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Kindergarten

Quarter 2: Week 5 Learning Experiences



CO_Q2_Kindergarten_Week 5

**Kindergarten
Alternative Delivery Mode
Quarter 2: Week 5 Learning Experiences
First Edition, 2020**

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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. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the material.

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QUARTER 2 - WEEK 5 LEARNING EXPERIENCES

Content Standards: The child demonstrates an understanding of acquiring new words/widening his/her vocabulary links to his/her experiences.

Performance Standards: The child shall be able to actively engage in meaningful conversation with peers and adults using varied spoken vocabulary.

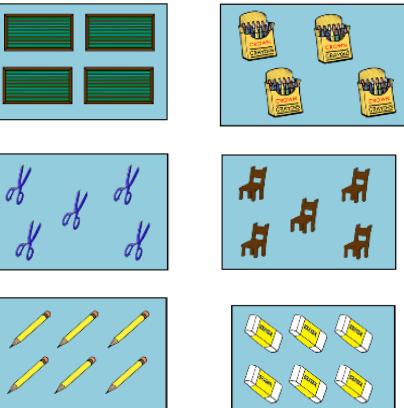
Most Essential Learning Competencies: Name the places and things found in the classroom, school and community.

Content Focus: Places and things found in school.

Learning Experiences		Materials	Note to the Facilitator
What I need to know			
What I know			
	<p>I can name places in school.</p> <p>Introduction Say: Good morning! How are you today? (I'm fine.) Before we begin, let's sing a song.</p> <p>Song: The Children in Kinder (Tune: The Wheels on the Bus)</p> <p>The Kindergarten children, Go to school, Go to school, go to school The Kindergarten children, Go to school Every single day. (Repeat it twice)</p>		<p>Optional: Use any prayer the child is familiar with.</p> <p>Together with the learner sing the song “The Kindergarten Children”, or you can use any familiar localized song related to a school.</p>

<p>What's new</p>	<p>Say: Wonderful!</p> <p>Ask: In the song, where do the Kindergarten children go? (In school.)</p> <p>Say: Last week, we have learned about caring and loving our family by obeying their commands or requests and using polite words. Today, we are going to talk about school, the places within the school.</p> <p>Activity 1: What I see</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present pictures of a school, classroom, playground, canteen and library.  <ol style="list-style-type: none"> 2. Give at least 3 minutes for the learner to look at each picture. 3. Let the learner describe each picture. 4. Tell the learner about each picture. <p>School - is a place where we meet new friends, classmates and teachers. This is where we learn how to read and write letters and numbers.</p> <p>Classroom - is a place where the teacher and learner interact with one another.</p>	<p>picture of:</p> <ul style="list-style-type: none"> • school • classroom • playground • canteen • school garden 	<p>Prepare the pictures ahead of time. Annex 1. What I See</p> <p>Provide assistance to the learner when needed but do not do things for him/her.</p> <p>Explain to the learner the reason why he/she is not in school.</p>
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	<p>Library - is a place where we can find many books and other printed materials to read.</p> <p>Playground - is a place where children can play and make friends.</p> <p>Canteen - is a place where we can buy healthy foods during recess time.</p>		
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask: What are the places in school? (classroom, library, playground and canteen)</p> <p>What do we call the place where we can borrow books to read? (library)</p> <p>What do we call the place where pupils can play with other children? (playground)</p> <p>Where can we see the teacher and pupils? (classroom, school)</p> <p>Where can we buy healthy foods in school? (canteen)</p> <p>Say: Very good! You have already learned the places in school.</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 <p>Say: We were talking a while ago about the different places in school.</p> <p>Ask: What are the different places in school? (classroom, library, playground, and canteen)</p> <p>Say: Great!</p>	<p>real objects or pictures of:</p> <ul style="list-style-type: none"> • pencil • eraser • blackboard • chair • crayons • scissors • notebook 	<p>These can also be done during meal time.</p> <p>If pictures are not available, use real objects. Any school things available may be added.</p> <p>Provide assistance to the learner when needed but do not do things for him/her.</p>

