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Kindergarten

Quarter 2: Week 3 Learning Experiences



CO_Q2_Kindergarten_Week 3

**Kindergarten
Alternative Delivery Mode
Quarter 2: Week 3 Learning Experiences
First Edition, 2020**

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Quarter 2: Week 3 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 3 LEARNING EXPERIENCES

<p>Content Standards: Ang bata ay nagkakaroon ng pag-unawa sa konseptong pamilya, paaralan at komunidad bilang kasapi nito</p>			
<p>Performance Standards: Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.</p>			
<p>Most Essential Learning Competencies: Nailalarawan kung paano nagkakaiba at nagkakatulad ang bawat pamilya.</p>			
<p>Content Focus: Families differ in many ways.</p>			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	Some families are big. Some families are small.		
What I know	<p>Introduction</p> <p>Good day! I have here two sets of pictures. (a big family and a small family)</p> <p>What can you say about the first picture? (That is a family with many children)</p> <p>How about the other picture? (That is a family with two children)</p> <p>Today you will learn about big and small families.</p> <p>Say: Let's have an activity</p>	<p>pictures of a big and small family (Annex 1)</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. Let the learner practice courteous greetings everyday.</p>

What's new	<p>Activity 1: Each Family is Unique</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the picture cards to the learner one by one. (Annex 1) 2. Prepare a chart template using recycled cardboard in an old calendar. Below is the sample. <table border="1" data-bbox="608 525 1215 720"> <thead> <tr> <th>picture</th><th>father</th><th>mother</th><th>brother</th><th>sister</th><th>Total</th></tr> </thead> <tbody> <tr> <td>1</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>2</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>3</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>4</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>(The number of columns may vary to the most number of siblings in the picture.)</p> <ol style="list-style-type: none"> 3. Let the learner do the following: <ul style="list-style-type: none"> • identify the members of the family in each picture card • count and put a check (✓) on the appropriate column in the table; • count and write the total number of members in the family; and • tell/compare how are they alike and how do they differ in some ways. 	picture	father	mother	brother	sister	Total	1						2						3						4						<ul style="list-style-type: none"> • picture cards of families with different sizes (Annex 1) • recycled cardboard in an old calendar
picture	father	mother	brother	sister	Total																											
1																																
2																																
3																																
4																																
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask: Are the pictures of the families the same? (No) Why? (One family has many members and the other has few) How many family members in picture 1? picture 2? picture 3? picture 4? Which family picture has the most number of siblings? Which family picture has the least number of siblings?</p>	<p>Ask these questions one at a time.</p>																														

	<p>Say: Some families are the same with the others in terms of composition or size and some are not. The family picture 1, picture 2, picture 3 and picture 4 are also considered members in the barangay. They all live in a barangay or community. A community is composed of different families with different number of siblings.</p>	
	<p>Snack Time:</p> <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating etiquette 	<p>These can also be done during meal time.</p>
<p>What's more</p>	<p>Say: Let's have another activity</p> <p>Activity 2: It's a Match</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show a set of picture cards of family members ranging from 0 to 6 and a set of numeral cards. 2. Let the learner do the following: <ul style="list-style-type: none"> • get a picture card; • count the members of the family as shown on the card; • get a number card that corresponds to the number of family members; and • place it over the picture 	<p>one set of cards with numerals 0 to 6</p> <p>one set of cards with family members (corresponding to the numerals)</p> <p>Prepare one set of cards with numerals 0 to 6, one set of cards with family members (corresponding to the numerals). Pictures in Activity 1 can be used.</p> <p>Provide assistance to the learner when needed but do not do the tasks for him/her.</p>
<p>What I have learned</p>	<p>Wrap up</p> <p>Ask: What can you say about the pictures? (Families differ in sizes and compositions.)</p>	<p>Ask these questions one at a time.</p>

	<p>How many members does each picture of the family has? (Answer may vary)</p> <p>How did you match the numeral to each picture of the family?</p> <p>Which family picture has the least members?</p> <p>Which family picture has the most members?</p> <p>Ask: Is your family big/small? (big/small)</p> <p>How about your friend's/neighbor's family, how many members are there?</p> <p>What can you say about your family and your friend's/ neighbor's family, are they the same? Why?</p> <p>Are they different? Why?</p> <p>Say: A small family is composed of 3 to 4 members while a big family is composed of 5 or more members.</p>	
What I can do	<p>Application</p> <ul style="list-style-type: none"> Ask learner to name families he/she knows and count how many members they have. 	<p>Encourage the learner to help in the simple household chores.</p>

