

Kindergarten

Quarter 2: Week 6 Learning Experiences



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Kindergarten
Alternative Delivery Mode
Quarter 2: Week 6 Learning Experiences
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Kindergarten

Quarter 2: Week 6 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. 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 6 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: Give the names of family members, school personnel, and community helpers, and the roles they play/jobs they do/things they use.			
Content Focus: My family members help one another by doing different roles.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	Each member of my family has a role to play.		
What I know	<p>Introduction Say: Hello! How are you feeling today?</p> <p>Ask: Do you remember the activities we had about family? (Yes)</p> <p>Say: Please name one activity that you can remember. Please tell me the names of your family members.</p> <p>Say: Very Good!</p> <p>Ask: What do your family members usually</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>do at home? (answers may vary)</p> <p>Who does the household chores?</p> <p>Who cooks food for everyone to eat?</p> <p>Who washes the dishes after eating?</p> <p>Who cleans the house?</p> <p>Today, we will make a poster about the role of each family member.</p>		<p>Facilitator may mention more household chores and ask the learner who is responsible in doing so.</p>
What's new	<p>Activity 1: Who Does What</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the learner the prepared materials. 2. Let the learner do the following: draw each family member doing their roles at home; <ul style="list-style-type: none"> • color the drawings; and • label each drawing. 	<ul style="list-style-type: none"> • ¼ size cartolina or old calendar • crayons or colored pens 	<p>Assist the child if he/she is struggling to draw and in writing the label. Accept stick human figure.</p>
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Wow, what a nice drawing!</p> <p>Ask: How did you find the activity? How many family members do you have? Let us count. (answer will depend on the drawing)</p> <p>Say: Kindly tell me the name of each member of your family.</p> <p>Ask: What is the role of you father? mother? brother? sister? grandfather? grandmother? uncle? aunt? (answers may vary)</p> <p>How about you, what is your role in the family?</p> <p>Say: Well done! You were able to tell the names of the members of your family and the different roles they play at home.</p> <p>With that, you deserve to have a break.</p>		<p>Ask these questions one at a time.</p>

What's more	Snack Time: <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating etiquette 		Teach the learner the importance of these routines and encourage him/her to practice all of these during snacks and meal time.
	Say: Let's have another activity Activity 2: Household Chores Chart Procedure: <ol style="list-style-type: none"> 1. Give the pictograph to the learner. (see Annex 1 – Activity 2) 2. Ask the learner to talk about the household chores shown in the pictograph. 3. Let the learner do the following: <ul style="list-style-type: none"> • put a check (/) under the family member who does the chore at home (he/she can check more than one family member per chore); and • count the number of check marks per family member; • identify the family member who does the most number of chores and the least number of chores. 	Materials: <ul style="list-style-type: none"> • pictograph • pencil 	Provide assistance to the learner whenever needed but do not do the activity for him/her. Provide the learner with the Activity 2 Worksheet found in Annex 1. Make sure that the learner counted the check marks with one-to-one correspondence.
What I have learned	Wrap-up Ask: What have you learned from today's activities? (My family members have roles to play in the house.) Who has the most number of chores at home? Who has the least number of chores at home?		

	<p>Say: Now, you already knew that each family member plays different roles at home.</p> <p>Ask: What is your role at home? What chore/chores do you do to help the family? (cleaning the table, washing the plates, etc.)</p> <p>Say: Very Good! We can always help them by doing simple tasks at home like returning the toys after playing, putting garbage to its proper places, fixing the bed, washing the dishes, etc. It is simple and easy task to do but it is of great help to the family.</p>	
What I can do	<p>Application</p> <ul style="list-style-type: none"> Let the learner do the household chores he/she is capable of doing like fixing the bed, returning toys after playing, etc. 	Encourage the learner to help other family members in doing household chores.

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: Give the names of family members, school personnel, and community helpers, and the roles they play/jobs they do/things they use.			
Content Focus: I can name many people and things in school.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can tell the names of the school personnel and the roles or jobs they do.		
What I know	<p>Introduction</p> <p>Say: Hello, good morning! How are you today?</p> <p>Ask: What did you do yesterday? (I made a poster of the roles of my family members at home and talked about it.)</p> <p>Say: Yes, we talked about the roles of our family members.</p> <p>Today, we are going to learn something new. Are you ready?</p> <p>Ask: Have you been to school? (Yes/No) Who do you see inside the school? (teachers and learners)</p> <p>Say: Yes, in the school we can see teachers and learners.</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>We can also see other people in school, like the principal, the security guard, librarian, guidance counselor, etc.)</p> <p>For our next activity, we are going to make models of the people who are in school.</p> <p>Ask: Are you excited? (Yes)</p> <p>Say: Let's begin.</p>		
What's new	<p>Activity 3: Model School Personnel</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show to the learner the pictures of the people who works in school (teachers, principal, school guard, librarian, guidance counselor, etc.). 2. Talk about the people who work in school and the jobs they do. 3. Let the learner do the following: <ul style="list-style-type: none"> • color the pictures of all school personnel (the ones used by the facilitator earlier); • cut the template of of each school personnel; • choose at least three (3) school personnel; • using a paste/glue, attach a popsicle stick to the back of each of the three school personnel s/he has chosen • identify each school personnel; and • say something about them and their work 	<ul style="list-style-type: none"> • pictures of the people who work in school (school personnel like teachers, principal, school guard, librarian, guidance counselor, school nurse, janitor, etc.) • glue/paste • a pair of scissors • popsicle sticks or any kind of stick available 	<p>Prepare all the needed materials.</p> <p>Use the pictures of school personnel provided in Annex 2.</p> <p>Always remind the learner to:</p> <ul style="list-style-type: none"> • wash his/her hand before and after the activity • arrange/organize the materials and clean the activity area after doing the activity