<p>Ask: What specific room in school where we can we see the teacher and the pupils interacting each other? (classroom.)</p> <p>Say: Now let's get to know more about the things in the classroom.</p> <p>Activity 2: Count Me</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the pictures/objects one at a time. 2. Let the learner name and describe each picture/object. 3. Ask the learner to count each set and group them according to its quantity. 		<p>Annex 2. Count Me</p>
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What I have learned	<p>Wrap-up</p> <p>Ask: What have you learned from today's activities? (I have learned the different places in school and things inside the classroom.) What are the places in school? (classroom, canteen, library and playground) What are the things we see in the classroom? (pencil, eraser, scissors, blackboard chair, etc.)</p> <p>Say: Awesome! It is important for us to know the places and things in our school and in the classroom even if we are not in school this time.</p>	
What I can do	<p>Application</p> <ul style="list-style-type: none"> Let the learner draw objects found in the classroom on a sheet of paper. 	<p>Encourage the learner to finish the task and help family members in simple household chores.</p>

Content Standards: The child demonstrates an understanding of acquiring new words/widening his/her vocabulary links to his/her experiences.

Performance Standards: The child shall be able to actively engage in meaningful conversation with peers and adults using varied spoken vocabulary.

Most Essential Learning Competencies: Name the places and things found in the classroom, school and community.

Content Focus: Places and things found in the community.

Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can name places in my community.		
What I know	Introduction Say: Good morning! Have you slept well last night? Before we begin with our activities, let's sing this song with action. Song: It's I Who Build Community It's I, It's I, It's I who build community It's I, It's I, It's I who build community It's I, It's I, It's I who build community It's I ... It's I ..., it's I who build community. Roll over the ocean, roll over the see Roll over the ocean in the deep blue sea, Roll over the ocean, roll over the sea Roll over the ocean, roll over the sea Roll over the ocean in the deep blue sea, Roll over the ocean, roll over the sea		Optional: <i>Start with a prayer. Use any prayer the child is familiar with.</i>

	<p>Ask: Did you enjoy singing at the same time doing the action? (Yes.)</p> <p>In the song, who builds the community? (It's I who builds the community.)</p> <p>Say: Each of us is a member of a family and the family builds a community.</p> <p>What is the beginning sound of the word community? /k/</p> <p>In our previous lesson, we have learned places and things in school and particularly in the classroom. Today, we are going to learn about the community and the letter sound /k/.</p>		
<p>What's new</p>	<p>Activity 3: Community Gallery Walk</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Take the learner to the different places in the community: school, church, Barangay Hall, market, Fire Station, Police Station, parks) 2. Let the learner observe and describe each place. 3. Talk about his/her experiences in each place. 	<p>picture of:</p> <ul style="list-style-type: none"> • school • church • Barangay Hall • market • Fire Station • Police Station • parks 	<p>For Community Walk, visit places which is near to the learner's residence. Encourage the learner to observe the things in the different places visited.</p> <p>If Community Walk is not possible you may show pictures of different places in the community or recall previous experiences of the learner on a certain place.</p> <p>Facilitator together with the learner may visit other community places but must observe precautionary and safety protocols.</p>

What is it	<p>Ask: How did you feel while walking around our community? (tired but happy and learned new things.)</p> <p>What are the different places in the community we visited? (School, Church, Barangay Hall, Market, Fire Station, Police Station)</p> <p>What are the things you see in school? church? Barangay Hall? market? Fire Station? Police Station? parks?</p> <p>What place or places in the community you like most? Why?</p> <p>Say: Excellent! You were able to identify the different places in the community and the things found in each place.</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 <p>Say: We just talked about the different places in our community.</p> <p>Ask: What is the beginning sound of the word community? /k/</p> <p>Say: That's right, the beginning sound of the word 'community' is /k/. Let's say it together. /k/. You say it by yourself. /k/ Excellent!</p> <p>Ask: What the beginning letter of the word 'community'? (letter Cc)</p> <p>What is its beginning sound? /k/</p> <p>Say: Letter Cc has other sounds. The Other sound is /s/ in in the word 'city'. We will discuss this in a separate lesson</p> <p>Say: Well done! Now, let's begin with our next activity.</p>	These can also be done during meal time. <p>Materials:</p> <ul style="list-style-type: none"> • letter Cc template • recycled bond paper • recycled colored papers or magazines • scissors • paste or glue <p>Prepare old magazines and colored papers.</p> <p>Annex 3. Letter C</p>