<p>Content Standards: Ang bata ay nagkakaroon ng pag-unawa sa konsepto ng pamilya, paaralan at komunidad bilang kasapi nito</p>			
<p>Performance Standards: Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.</p>			
<p>Most Essential Learning Competencies: Nailalarawan kung paano nagkakaiba at nagkakatulad ang bawat pamilya.</p>			
<p>Content Focus: Families differ in many ways.</p>			
	Learning Experiences	Materials	Note to the Facilitator
What I need to know	Families differ in number of siblings or relatives.		
What I know	<p>Introduction Say: Good morning! How are you today? Yesterday we talked about big and small families. Today you will learn that families have different number of siblings or relatives.</p> <p>Let's do another activity.</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>
What's new	<p>Activity 3: Family Puppet</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"> • draw a face of each family member on the circle outline; • cut the circle outlines 	<ul style="list-style-type: none"> • popsicle sticks • glue • circle outlines • colored paper • pair of scissors • colored marker • yarn/string 	Assist the learner in making his/her puppets.

	<ul style="list-style-type: none"> • paste them on the popsicle sticks; (one circle outline for every popsicle stick) • paste the yarn/string as hair; and • make a clothing design for every puppet using local materials like (dried leaves, empty wrappers, feathers, etc.); and • dress up each puppet. <ul style="list-style-type: none"> • local materials like (dried leaves empty wrappers • feathers, etc.) 	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 the daily routine.
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: You did great! What a nice puppets.</p> <p>Ask: What can you say about your puppets?</p> <p>Who are the persons represented by your puppets? (father, mother, brother, sister, baby) How many members are there in your family? (3) (4) (5) (6)</p> <p>Do you have a grandfather, grandmother, uncle or aunt living in your house? Are they part of your siblings?</p> <p>Do you know some friends' or neighbors' family with siblings? Who are they? Are they part of the family?</p> <p>Do you also know a family without siblings?</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: Counting Family Members</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the learner set of family pictures. 2. Let the learner do the following: <ul style="list-style-type: none"> • count the members of the family in each picture; • put together family pictures with same number of members; and • tell which family picture has the least and the most number of members. 	<ul style="list-style-type: none"> • sets of family pictures from magazine or old newspapers 	<p>Be with the learner in performing the activity. Encourage the learner to actively participate in the activity.</p> <p>Family pictures used in previous activities can be added.</p>
What I have learned	<p>Wrap up</p> <p>Ask: Are the family pictures shown have the same number of members? (no) Why? (Some families have siblings others don't have)</p> <p>How many members does your family have?</p> <p>From the pictures of families presented, was there a family without siblings or relatives?</p> <p>Say: Yes, some of us have siblings and some do not have siblings.</p>		
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Let the learner name families from neighbor or friends that have many members and few members or family that don't have siblings. 	<p>Encourage the learner to help in the simple household chores.</p>	

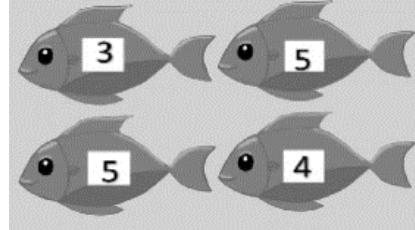
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<p>Most Essential Learning Competencies: Nailalarawan kung paano nagkakaiba at nagkakatulad ang bawat pamilya.</p>			
<p>Content Focus: Families differ in many ways.</p>			
Learning Experiences	Materials	Note to the Facilitator	
What I need to know	Some families have parents or siblings living away from home or working abroad.		
What I know	<p>Introduction Say: Good morning kid!</p> <p>How many members of the family do you have? Do you have family members who are not staying with you? Why are they not staying with you?</p> <p>Today, let's have another activity.</p>	none	<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 5: Job Pretend Play</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the leaner a situation to portray; 2. Let the learner act it out (role play); 	<p>Suggested scenario:</p> <p>My mother is a nurse. My father is an electrical engineer. Both of them are working abroad. They work very hard for the family to provide our needs. Our</p>	