What is it	Discussion (Informal Conversation) about the Activity Say: Wonderfully done! Ask: Who do you think are these people? (teacher, principal, librarian or answer may vary) What do you think are they doing in the school? (Ask question one at a time for the chosen personnel) Say: Well done! These people are helping us. They work to make the school clean and conducive to learning.		Help the learner to come up with the correct answers. Don't give him/her direct answers instead give him/her some clue/hint to come up with the correct answer.
What's more	Snack Time: <ul style="list-style-type: none">• Washing of hands before and after eating• Thanksgiving prayer• Eating etiquette		Teach the learner the importance of these routines and encourage him/her to practice all of these during snacks and meal time.
	Say: Let's have another activity. Activity 4: It's a Match Procedure: 1. Provide the learner with the Activity 4 Worksheet found in Annex 3. 2. Let the learner do the following: <ul style="list-style-type: none">• draw a line to connect the pictures that match;• explain/describe per match	Activity 4 Worksheet found in the Annex 3	Provide assistance to the learner whenever needed but do not do the activity for him/her.

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: Give the names of family members, school personnel, and community helpers, and the roles they play/jobs they do/things they use.			
Content Focus: I can name different community helpers and the jobs they do.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can tell different community helpers and the jobs they do.		
What I know	<p>Introduction Say: Hello! How are you today? You have learned about the people who work in the school.</p> <p>Say: Today, I want you to identify the pictures of these people who work in the school and tell me what kind of work they do. (Use the pictures used in yesterday's activity.)</p> <p>Ask: Who are these people again? (school personnel like teachers, principal, guidance counselor, school guard, etc. or answer may vary) What do these people do in our school? (they work to support the school, they work to help children learn)</p>	<ul style="list-style-type: none"> • pictures of people who work in school (school personnel like teachers, principal, school guard, librarian, guidance counselor, school nurse, janitor, etc.) • picture of community helpers 	<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 use the pictures of school personnel used in the activity yesterday.</p> <p>Use the picture of community helpers provided in Annex 4.</p> <p>You may add more community helpers.</p>

	<p>Say: If there are people who work in our school, there are also people who work in our community.</p> <p>Ask: Do you know who they are? (teachers, policemen, doctor, etc.)</p> <p>Say: Yes, they are the people who work and do many different things to help us every day.</p> <p>Ask: Who teaches us in school? (teachers) Who protect us from bad people? (police officers) Who treat us when we are sick? (the doctors) Who do we call when there is fire? (fire fighters)</p> <p>Say: They help us in so many ways. We call these people as community helpers.</p> <p>Today, we are going to make stick puppets of community helpers.</p>		
What's new	<p>Activity 5: Stick Puppets of Community Helpers</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare templates of the different community helpers. 2. Let the learner do the following: <ul style="list-style-type: none"> • cut the templates of different community helpers; • attach popsicle sticks using paste/glue at 	<ul style="list-style-type: none"> • templates of different community helpers (doctor, nurse, teacher, police officer, dentist, fire fighter, engineer, construction worker, driver, farmer, vendor, street sweeper, carpenter, baker, dressmaker, 	<p>For safety purposes, facilitator must supervise the child in cutting the templates of different community helpers.</p> <p>After the activity, remind the learner to arrange/ organize the materials,</p>

	the back of each community helper; and <ul style="list-style-type: none"> • identify the stick puppets made that represent community helpers. 	fisherman, etc. <ul style="list-style-type: none"> • pair of scissors • popsicle sticks • paste/glue 	clean the activity area and throw the waste materials.
What is it	Discussion (Informal Conversation) about the Activity Say: Show me your stick puppets. Excellent! Your puppets look very nice! Ask: Now, tell me the name of each community helper. What does each of the community helper do? How about the people in the barangay hall, do we consider them as community helpers too? (yes, answer may vary) As you have known, who are the people in the barangay hall? (barangay captain, kagawad, etc.) How do these people help the community especially during this pandemic? (They guide people to follow the COVID-19 pandemic health and safety protocols, they help impose proper disposal of garbage, etc.)		
What's more	Snack Time: <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating etiquette 		Teach the learner the importance of these routines and encourage him/her to practice all of these during snacks and meal time.
	Say: Let's have another activity Activity 6: Show and Tell Procedure: <ol style="list-style-type: none"> 1. Show the stick puppet of community helpers one at a time. 2. Let the learner do the following: <ul style="list-style-type: none"> • identify the community helper 	Stick puppet of the following community helpers: <ul style="list-style-type: none"> • teacher • doctor • nurse • construction worker • fire fighter • police officer 	Utilize the stick puppet of community helpers made by the learner the previous day. After the activity, remind the learner to arrange/ organize the materials, clean the activity area and throw the waste materials.