	<p>Activity 4: Letter Cc Mosaic</p>  <ol style="list-style-type: none"> 1. Let the learner do the following: <ul style="list-style-type: none"> • get the letter Cc template; • cut recycled colored papers into small pieces; • paste the small pieces of colored paper on the Cc template; • let it dry; and • trace it with your fingertip. <p>Ask: What letter is in the template? (Letter Cc)</p> <p>What is the sound of letter Cc? (The sound of letter Cc is /k/.)</p> <p>What place in the community that start with letter Cc? (church)</p> <p>Use your fingertip to trace, touch and feel the letter Cc.</p> <p>Say: Excellent!</p>		
<p>What I have learned</p>	<p>Wrap-up</p> <p>Ask: What have you learned from today's activities? (The places and things found in the community as well as letter Cc and its sound.)</p> <p>What place or things in the community that starts with letter Cc? (Church, Car)</p> <p>Say: Awesome! Tomorrow we will talk more on the things in our community.</p>		
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Let the learner practice writing letter Cc. (Worksheet 2 in Annex 1) 	<p>Tell the learner that throwing garbage properly keeps the community clean.</p>	

Content Standards: The child demonstrates an understanding of acquiring new words/widening his/her vocabulary links to his/her experiences.

Performance Standards: The child shall be able to actively engage in meaningful conversation with peers and adults using varied spoken vocabulary.

Most Essential Learning Competencies: Name the places and things found in the classroom, school and community.

Content Focus: Places and things found in the community.

	Learning Experiences	Materials	Note to the Facilitator
What I need to know	I can identify the different places and things found in the community.		
What I know	<p>Say: Good morning! How are you today? (I'm fine.) That's good. Before we begin with our activities, let's sing this song with action.</p> <p>Song: It's I Who Build Community</p> <p>It's I, It's I, It's I who build community It's I, It's I, It's I who build community It's I, It's I, It's I who build community It's I ... It's I ..., it's I who build community.</p> <p>Roll over the ocean, roll over the see Roll over the ocean in the deep blue sea, Roll over the ocean, roll over the sea</p>	none	<p>Optional:</p> <p>Start with a prayer. Use any prayer the child is familiar with.</p>

	<p>Roll over the ocean, roll over the see Roll over the ocean in the deep blue sea, Roll over the ocean, roll over the sea</p> <p>Say: Well done! In the song, who builds the community? (I, you, we) What were the places in the community we talked about/visited yesterday? (playground, church, barangay hall, etc.) Today, we will learn more of these places.</p>		
What's new	<p>Activity 5: Match the Things to its Places</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present picture of a school, police station, market, hospital/clinic, notebooks, police car, store and ambulance/first aid kit. 2. Show each picture. 3. Let the learner: <ul style="list-style-type: none"> • identify the places and things; • talk about how the places and things support in the community; and • match the picture of things found in its right place. 	picture of a school, police station, market, hospital/clinic, notebooks, police car, store, ambulance/first aid kit, church, barangay hall, etc.	Provide assistance to the learner when needed but do not do things for him/her. Talk about the places and objects after the learner gives his/her ideas.
What is it	Discussion (Informal Conversation) about the Activity		

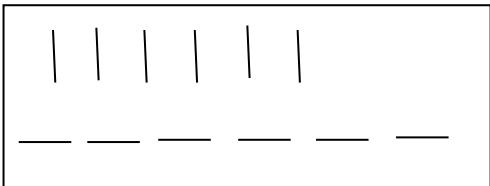
	<p>Ask: What are the places in the picture? (school, police station, market and hospital/clinic)</p> <p>What are the things found in the picture? (notebooks, police car, store and ambulance/first aid kit)</p> <p>How did you match it? (school – notebooks, police station – police car, market – fish, store - biscuits, hospital/clinic – ambulance/first aid kit, church – people praying)</p> <p>Why did you pair notebooks and school? Police station and police car?</p> <p>How many pictures of places are there? Please count. (6) How many objects are there? (6)</p> <p>Say: Amazing! You were able to name and describe the things found in each place. We will have a counting activity after snack time.</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>Say: Now, let's have another activity.</p> <p>Activity 6: Number Hunt 0 to 6</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Scatter the number cards with 0 to 6 in the different areas of the house. 2. Let the learner do the following: 	<p>These can also be done during mealtime.</p> <p>Assist the learners in doing the activity.</p> <p>Annex 5. Number Hunt 0 to 6</p>

	<ul style="list-style-type: none"> • find and collect all the number cards with 0 to 6; • put the number cards on the table; • identify the numbers in each card; • arrange the number cards from 0 to 6; and • trace each numbers using the fingertip. <p>3. Talk about the quantity of each number, count and arrange from 0 to 6.</p> <div data-bbox="473 625 1012 710"> </div>		
What I have learned	<p>Wrap-up</p> <p>Ask: What have you learned from today's activity? (I learned how to arrange the numbers 0 to 6 and to match the objects to the community places.)</p> <p>Say: Great!</p>		
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Provide the sets of number cards with 0 to 6. • Let the learner practice counting and arranging numbers from 0 to 6. 		Set of number cards in Activity 8 can be used.