	<p>3. Give the learner time to prepare. If some characters are needed, you may request other members of the family to be part of the role play; and</p> <p>4. Let the learner tell something about their family member's job or work place.</p>	<p>grandmother takes care of me and my brother. During special occasions and school activities, only our grandmother is there for us.</p>
<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask: How did you find the activity?</p> <p>How do you feel when one of the family members is away from home? (I miss them so much)</p> <p>How about their place of work, is it far? or near?</p> <p>How often do they go home?</p> <p>What kind of job or work they do?</p> <p>How about those family members working together, do they have the same work, like selling? working at the same office?</p> <p>Say: There are different reasons for being away from the family. In some families their children live with their grandparents. In some families, their children live in the city to study. Some families have parents or siblings living or working abroad to earn a living.</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>These can also be done during meal time.</p>

	<p>Say: Let's have another activity</p> <p>Activity 6: Greeting Cards</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"> • make a card for family member/s living away from home; • put colourful design of his/her card; and • say something about the card. 	<ul style="list-style-type: none"> • cardboards • crayons • pencil • markers 	<p>Provide assistance to the learner when needed but must refrain from doing the tasks for him/her.</p>
What I have learned	<p>Wrap up</p> <p>Ask: What did you learn from today's activities? (Some members of the family stay away from home because of some reasons.)</p> <p>What do you think are some reasons why they are away from their family? (Accept any answer)</p> <p>Say: There are different reasons for being apart from each other. For example: kind and place of work, building new family, studying abroad for a scholarship, and many more. But more importantly, whatever the reason/s for being far from each other, still the love and care for one another as a family never fade.</p>		
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Create a card for family members who are away from home ask someone to send it via mail or you can give it to the person once you meet each other. 	<p>Encourage the learner to help in the household chores.</p> <p>Annex 2. Card</p>	

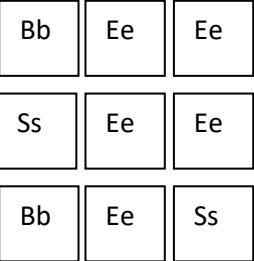
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<p>Most Essential Learning Competencies: Nailalarawan kung paano nagkakaiba at nagkakatulad ang bawat pamilya. KMKPPam-00-3</p>			
<p>Content Focus: Families differ in many ways.</p>			
Learning Experiences	Materials	Note to the Facilitator	
<p>What I need to know</p>	<p>I can compare families by counting their family members.</p>		
<p>What I know</p>	<p>Introduction</p> <p>Say: Good day! Let's sing a song again about family. Do you still remember the song?</p> <p>Finger Family</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) Who are the members of the family? (father, mother, brother, sister, baby)</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's count the members of the family in the song. How many members are there? (5)</p> <p>Today, let's have another activity about numeral 5.</p>		
What's new	<p>Activity 7: Draw 5</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the learner a sheet of paper. 2. Let the learner do the following: <ul style="list-style-type: none"> • draw 5 members of the family; • count the drawings; • write number 5 below the drawing; and • act out each member's unforgettable task at home, e.g. father - cooking breakfast, mother – caring the plants, sister – cleaning the house, brother – riding a bicycle, and grandmother – sewing old blanket. 	Sheet of paper	Assist the learner in doing the activity. Annex 3. Draw 5
What is it	<p>Say: Great job!</p> <p>Ask: How many family members you have drawn? (5)</p> <p>Can you count them again? (1, 2, 3, 4, 5)</p> <p>Did you enjoy acting out each family member's task?</p> <p>Say: Yes, I also enjoyed your excellent performance.</p> <p>Ask: How many days in a week you have Kindergarten lessons? (5)</p> <p>Can you name the days while counting them with your fingers? (Monday, Tuesday, Wednesday, Thursday, and Friday)</p> <p>How many days are there from Monday to Friday? (5)</p> <p>Say: Alright, you now have learned how to count from 1 up to 5. (1, 2, 3, 4, 5)</p>	Ask these questions one at a time.	