	<p>shown;</p> <ul style="list-style-type: none"> • tell about what they do; and • describe the things they are using while performing their tasks. 	<ul style="list-style-type: none"> • vendor • fisherman • street sweeper • dentist • engineer • carpenter • baker • dressmaker 	
What I have learned	<p>Wrap-up</p> <p>Ask: What have you learned from today's activities? (I learned about different community helpers.) Who are they? (teacher, doctor, nurse, baker, construction worker, etc.)</p> <p>Ask: What does each them do? (Mention the community helpers discussed one at a time.) Where can we see these community helpers? (school, clinic/hospital, barangay hall, etc.)</p> <p>Say: Aside from our families, we have other people in the community who help us with our needs. They are called community helpers.</p>		<p>Help the learner to come up with the correct answers.</p> <p>Encourage the learner to know the name of their barangay captain.</p>
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Let the learner identify the community helpers that can be found in their community/barangay. • Let the learner play any game of his/her interest. 		

Content Standards: The child demonstrates an understanding of increasing his/her conversation skills.			
Performance Standards: The child shall be able to confidently speak and express his/her feelings and ideas in words that make sense.			
Most Essential Learning Competencies: Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words			
Content Focus: I can describe community helpers in different words.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can identify the community helpers that begin with letter Dd.		
What I know	<p>Introduction</p> <p>Say: Good morning/afternoon! How are you feeling today?</p> <p>Last time we have learned that community helpers help us in our needs.</p> <p>Ask: Who are these community helpers? (teachers, doctors, nurse, dentist, etc.) Of the community helpers we have known, which of them begins with letter Dd? (doctor, dentist, etc.)</p> <p>Say: The sound of letter Dd is /d/. Please say it with me. /d/</p>	template of letter Dd	<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>If the child cannot describe the community helper, you may give him/her some clues for him/her to come up with more describing words for each community helper.</p>

	<p>Please say it again. /d/</p> <p>Ask: What is the sound of letter Dd? /d/</p> <p>Say: Say again these words and emphasize the sound of the first letter of each word. (doctor, dentist, etc.)</p> <p>Ask: How do you know if he/she is a doctor? Answer: The doctor wears white clothes. He/she has stethoscope. He/she treats the sick.</p> <p>How about the dentist? What help he/she is giving to us? Answer: The dentist takes care of our teeth. He/she wears white clothes too.</p> <p>Note: Show a printed letter Dd and Introduce it to the learner. Let him/her say again the letter name and its sound.</p> <p>Say: Well done! Today, let's play a game about letter Dd.</p>		Use the letter Dd template provided in Annex 5.
What's new	<p>Activity 7: Step on Letter Dd</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Arrange the letter cards on the floor. (Refer to Annex 6 - Activity 7 Worksheet for the letter card 		<p>Prepare the materials in advance.</p> <p>Use the letter card template provided in Activity 7 Worksheet found in Annex 6.</p>

	<p>template to be cut-out)</p> <p>2. Let the learner do the following:</p> <ul style="list-style-type: none">• step on the letter card with letter Dd;• identify the name of the letter;• produce its sound; and• name a community helper that starts with letter Dd.	<div><div>Ss</div><div>Dd</div><div>Dd</div><div>Ee</div><div>Nn</div><div>Dd</div><div>Cc</div><div>Dd</div></div>	<p>Check if the child steps on the right letter. Guide him/her to find the right one if s/he steps on the wrong letter and let him/her give the correct sound of the letter.</p>
<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Good Job! You have stepped on the correct letter and have given the correct sound.</p> <p>Ask: What letter did you step on? (letter Dd) What is the sound of letter Dd? /d/ Say it again. /d/</p> <p>Say: Please give me some examples of community helpers that begin with /d/. (doctor, dentist, etc.) Describe each community helper. (answers may vary) What does each of them do? (Ex. Doctors treat sick people or answers may vary)</p> <p>After the break, we will have another activity.</p>	<p>These questions can be asked one at a time.</p>	

	Snack Time: <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating etiquette 		Teach the learner the importance of these routines and encourage him/her to practice all of these during snacks and meal time.
What’s more	Activity 8: Letter Dd Collage Procedure: <ul style="list-style-type: none"> • Provide the learner with a letter Dd template. (Utilize the letter Dd template used in the previous activity.) • Let the learner do the following: <ul style="list-style-type: none"> • identify the letter template; • produce the sound of the letter; • give the names of community helpers that start with letter Dd; • paste their pictures inside the letter Dd template. 	<ul style="list-style-type: none"> • letter Dd template • pictures of community helpers whose name begins with letter Dd (doctor, dentist, driver, delivery man, dressmaker, etc.) • pair of scissors • glue/paste 	Provide the learner with the following: <ul style="list-style-type: none"> - letter Dd template. (Utilize the one used in previous activity.) - pictures of community helpers whose names begin with letter Dd like the doctor, dentist, driver, delivery man, dressmaker, etc. (Use the pictures provided in Annex 7.) After the activity, remind the learner to arrange/organize the materials, clean the activity area and throw the waste materials.
What I have learned	Wrap-up Say: Show me your output. You did it excellently! Ask: What is the letter in your collage template? (letter Dd) What is the sound of letter Dd? (/d/) Say it again please. /d/ Who are the community helpers that begin with /d/? (doctor, dentist, etc.) What does each of them do? (Doctors treat sick people or answer may vary.) What are the things they use in doing their job?		Encourage the learner to name the people within his/her neighborhood whose names begin with /d/.
What I can do	Application <ul style="list-style-type: none"> • Free Play. Let the learner play with toys of his/her preference. 		