<p>Content Standards: The child demonstrates an understanding of objects in the environment have properties or attributes (e.g. color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes</p>			
<p>Performance Standards: The child shall be able to manipulate objects based on properties or attributes</p>			
<p>Most Essential Learning Competencies: Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and when rearranged still has the same quantity</p>			
<p>Content Focus: Tell the quantity of a set of objects to one-to-one correspondence.</p>			
	Learning Experiences	Materials	Note to the Facilitator
What I need to know	I can tell and count the quantity of a set of objects from 1 up to 6.		
What I know	<p>Introduction Say: Good morning! How are you today? (I'm fine.) That's good. Now, I want you to stand and do as I say.</p> <p>Go to the bedroom. Go to the bathroom. Go to the kitchen. Go to the garden. Go to the living area.</p> <p>Ask: What are the 3 objects seen in each part of the house you visit?</p> <p>Say: What activity did we do? (We went around our house. We identify the objects we see in these places.)</p>	none	Optional: <i>Start with a prayer. Use any prayer the child is familiar with.</i>

	Great! Yesterday you were able to identify places and things in the community. Here in our house, we also have different places and things. We will do this activity.		
What's new	<p>Activity 7: Count the 6 C's</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the learner Worksheet 3 in Annex 1 2. Let the learner: <ul style="list-style-type: none"> • count the objects/pictures in each box; • pick and count the counters equivalent to the number of objects in each box; • put the counters on top of the picture/s in each box; • identify the objects; • describe its color and shape, • tell its use; and • identify the place in the community where it can be found. 3. Continue the process until all pictures and counters are identified and counted. 	<p>Materials: pictures of:</p> <ul style="list-style-type: none"> • 4 carrots • 3 corns, • 6 crayons • 2 clocks • 5 candles • 1 cow <p>21 counters</p>	<p>Provide assistance to the learner when needed but do not do things for him/her.</p> <p>Talk about the objects after the learner gives his/her ideas.</p>
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask: What are the things in the picture? (carrots, corns, crayons, candles, cow and clocks)</p> <p>What is the beginning sound of each word? /k/</p>		<p>Emphasize the letter name and its sound.</p> <p>Annex 5. Letter Name and Its Sound</p>

	<p>What do we call the letter with the sound of /k/? (Letter Cc)</p> <p>How many objects are in each box?</p> <p>Which box has the least number of objects?</p> <p>What are these objects? (cow)</p> <p>Which box has the most number of objects?</p> <p>What are these objects? (crayons)</p> <p>Let us say the numbers. (1, 2, 3, 4, 5, 6)</p> <p>Say: Amazing! You were able to name, describe and tell the use of each object. There are many things around us like the chair, table, food, etc. These things have different uses too.</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 mealtime.</p>

	<p>Say: Now, let's have another activity.</p> <p>Activity 8: Object Conservation</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Place the envelope with sticks inside on the table. 2. Let the learner do the following: <ul style="list-style-type: none"> • get all the sticks from the envelope; • count the sticks; • arrange the sticks horizontally/in a row and vertically/in line; and • count them again. <div data-bbox="455 715 945 901" style="border: 1px solid black; padding: 10px; text-align: center;">  <p>The diagram consists of two rows of six vertical lines each. The top row is labeled with six short vertical lines, and the bottom row is labeled with six short horizontal dashes. This represents two separate sets of six sticks each, arranged in different patterns.</p> </div>	<ul style="list-style-type: none"> • 6 pieces sticks of the same length 	<p>Prepare 6 pieces of sticks with same size and length and put it inside the envelope.</p> <p>Assist the learners in doing the activity.</p>
<p>What I have learned</p>	<p>Wrap-up</p> <p>Ask: How many sticks are there in a row? (6) Can you count the sticks? (6) How about if you will arrange in line, how many sticks are there? (6) Did the number of sticks change? (No) Can you count the sticks again? (1, 2, 3, 4, 5, 6) Which are more or less sticks, arranged in a row or in line? (There number of sticks did not change even it was arranged in different ways, it is still 6.)</p> <p>Say: Great! The quantity of an object does not change even if it is arranged in different ways.</p>		

