


# K

# Kindergarten

## Quarter 2: Week 2 Learning Experiences



CO\_Q2\_Kindergarten\_Week 2

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

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K

# Kindergarten

Quarter 2: Week 2 Learning Experiences

## **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 2 LEARNING EXPERIENCES

<p><b>Content Standards:</b> Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito.</p>			
<p><b>Performance Standards:</b> Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.</p>			
<p><b>Most Essential Learning Competencies:</b> Natutukoy kung sino-sino ang bumubuo ng pamilya.</p>			
<p><b>Content Focus:</b> Family have different members helping one another.</p>			
Learning Experiences	Materials	Note to the Facilitator	
<b>What I need to know</b>	<p>Every person is a member of the family.</p>		
<b>What I know</b>	<p><b>Introduction</b></p> <p>Good morning! A wonderful day to learn something new.</p> <p>What did we talk about yesterday?</p> <p>What do you call a group of people who care and love one another? (Family)</p> <p>Let us sing a song.</p> <p style="text-align: center;"><b>Finger Family</b></p> <p><u>Daddy</u> finger, <u>Daddy</u> finger, Where are you? Here I am, here I am How do you do? (change the underlined word to mother, brother, sister, baby)</p> <p><b>Ask:</b> Who are the members of your family? (accept any answer from the child)</p>	<p>none</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>Let the learner practice courteous greetings every day.</p> <p>Introduce the flow of this routine every day.</p>

	<p><b>Say:</b> To know more about who are the members of the family, let's have an activity called My Family Portrait.</p>		
<b>What's new</b>	<p><b>Activity 1: My Family Portrait</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give the learner a paper plate or any blank/clean hard paper.</li> <li>2. Let the learner do the following: <ul style="list-style-type: none"> <li>• draw each member of his/her family in the paper plate/any blank/clean paper;</li> <li>• color the drawing;</li> <li>• put holes on top of the plate/any blank/clean paper;</li> <li>• thread the yarn through the holes;</li> <li>• connect each drawings of the members of the family; and</li> <li>• hang it on the wall.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• paper plate or any blank/hard paper</li> <li>• colored</li> <li>• markers</li> <li>• crayons,</li> <li>• yarn</li> <li>• pencil</li> </ul>	Guide the learner in the making of holes.

<b>What is it</b>	<p>Discussion (Informal Conversation) about the Activity</p> <p><b>Say:</b> You did it! You have made your family portrait well.</p> <p><b>Ask:</b> Introduce your family using your Family Portrait. (This is my family. This is my mother, my father, my brother, etc.)</p> <p>How many members do you have in the family?</p> <p>How do you call your father, mother, siblings?</p> <p>Do they have names?</p> <p>Name them.</p> <p>Does your family have the same number of members compared to the family of your friend?</p>	<p>Ask these questions one at a time.</p>
<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> <p><b>Say:</b> Let's have another activity</p> <p><b>Activity 2: Name Design</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask the learner the term use to call the different members of the family.</li> <li>2. Guide him/her in writing the terms in the strips of colored papers.</li> <li>3. Let the learner do the following: <ul style="list-style-type: none"> <li>• get one strip</li> <li>• design the strip (name card) chosen using junk materials; and</li> <li>• hang it to dry.</li> </ul> </li> </ol>	<p>These can also be done during meal time.</p> <p>Provide assistance to the learner when needed but refrain from doing the tasks for him/her.</p> <p>Remind the learner to arrange/organize the materials, clean the activity area.</p>

<b>What I have learned</b>	Wrap-up <b>Ask:</b> What do you call your father, mother, siblings? (I call my father “papa”, mother “mama”, brother “kuya”, sister “ate”) <b>Say:</b> We name/call our family members in different ways.					
<b>What I can do</b>	Application <ul style="list-style-type: none"> <li>Let the learner say something about the following family members:           <table data-bbox="601 498 961 561" style="margin-left: 20px; border: none;"> <tr> <td>a. mother</td> <td>c. brother</td> </tr> <tr> <td>b. father</td> <td>d. sister</td> </tr> </table> </li> </ul>	a. mother	c. brother	b. father	d. sister	Encourage the learner to help in doing simple household chores.
a. mother	c. brother					
b. father	d. sister					