Content Standards: The child demonstrates an understanding of increasing his/her conversation skills.			
Performance Standards: The child shall be able to confidently speak and express his/her feelings and ideas in words that make sense.			
Most Essential Learning Competencies: Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words.			
Content Focus: I can describe about family members, pets, toys, foods or members of the community.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can identify family members, pets, toys, foods, or members of the community that begins with letter Dd.		
What I know	<p>Introduction</p> <p>Say: Good morning! I feel good today. How about you, how are you feeling today?</p> <p>Ask: Do you still remember the activity on Letter Dd Collage? What did you do? (I pasted the community helpers that begin with letter Dd.</p> <p>Say: Yes, we talked about the community helpers whose name begins with letter Dd. Please name them. (doctors, dentist, dressmakers, etc.) What does each of them do? (answer may vary)</p> <p>Ask: What is the beginning sound of the following words? doctor, dentist, and delivery man (/d/)</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>Say: Very Good! This time we are going to talk about family members, pets, toys and food whose name begins with /d/. Today, we will make a letter Dd poster.</p>		
What's new	<p>Activity 9: Letter Dd Poster</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the learner a letter Dd template. 2. Let the learner do the following: <ul style="list-style-type: none"> • identify the letter template; • produce the sound of the letter; • think of family members' favorite pets, toys and foods whose names begins with /d/; • draw it inside the letter Dd template; • color and label the drawings; and • tell something about the drawings. 	<ul style="list-style-type: none"> • letter Dd template • pencil, crayon 	<p>Provide assistance to the learner whenever needed but do not do the activity for him/her.</p> <p>Use the letter Dd template found in Annex 8.</p> <p>Assist the child if he/she is struggling to draw and in writing the label.</p>
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Show me your poster. Excellent!</p> <p>Ask: How do you find the activity? How many family members do you have? Let us count together.</p> <p>What is your father's favorite pet? (e.g. dog, duck)</p> <p>What is your mother's favorite food? (e.g. doughnut, dried fish)</p> <p>What is your younger sister's favorite toy? (doll)</p> <p>How about you, what are your favorite toys? (drum, dump truck, domino set)</p> <p>Say: Well done! It's break time.</p>		<p>Ask these questions one at a time.</p>

What’s more	Snack Time: <ul style="list-style-type: none">• Washing of hands before and after eating• Thanksgiving prayer• Eating etiquette		Teach the learner the importance of these routines and encourage him/her to practice all of these during snacks and meal time.			
	Activity 10: My Letter Dd Chart Procedure: <ol style="list-style-type: none">1. Give the learner the letter Dd Chart together with the pictures and the words in Activity 10 Worksheet found in Annex 9.2. Let the learner do the following:<ul style="list-style-type: none">• cut-out the pictures and words in Activity 10 Worksheet;• paste the pictures on the first column of the chart and the corresponding names on the second column;3. Assist the learner in writing, “Letter Dd Chart” and the learner’s name at the bottom.	<ul style="list-style-type: none">• ¼ size of the manila paper or recycled calendar• pair of scissors• glue/paste Letter D Chart <table><tr><td>Pictures that begin with letter Dd</td><td>Words that begin with letter Dd</td></tr><tr><td></td><td></td></tr></table>	Pictures that begin with letter Dd	Words that begin with letter Dd		
Pictures that begin with letter Dd	Words that begin with letter Dd					
What I have learned	<p>Wrap-up</p> <p>Ask: What have you learned from today’s activities? (pictures that begin with /d/), (words that begin with /d/)</p> <p>How many pictures have you cut and pasted? (7) Let us count them all.</p> <p>How many words have you pasted? (7) Let’s try to read them together.</p> <p>Say: Very Good! What can you say about each picture?</p>					
What I can do	<p>Application</p> <ul style="list-style-type: none">• Let the learner look for 7 things that begin with letter Dd inside the house.					