	<p>Snack Time:</p> <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating etiquette 	<p>These can also be done during meal time.</p>
<p>What's more</p>	<p>Say: Let's have another activity</p> <p>Activity 8: Fishing 5</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Put the cut-out fish with numerals 1, 2, 3, 4, 5 on the floor. 2. Let the learner do the following: <ul style="list-style-type: none"> • stand at the center where the cut-out fish with numerals 1, 2, 3, 4, 5 are scattered. • catch the cut-out fish that has numeral 5 using a stick/improvised fishing rod • read or say the numeral 5; • count five pieces of stones or any counters • hop in place five (5) times; and • wave then say “hi five”. 	<ul style="list-style-type: none"> • 3 sets of cut-out fish with numerals 1, 2, 3, 4, 5 • any counters: stones, popsicle sticks, bottle caps, etc.  <p>Prepare three (3 sets of) cut-out fish with numerals 1, 2, 3, 4, 5 and improvised fishing rod.</p> <p>Annex 4. Fishing 5</p>
<p>What I have learned</p>	<p>Wrap-up</p> <p>Say: Good job! You were able to catch all the fishes with numeral 5.</p> <p>Ask: What is that number? (5)</p> <p>Say: Count 1 up to 5. (1, 2, 3, 4, 5)</p>	<p>Encourage the learner to help in the simple household chores.</p>
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Practice writing numeral 5 on a sheet of paper. 	

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<p>Performance Standards: Ang bata ay nakapagpapamalas ng pagmamalaki at kasiyahang makapagkwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad.</p>			
<p>Most Essential Learning Competencies: Nailalarawan kung paano nagkakaiba at nagkakatulad ang bawat pamilya.</p>			
<p>Content Focus: Families differ in many ways.</p>			
Learning Experiences	Materials	Note to the Facilitator	
What I need to know	I can name members of the family that starts with letter Ee.		
What I know	<p>Introduction Say: Today, let's have another activity. But before we proceed, kindly listen to the short story that I will be telling to you.</p> <p style="text-align: center;">Evales Family</p>		
	<p>One Saturday morning, the Evales family decided to go for a trip to the Enchanted Kingdom. On their way, they saw an eagle flying high in the sky. Ester asked her father Edward to stop the car to see the flying eagle. She then rushed outside the car and dropped her earrings unknowingly. She asked her brother Edwin to look for it but he didn't find it. She felt sad about what happened and asked sorry to her mother. Her mother replied, "It's okay but next time be careful". When they arrived at the place, her mother Eda found the</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>

	<p>earrings. It was just in the car! Ester was so happy. And the family spent the day enjoying the adventures in the Enchanted City.</p> <p>Who are the members of the Evalues Family? (Ester, Edward, Edwin, Eda)</p> <p>What is the beginning letter of their names? (Ee)</p> <p>Let's trace letter Ee in the air. Follow me.</p> <p>Let's have an activity about letter Ee.</p>		
What's new	<p>Activity 9: Knowing Letter Ee</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the learner some pieces of bottle caps. 2. Let the learner to do the following: <ul style="list-style-type: none"> • form the caps into letter Ee; • say the sound of letter Ee; and • trace the letter Ee while touching the caps. 	<ul style="list-style-type: none"> • bottle caps 	<p>Assist the learner in doing the activity.</p> <p>Let the learner wash hands and arrange/organize the materials, clean the activity area and throw the waste materials.</p>
What is it	<p>Say: Excellent work!</p> <p>Ask: What letter have you formed a while ago? (Ee)</p> <p>Say: The sound of letter Ee is /e/. Repeat after me. Let's do it together.</p> <p>Ask: What is the sound of letter Ee? /e/</p> <p>What are the names of the members of the Evalues Family?</p> <p>How about your own name, do you have letter Ee in it?</p> <p>What are the objects in the house with names begin with letter Ee?</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 		<p>These can also be done during meal time.</p>

	<p>Activity 10: Step on Letter Ee</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Put the Ee, Bb, Ss cardboard on the floor. 2. Let the learner do the following: <ul style="list-style-type: none"> • step on letter Ee only; • say the sound of /e/; • collect the letter cardboard Ee; and • count all the collected letter cardboard Ee. 	<p>Letter cardboard of Bb, Ss, Ee</p> 	<p>Prepare in advance cardboard letters as indicated. Cardboards from an old calendar may be used.</p> <p>Annex 5. Step on Letter Ee</p>
What I have learned	<p>Wrap up</p> <p>Say: Please show me the letter Ee cardboard. The sound of this is /e/. Now, let's do it together.</p> <p>Ask: How do you produce the sound of letter Ee by yourself?</p> <p>Say: That's right!</p> <p>Ask: What are the names of your friends that start with letter Ee?</p>		
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Practice writing letter Ee on a sheet of paper. 	<p>Encourage the learner to help in the simple household chores.</p>	