<b>Content Standards:</b> Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito			
<b>Performance Standards:</b> Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.			
<b>Most Essential Learning Competencies:</b> Natutukoy kung sino-sino ang bumubuo ng pamilya.			
<b>Content Focus:</b> Family members help one another by doing different roles at home, in school and community.			
Learning Experiences	Materials	Note to the Facilitator	
<b>What I need to know</b>	Family members have different roles.		
<b>What I know</b>	<p><b>Introduction</b>  <b>Say:</b>  Good morning! Today you will learn about the roles of each family member but before that let me ask you this.  <b>Ask:</b> Who are the members of the family? (the learner's answer depends on who the members of their family are)</p> <p>Today, we are going to have a show a “Talk Show”</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>
<b>What's new</b>	<p><b>Activity 3: Who Does What?</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Set up the environment like having a ‘talk show’.</li> </ol>		<p>Guide questions: (suggested)</p> <ul style="list-style-type: none"> <li>• How many siblings do you have?</li> <li>• Who works to provide for the family's needs?</li> <li>• Does your mother also work?</li> </ul>

	<p>2. Let the learner answer the questions. (You may use the suggested questions on the right column)</p> <p>3. Thank the learner after the show.</p>		<ul style="list-style-type: none"> <li>• Do you have permanent assigned chores?</li> <li>• Do your parents attend meetings in your school?</li> </ul> <p>You may add more relevant questions.</p>
<b>What is it</b>	<p>Discussion (Informal Conversation) about the Activity</p> <p><b>Say:</b> What an amazing performance!</p> <p><b>Ask:</b> What are the roles of your father? mother? brother? sister? (answer may vary)</p> <p>What are their roles in school? community or to their place of work? Who helps you in doing school activities?</p> <p>How do you help your family? (I help my family by doing household chores at home.)</p> <p><b>Say:</b> Each member plays an important role in the family, school and community. Each family is considered a member in the barangay or community. It's also our role in the school, community and other places when we go out of our house to follow the COVID-19 pandemic health and safety practices. These are wearing masks, washing of hands and observe social/physical distancing.</p>		<p>Ask these questions one at a time.</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>

<b>What's more</b>	<p><b>Say:</b> Let's have another activity.</p> <p><b>Activity 4: I Can Do Household Chores</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give the learner a task to do.</li> <li>2. Let the learner do the following:           <ul style="list-style-type: none"> <li>• look for dirty dishes in the kitchen;</li> <li>• wash the dishes properly; and</li> <li>• wipe the dishes with clean cloth.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• dirty dishes</li> <li>• soap</li> <li>• clean cloth</li> </ul>	<p>Guide the learner in the kitchen.</p> <p>Washing the dishes is an optional activity. Encourage the learner to select their own favorite task to do at home.</p>
<b>What I have learned</b>	<p><b>Say:</b> Wrap-up</p> <p><b>Say:</b> You did great!</p> <p><b>Ask:</b> Did you enjoy the activity? (yes) What kind of dirty dishes you have found in the kitchen? How did you wash or clean it? What are other household chores that you can do? (answers may vary)</p> <p><b>Say:</b> Each member of the family has role to play but shared responsibility among all members of the family makes task easy and fast to finish.</p> <p>In this time of COVID 19 pandemic, as member of the barangay or community, each member of the family should follow the health and safety practices when they go to the market, school, and other places in the community.</p>		
<b>What I can do</b>	<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• Encourage the learner to help in the simple chores at home like keeping own things in order, sweeping the floor, etc.</li> </ul>		