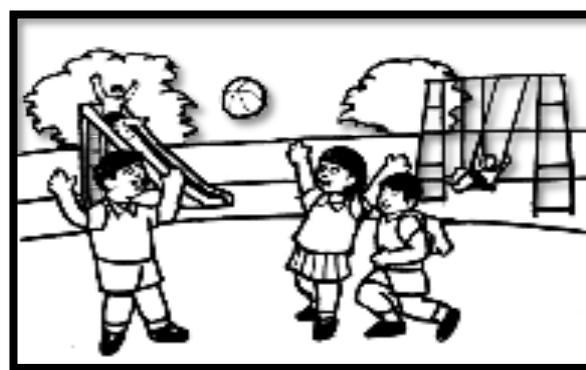
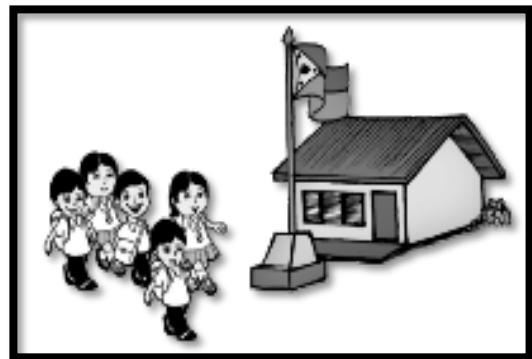
What I can do	Application <ul style="list-style-type: none"> Let the learner gather and count the objects that he/she likes. The learner may also be asked to wash the plates during lunch. Then let the learner arrange the objects/plates in vertical and horizontal way. 	Help the learner in seeing that the quantity of plates/objects do not change when arranged in different ways.
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References

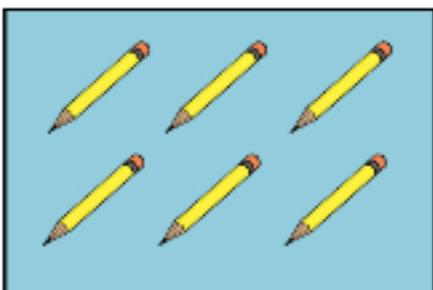
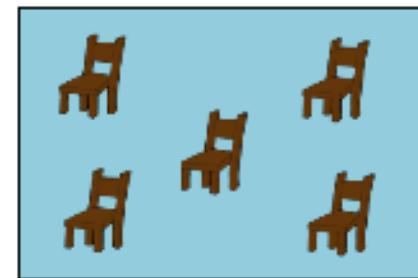
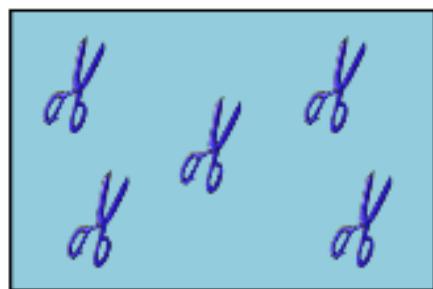
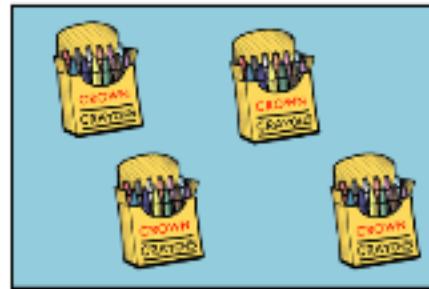
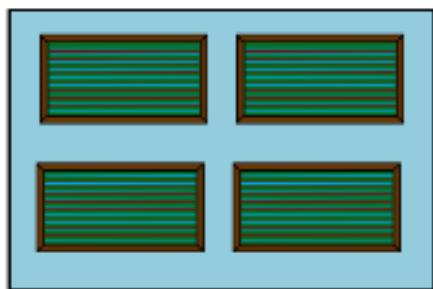
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—. 2017. *Kindergarten Teacher's Guide*. Pasig City: Department of Education.