References

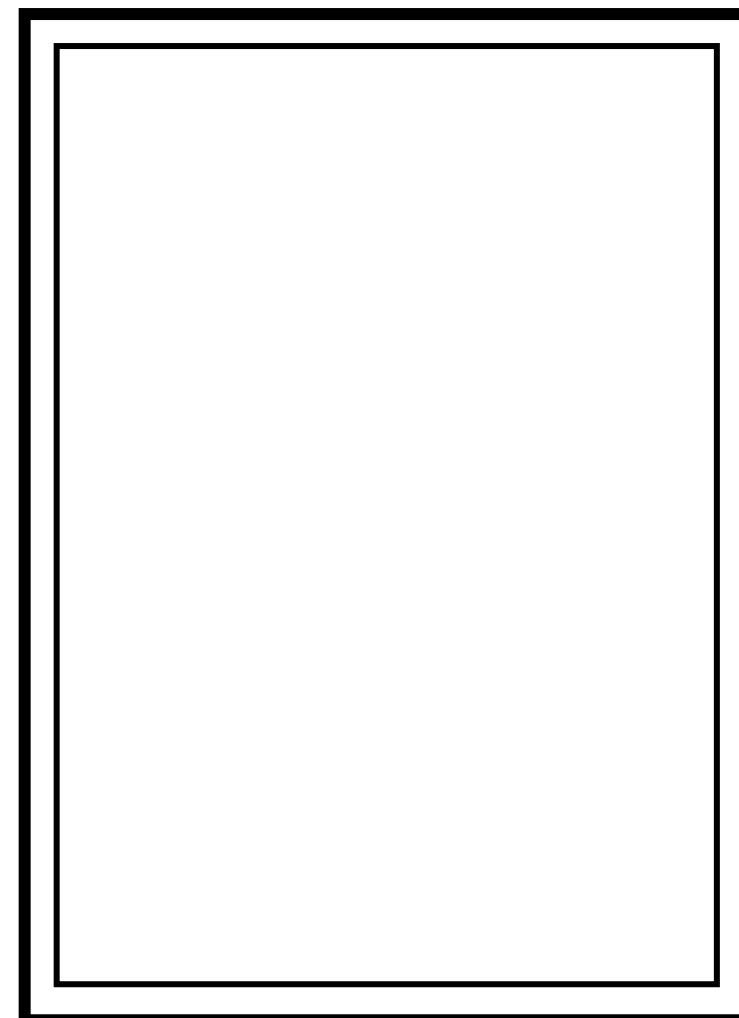
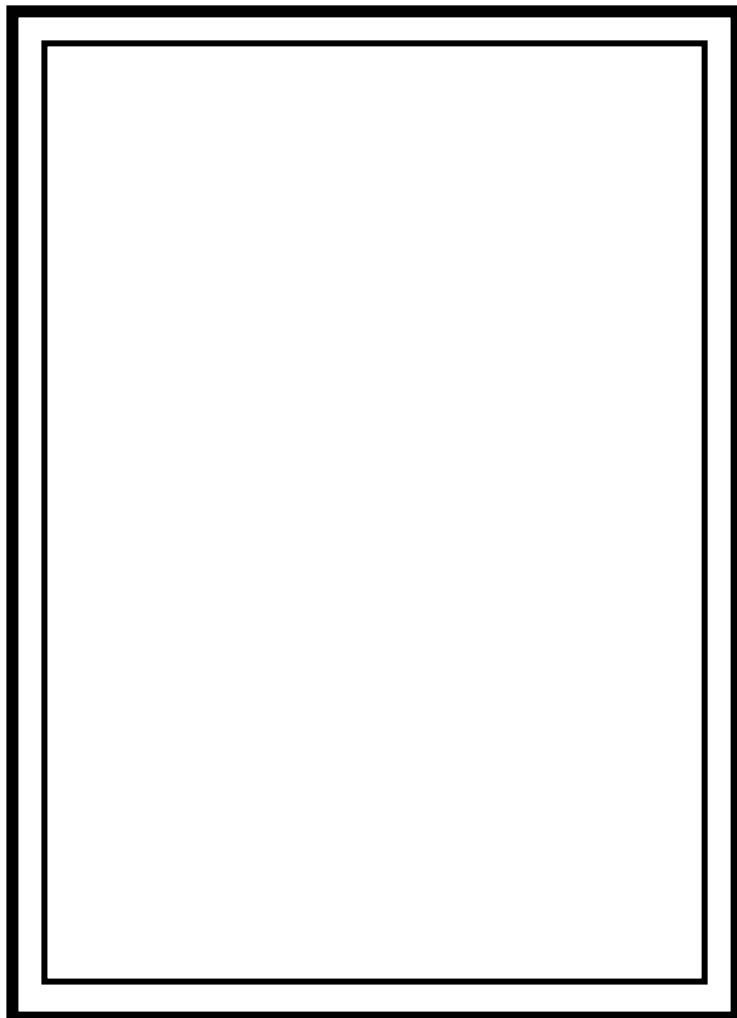
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Annexes