<p><b>Content Standards:</b> Ang bata ay nagkakaroon ng pag-unawasa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito</p>			
<p><b>Performance Standards:</b> Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.</p>			
<p><b>Most Essential Learning Competencies:</b> Natutukoy kung sino-sino ang bumubuo ng pamilya</p>			
<p><b>Content Focus:</b> Family members help one another by doing different roles.</p>			
Learning Experiences	Materials	Note to the Facilitator	
<b>What I need to know</b>	Brother is a member of the family and it starts with letter Bb.		
<b>What I know</b>	<p><b>Introduction</b>  <b>Say:</b>  Good morning!  Today we are going to study about beginning letter of the family members.  Who are the members of the family that starts with letter Bb? (brother)</p> <p>Today, let's have another activity about letter Bb.</p>	none	<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>
<b>What's new</b>	<p><b>Activity 5: Finger Painting Bb</b>  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Set up finger painting area.</li> <li>2. Put old newspaper on the table to protect from stain.</li> <li>3. Let the learner do the following: <ul style="list-style-type: none"> <li>• trace letter Bb from the template,</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• template of letter Bb</li> <li>• old newspaper</li> <li>• wet clothes</li> <li>• paint, water color or</li> </ul>	Let the learner arrange/organize the materials, clean the activity area and throw the waste materials properly.

	<ul style="list-style-type: none"> <li>• paint the Bb template using the tip of the finger with paint, water color or other coloring materials</li> <li>• say the sound of Bb,</li> <li>• wipe the paint of the finger with wet cloth when done,</li> <li>• hang it to dry, and</li> <li>• display work on the wall.</li> </ul>	atsuete/annotto, flower essence, juice from leaves, alugbate seed (malabar spinach)	
<b>What is it</b>	<p>Discussion (Informal Conversation) about the Activity</p> <p><b>Ask:</b> What is the beginning letter of the word brother? (Bb)      Can you trace your letter Bb output on the wall? Again, what letter have you traced?</p> <p><b>Say:</b> The beginning letter of the word brother is letter Bb.      And the sound of the letter Bb is /b/. Say it again /b/      Let's write letter Bb using your finger tip in your palm. Follow me, let's do it together.</p> <p><b>Ask:</b> What names of family members / friends / neighbor that start with letter Bb?      (Ben, Bon, Bert, etc)</p>	Ask these questions one at a time.	
	<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.	
<b>What's more</b>	<p><b>Say:</b> Let's have another activity</p> <p><b>Activity 6: Lacing Letter Bb</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Make a lacing card. Use recycled cardboard from old calendar.</li> </ol>	<ul style="list-style-type: none"> <li>• lacing cards</li> <li>• yarn or straw</li> <li>• masking tape</li> </ul>	Provide assistance to the learner when needed but not to do things for him/her.

	<ol style="list-style-type: none"> <li>2. Punch holes at the edges of the letter.</li> <li>3. Give the lacing cards to the learner.</li> <li>4. Let the learner do the following: <ul style="list-style-type: none"> <li>• attach a piece of yarn or straw to the cards enough to lace the entire card,</li> <li>• knot or tape the end of the string with masking tape; and</li> <li>• lace each card following the pattern up and down.</li> </ul> </li> </ol>		
<b>What I have learned</b>	<p>Wrap-up</p> <p><b>Ask:</b> How did you find the activity?</p> <p>What letter have we learned today?</p> <p>What is the sound of letter Bb? /b/</p> <p>What are the things inside house that starts with the sound /Bb/?</p> <p>What is the initial sound again?</p> <p>What letter has the sound of /Bb/?</p> <p>Do we have family member's name that starts with letter Bb?</p> <p><b>Say:</b> Excellent!</p> <p>Other families, their members composed of father, mother, sister, brother, and baby. Of these, the word brother and baby starts with letter Bb.</p>		
<b>What I can do</b>	<p>Application</p> <ul style="list-style-type: none"> <li>• Let the learner cut out words that starts with letter Bb with the sound /Bb/ from an old magazine, newspaper, brochure and paste it on a clean sheet of paper. Count the collected letter Bb.</li> </ul> <p>Free Play</p> <ul style="list-style-type: none"> <li>• Let the learner play a game of interest with siblings or other children.</li> </ul>		