Annexes

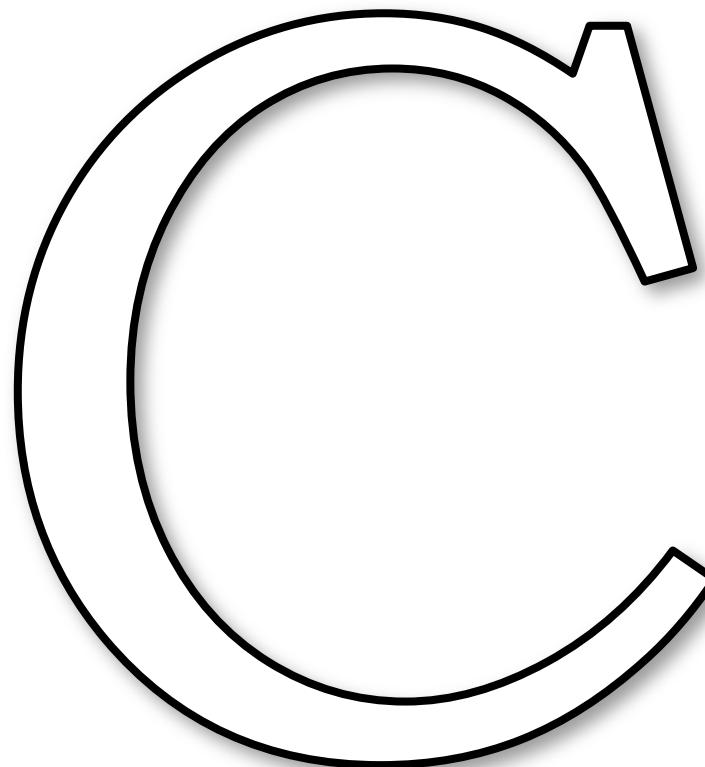
Annex 1. What I See



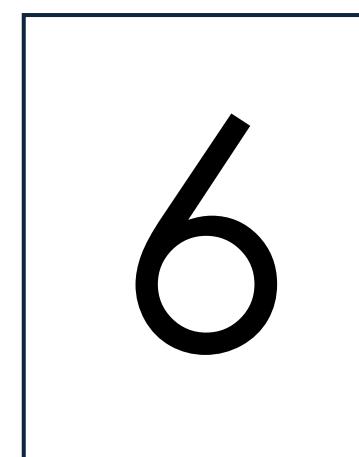
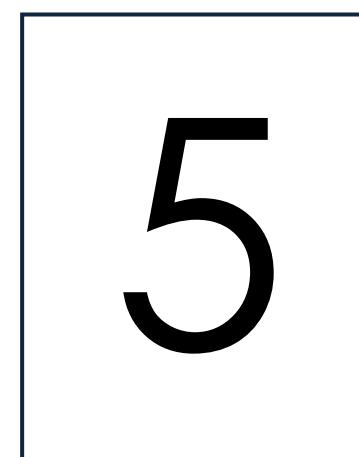
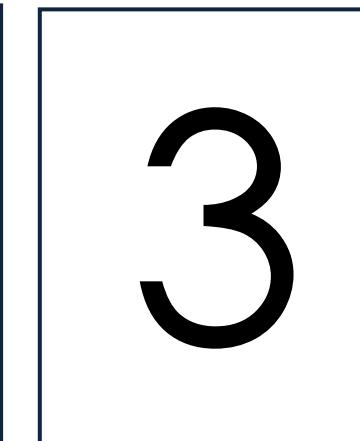
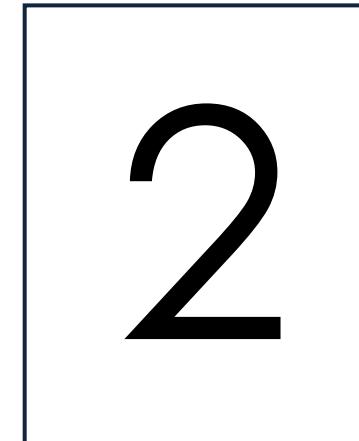
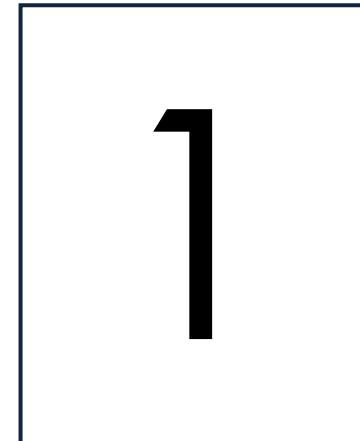
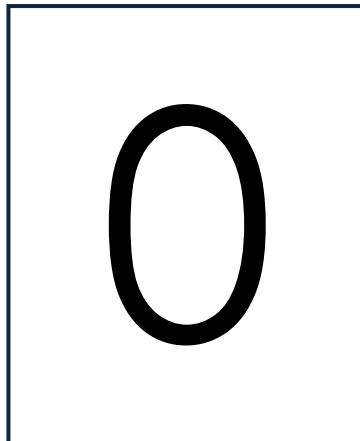
Annex 2. Count Me