References

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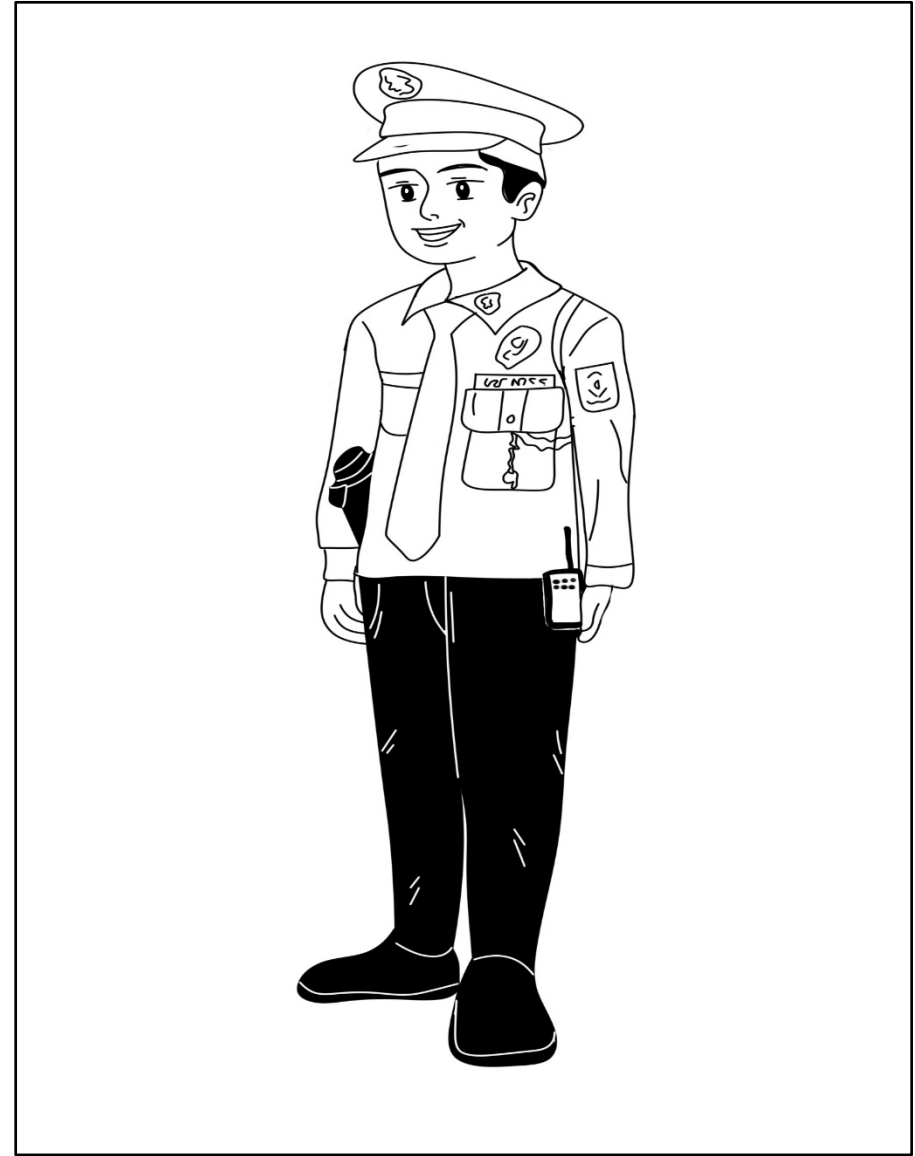
Annexes
Annex 1

Activity 2 Worksheet: Household Chore Chart Pictograph

	Father	Mother	Brother	Sister	Me	Others
						
						
						
						
						

Annex 2





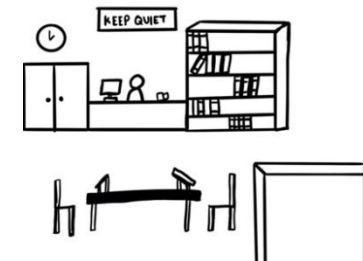
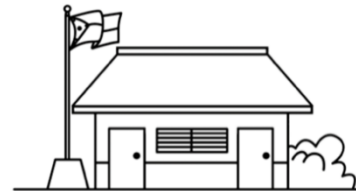
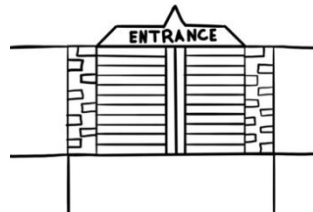
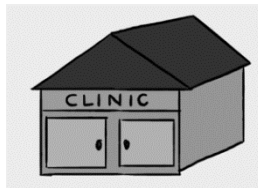
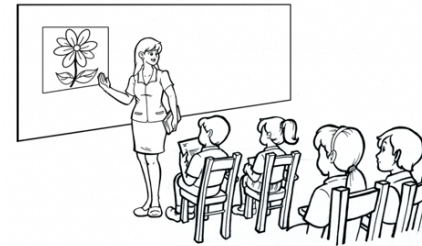