<p><b>Content Standards:</b> Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito</p>		
<p><b>Performance Standards:</b> Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.</p>		
<p><b>Most Essential Learning Competencies:</b> Natutukoy kung sino-sino ang bumubuo ng pamilya.</p>		
<p><b>Content Focus:</b> Family members help one another by doing different roles.</p>		
Learning Experiences	Materials	Note to the Facilitator
<b>What I need to know</b>	<p>Sister is a member of the family and it starts with the sound /Ss/.</p>	
<b>What I know</b>	<p><b>Introduction</b>  <b>Say:</b>  Good morning! Today we will learn another letter. But before that, listen first to this short story about a little girl named Sisi.</p> <p style="text-align: center;"><b>Sisi the Silly Girl</b>  by Janice S. Gocotano</p> <p>One day Sisi saw her sister Sara playing with her doll. Sara!  “Give it to me! I don’t want you to play with my dolls. That’s mine, not yours.” She said to her at a very loud voice.  Sara cried. Mother Sally heard about it and talked to Sisi in the sala.</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>“Sisi it is not good to shout at your sister. She is your sister, you need to share things with her”, mother said.</p> <p>Sisi said sorry to her sister Sara and from that time on, they share toys and happily play together.</p> <p>What is the story all about? (Sisi)      Who made Sisi angry? (her sister)      Would you do what Sisi did to her sister? (No, I will share things with others.)</p> <p>What is the initial sound of the word ‘sister’?      What is its beginning letter?      What is the initial sound of the name Sisi?      Sara? Sally?      What is its beginning letter?</p> <p>Let’s have another activity about letter Ss.</p>		
<b>What's new</b>	<p><b>Activity 7: Letter Ss Mosaic</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give the needed materials to the learner.</li> <li>2. Let the learner do the following:             <ul style="list-style-type: none"> <li>• get the Ss template and recycled colored papers/ old magazines/ candy wrappers.</li> <li>• trace the template using your finger tip;</li> <li>• cut recycled colored papers, old magazines, candy wrappers into small pieces; and</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Ss template</li> <li>• recycled colored papers/ old magazine/ candy wrappers</li> <li>• glue</li> <li>• scissors</li> </ul> 	<p>Guide the learner in doing the activity.</p> <p>Annex 1. Letter Ss</p> <p>Always remind the learner to wash his/her hands and arrange/organize the materials, and clean the activity area.</p>

	<ul style="list-style-type: none"> <li>• paste the small pieces of colored, old magazine, candy wrappers paper on the Ss template.</li> </ul>		
<b>What is it</b>	<p>Discussion (Informal Conversation) about the Activity</p> <p><b>Say:</b> You did it! What an excellent output you have!</p> <p><b>Ask:</b> What letter is in the template? (Ss) Who is the member of the family that starts with letter Ss? (Sister)</p> <p><b>Say:</b> Letter Ss sounds /s/. Repeat after me /s/, Let's say the sound together, Say it alone.</p> <p><b>Ask:</b> what are names of persons in the story that start with letter Ss? (Sisi, Sara, Sally)</p> <p>What is the initial sound of the names Sisi, Sara and Sally? /Ss/</p> <p>Aside from your mother, who else helps in doing your assignment? (sister)</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> <p><b>Say:</b> Let's have another activity</p> <p><b>Activity 8: Letter Puzzle Ss</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give the learner puzzle pieces of letter Ss.</li> <li>2. Let the learner do the following: <ul style="list-style-type: none"> <li>• form the pieces of the puzzle;</li> <li>• say the sound of the letter Ss; and</li> </ul> </li> </ol>	<p>These can also be done during meal time.</p> <p>• Set of cardboard puzzle</p> <p>The facilitator should prepare ahead of time the set of materials.</p>	