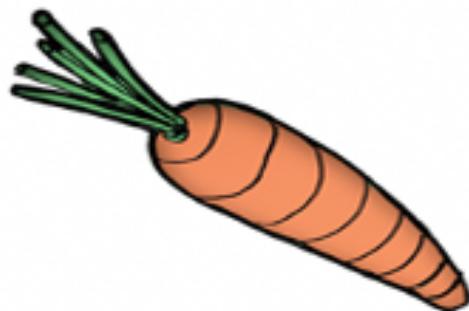
Annex 3. Letter C



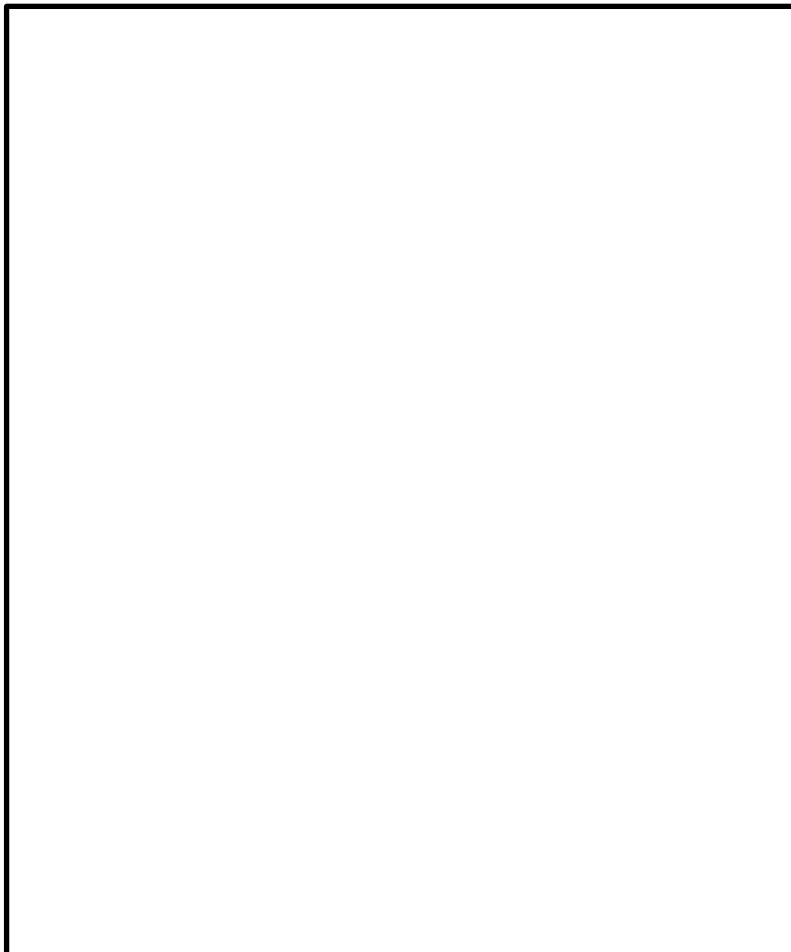
Annex 4. Number Hunt 0 to 6



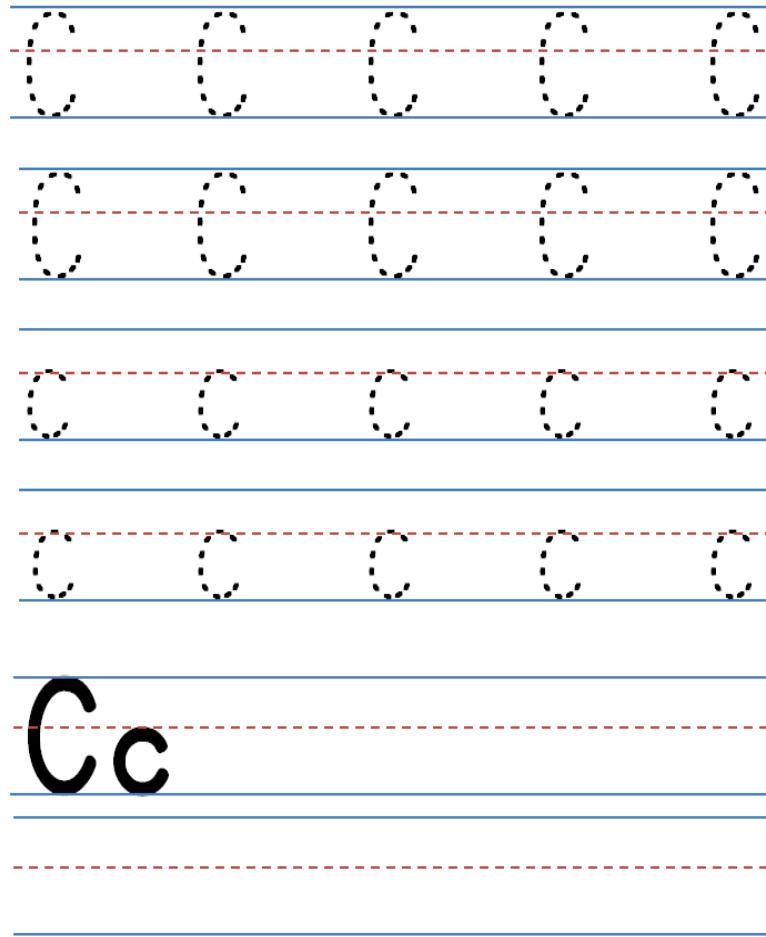
Annex 5. Letter Name and Its Sound



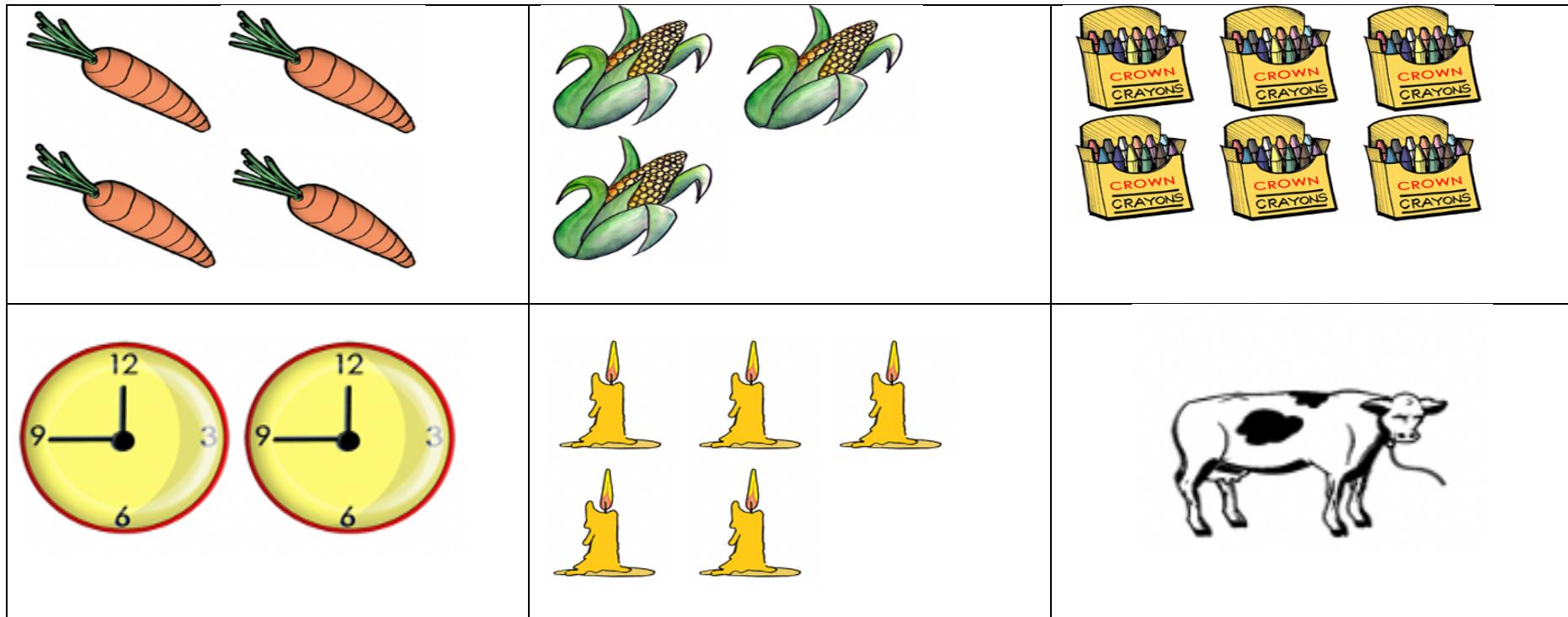
Worksheet 1: Draw at least **6** objects that can be found in the classroom.



Worksheet 2: Trace the letter **Cc**.



Worksheet 3. Count the object/objects in each box.



For inquiries or feedback, please write or call:

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