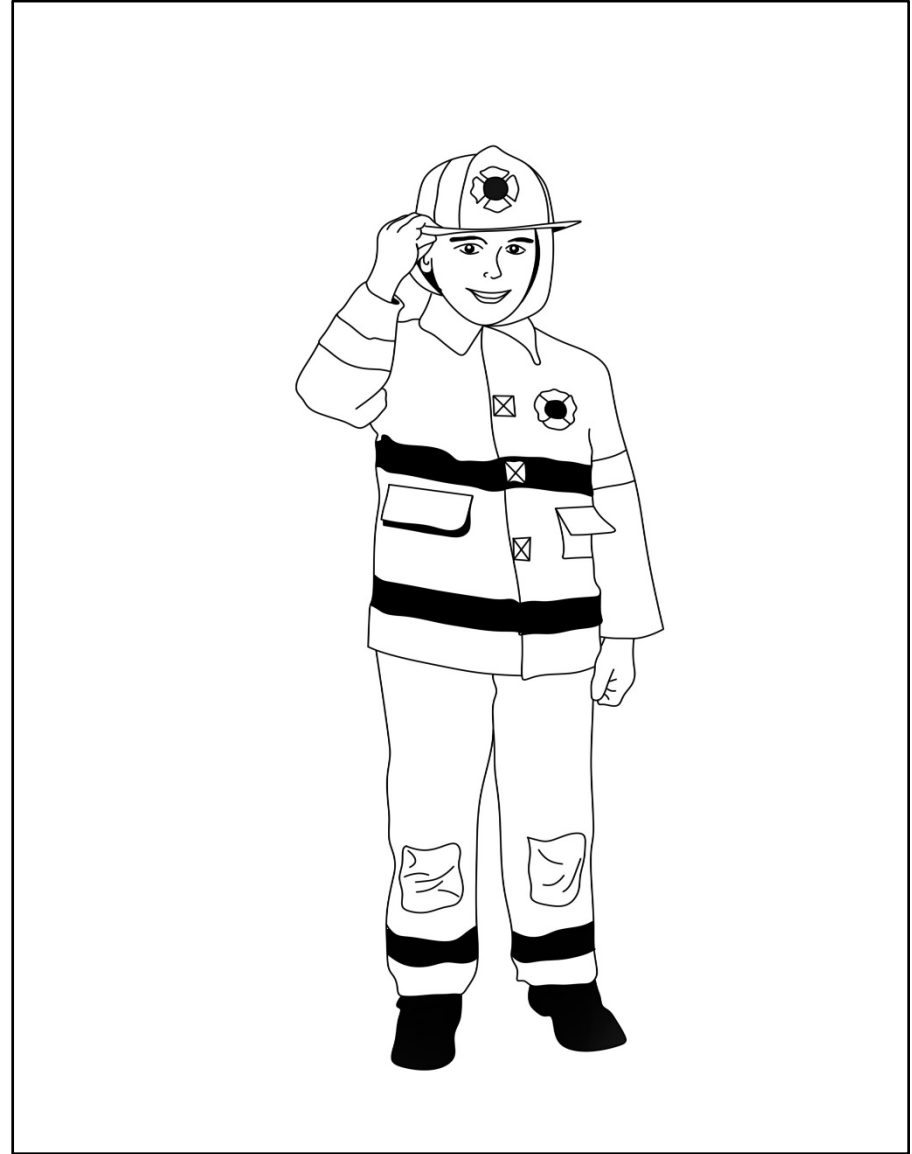
Annex 3

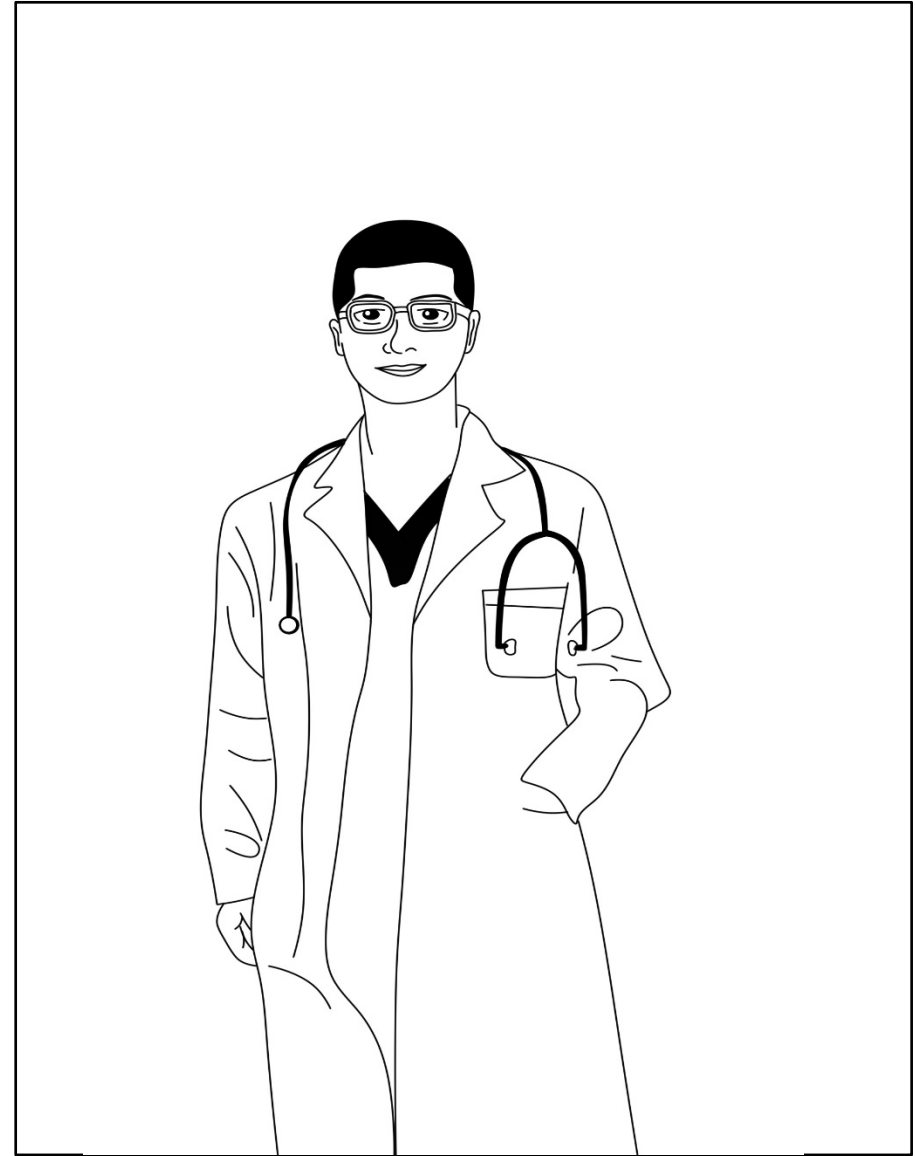
Activity 4 Worksheet: It's a Match

Match the pictures from the first row with the second row by drawing a line.