	<ul style="list-style-type: none"> <li>• trace the letter Ss.</li> </ul>	
<b>What I have learned</b>	<p>Wrap-up</p> <p><b>Say:</b> Very Good! You were able to solve the letter puzzle.</p> <p><b>Ask:</b> What did you learn from today's activities? (I learned how to trace letter Ss and say its sound) Who are the characters in the story Sisi and the Silly Girl that starts with letter Ss? (Sisi, Sara, Sally)</p> <p>Say: That's right, Sisi and Sara are sisters in the story. Their names start with letter Ss with the sound /Ss/.</p>	
<b>What I can do</b>	<p>Application</p> <ul style="list-style-type: none"> <li>• Name things in the house and members of the family that start with letters Ss.</li> <li>• Practice writing letter Ss on a sheet of paper.</li> <li>• Practice guided reading of some words in the story that starts with letter Ss.</li> </ul>	Encourage the learner to help in doing simple household chores.

<p><b>Content Standards:</b> Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito</p>			
<p><b>Performance Standards:</b> Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.</p>			
<p><b>Most Essential Learning Competencies:</b> Natutukoy kung sino-sino ang bumubuo ng pamilya</p>			
<p><b>Content Focus:</b> Family members help one another by doing different roles.</p>			
Learning Experiences	Materials	Note to the Facilitator	
<b>What I need to know</b>	<p>Members of our bigger family are called relatives.</p>		
<b>What I know</b>	<p><b>Introduction</b>  <b>Say:</b>  Good morning!  Do you still remember the members of the family? (Yes)  We still have other members in our family and they are called our relatives. This time you will be making an activity that will help you remember other members of the family.</p>	none	<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>
<b>What's new</b>	<p><b>Activity 9: We are Family</b>  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give the learner the needed materials.</li> <li>2. Let the learner do the following: <ul style="list-style-type: none"> <li>• scan the photo album look for family members including</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• family photo album</li> <li>• cardboard</li> <li>• scissors</li> <li>• glue</li> </ul>	<p>Ask the learner to name other members of the family. If he/she struggles, guide him/her.</p> <p>Annex 2. We are Family</p>

	<p>grandparents, cousins, uncle, aunt, etc.;</p> <ul style="list-style-type: none"> <li>• take out the pictures from the album;</li> <li>• paste them in a cardboard; and</li> <li>• identify the names of other members of the family.</li> </ul>		<p>Let the learner wash his/her hand after doing the activity and arrange/organize the materials, and clean the activity area.</p>
<b>What is it</b>	<p>Discussion (Informal Conversation) about the Activity</p> <p><b>Ask:</b> Who are the other members of the family? (grandfather, grandmother, aunt, uncle, cousins)</p> <p>Do you know a friend/s or neighbors who have many members in the family? How many members do they have? Can you identify or name them? Do they live together in one house? How does it feel when all of them live in one house?</p> <p>Are your grandfather and grandmother allowed to go in the different places in the community during the COVID-19 pandemic?</p> <p><b>Say:</b> Your grandparents, aunt, uncle and cousins are called your relatives. Each of them help one another in different ways. But in this time of health crisis, grandparents and younger members in the family are not allowed to go out in the different places of the community. We should follow the community rules and help protect our family. Stay at home and save lives.</p>		
<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>		<p>These can also be done during meal time.</p>