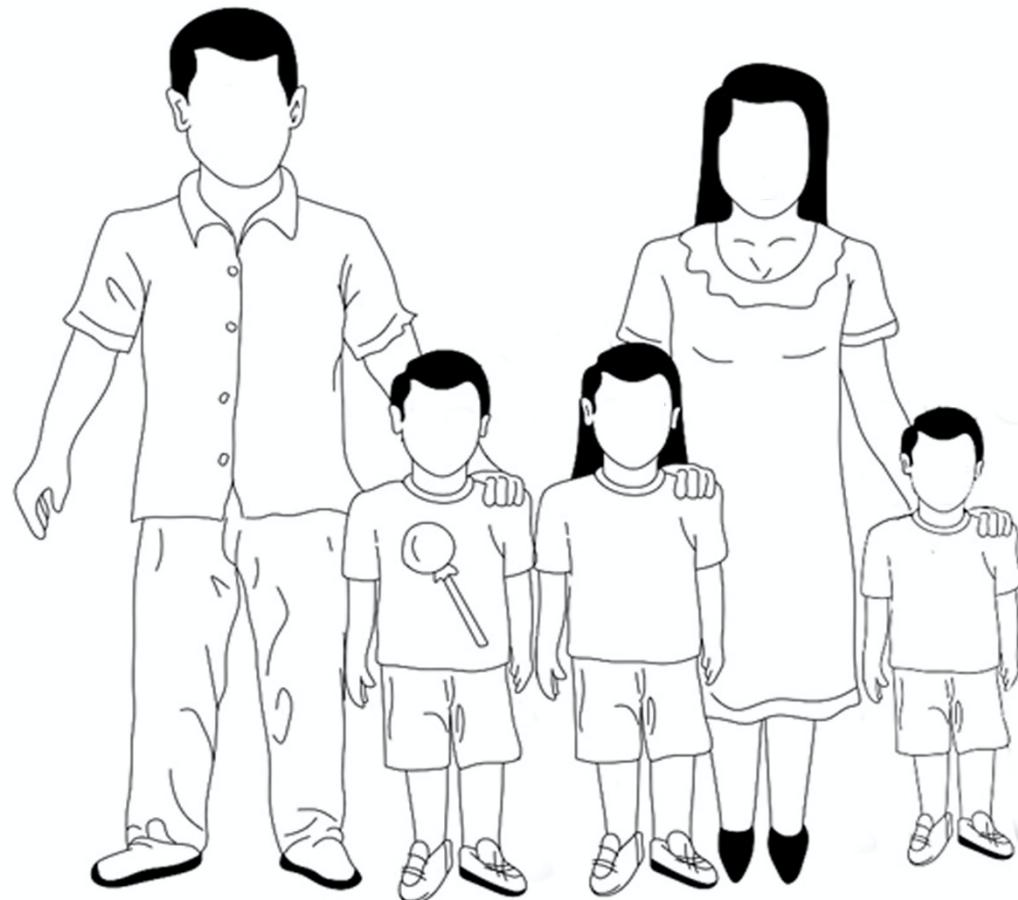
Annex 1. Each Family is Unique

Picture	Father	Mother	Brother	Sister	Total
1					
2					
3					
4					

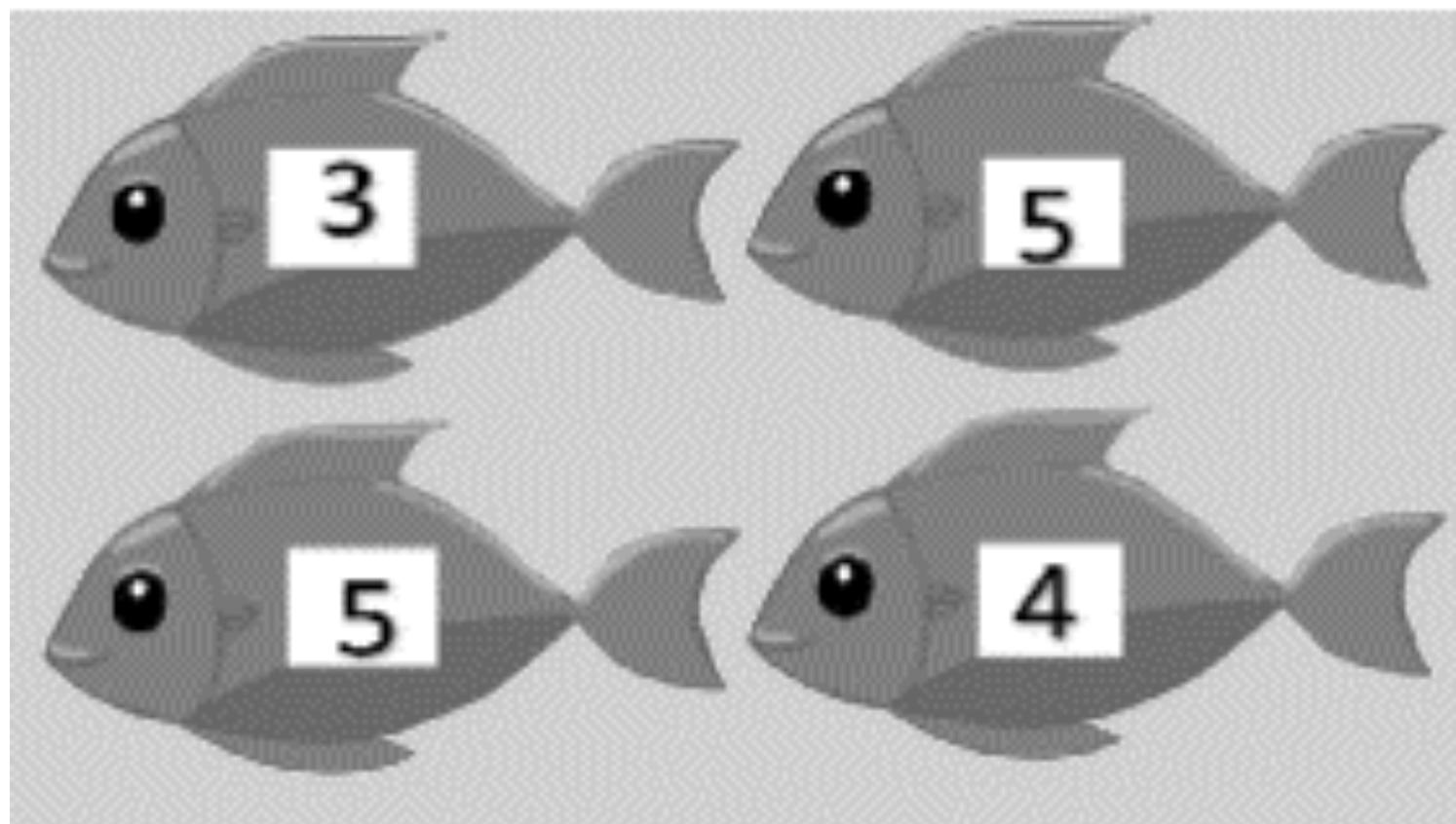
Annex 2. Card



Annex 3. Draw 5



Annex 4. Fishing 5



Annex 5. Step on Letter Ee

Bb

Ee

Ee

Ss

Ee

Ee

Bb

Ee

Ss

For inquiries or feedback, please write or call:

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