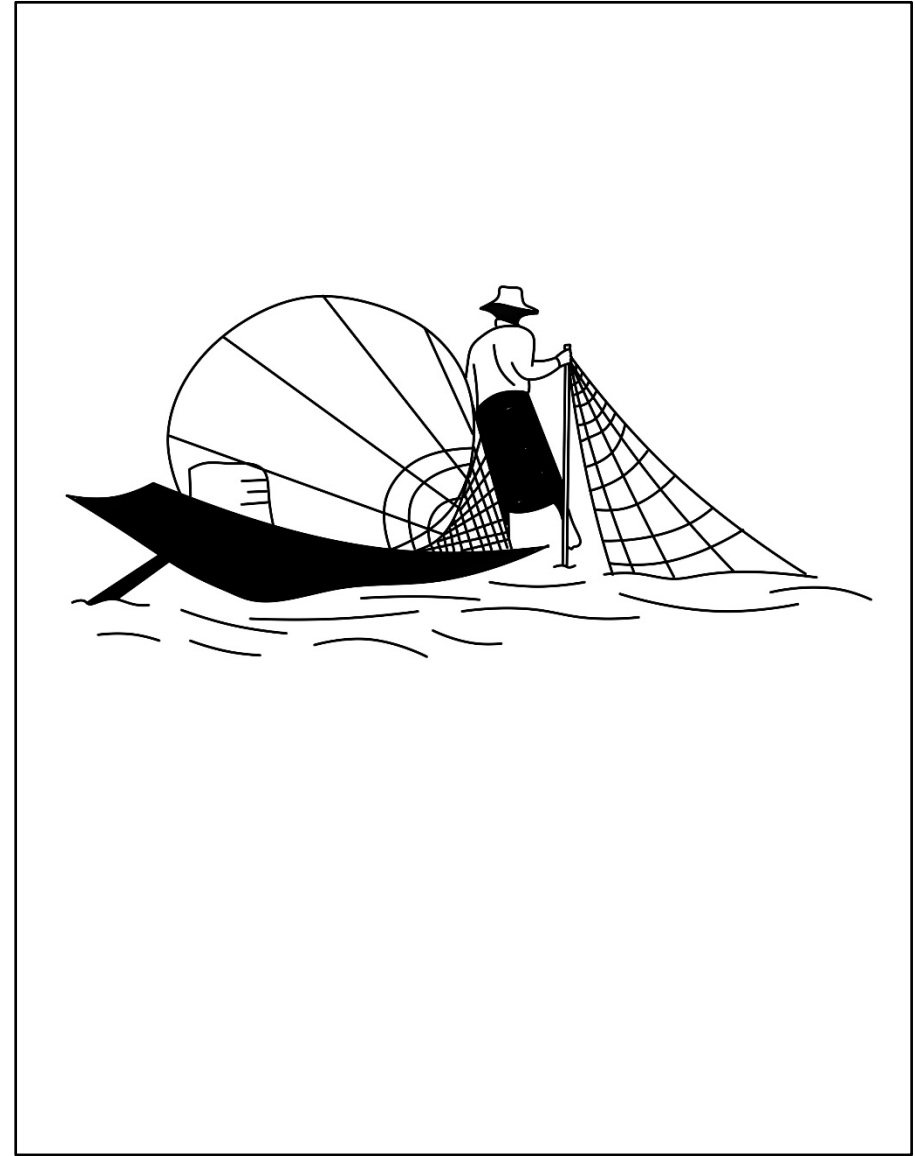
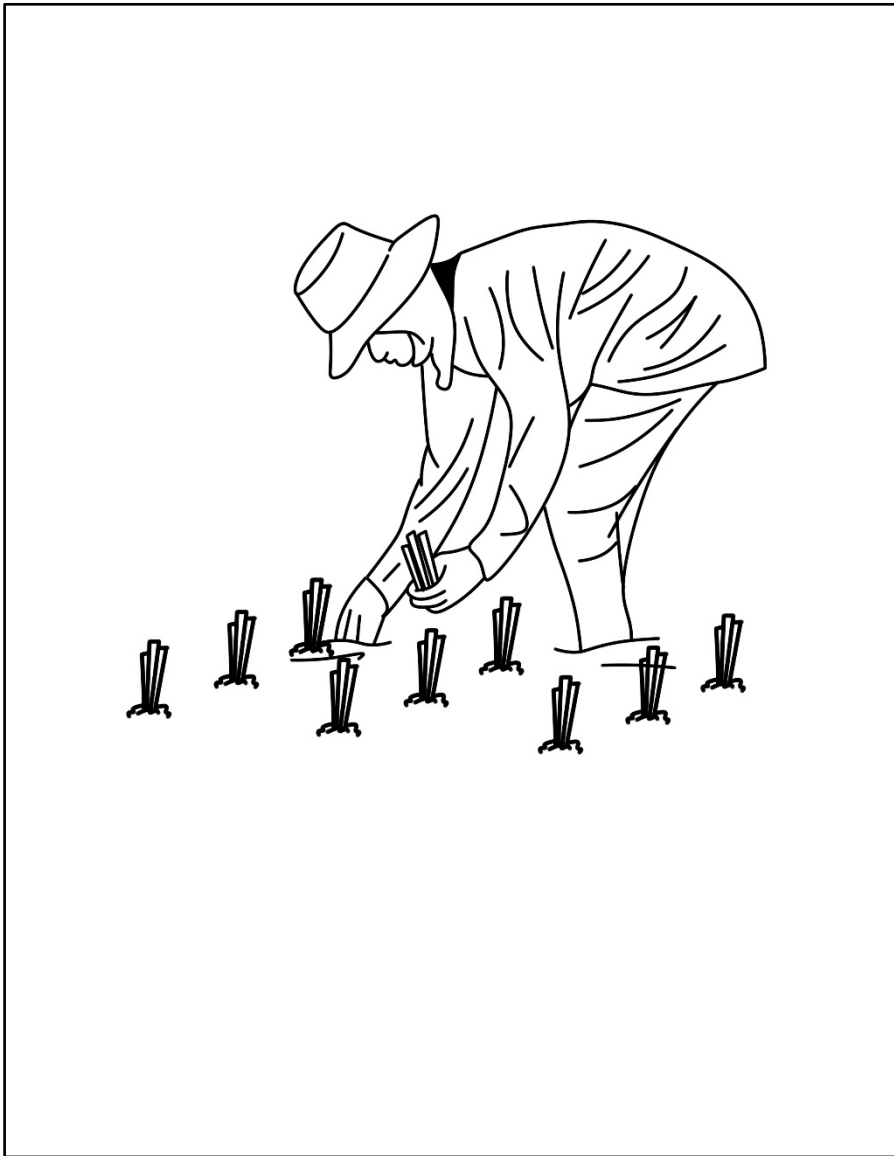