	<p><b>Say:</b> Let's have another activity</p> <p><b>Activity 10: Family Shape Frame</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give the learner cut-out shapes.</li> <li>2. Let the learner do the following:           <ul style="list-style-type: none"> <li>• get the cardboard from previous activity; (Activity 9)</li> <li>• design a frame using the shape cut- outs.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• cut-out shapes</li> <li>• glue</li> <li>• colored markers</li> <li>• pencil</li> </ul>	<p>Provide assistance to the learner when needed but should refrain from doing the tasks for him/her.</p>
<b>What I have learned</b>	<p>Wrap-up</p> <p><b>Say:</b> What an amazing work!</p> <p><b>Ask:</b> How did you find the activity? Who are the persons in your Family Shape Frame? (Members of my family and my relatives) Do you have specific names for them? (Yes) What are they? (Grandfather I call him lolo, grandmother –lola, aunt-tita, uncle-tito, cousin-ate and kuya)</p>		
<b>What I can do</b>	<p>Application</p> <ul style="list-style-type: none"> <li>• Let the learner make a call for other family members to say polite greetings “hi and how are you”? Or make a card for them.</li> </ul>		

## References

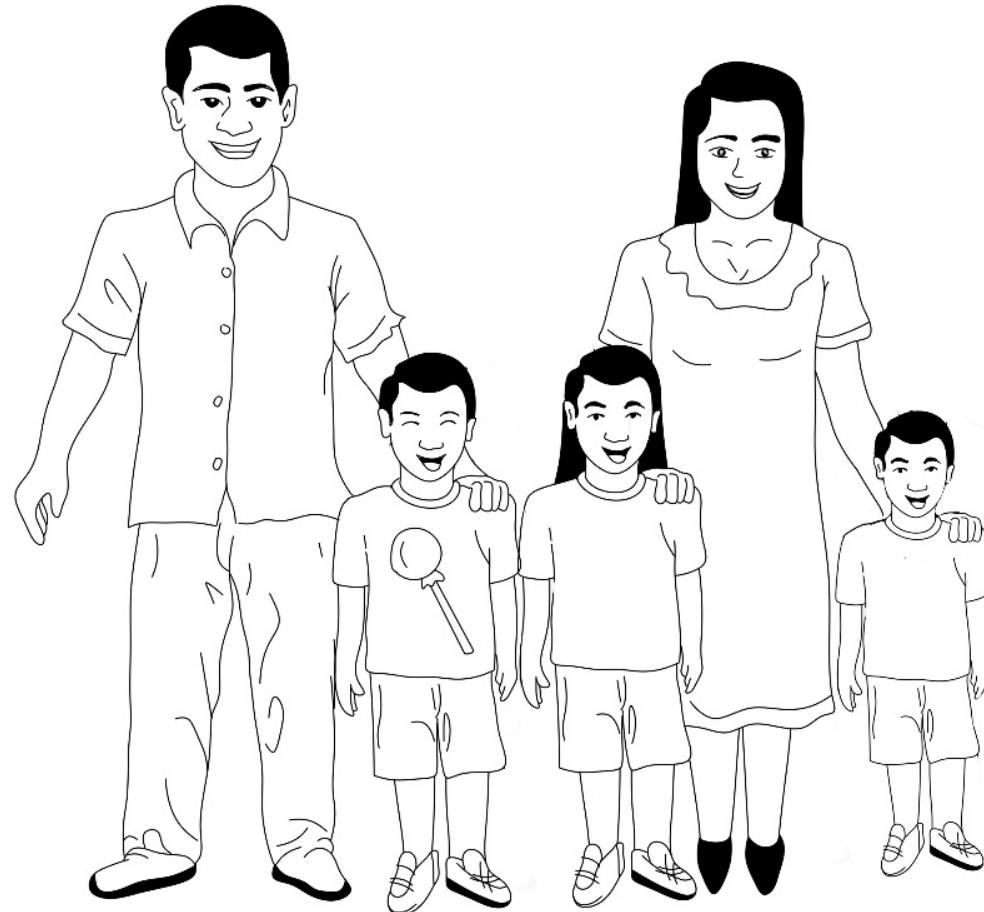
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**Annexes**

**Annex 1. Letter Ss**

A large, bold, black outline of the letters 'S' and 's' is centered on a white background. The 'S' is a cursive style, and the 's' is a smaller, italicized version of the same letter. They are positioned side-by-side, with the 'S' on the left and the 's' on the right.

**Annex 2. We are Family**



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