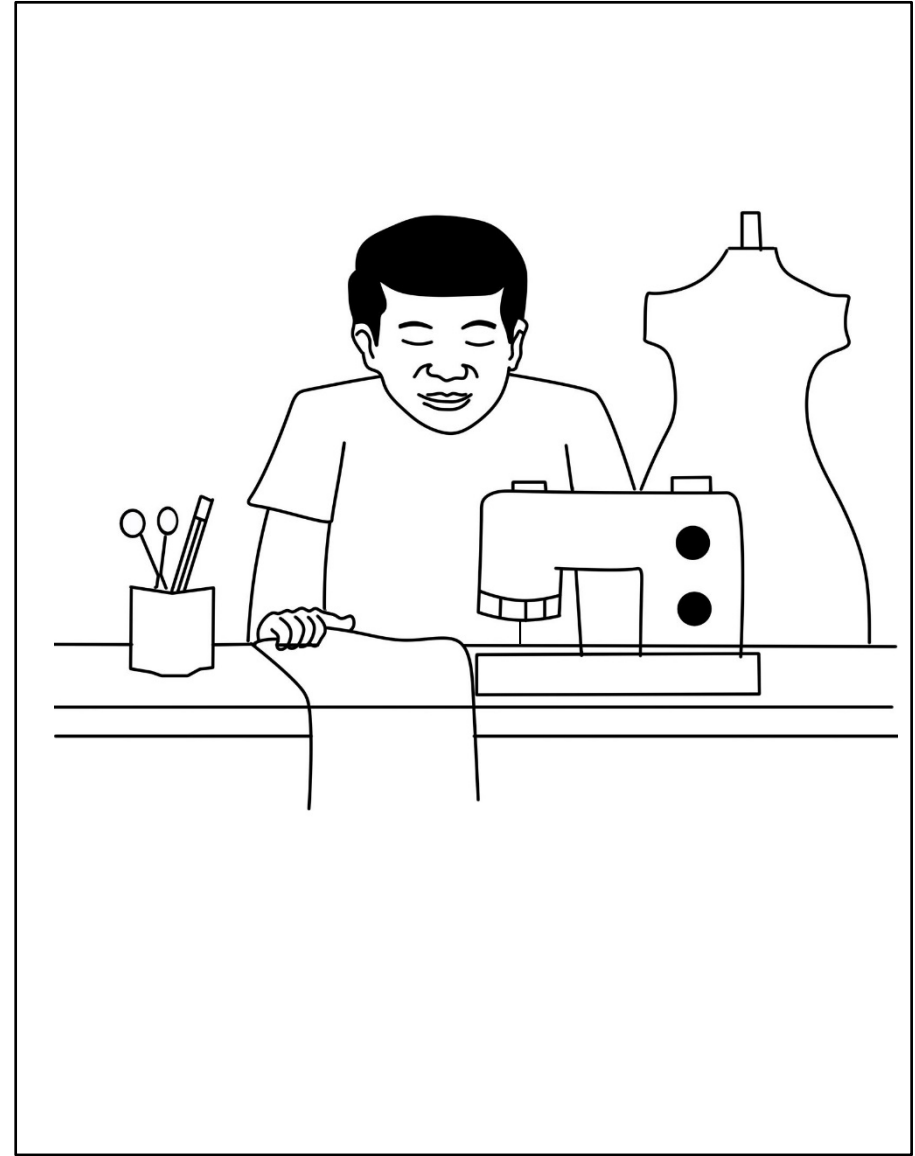
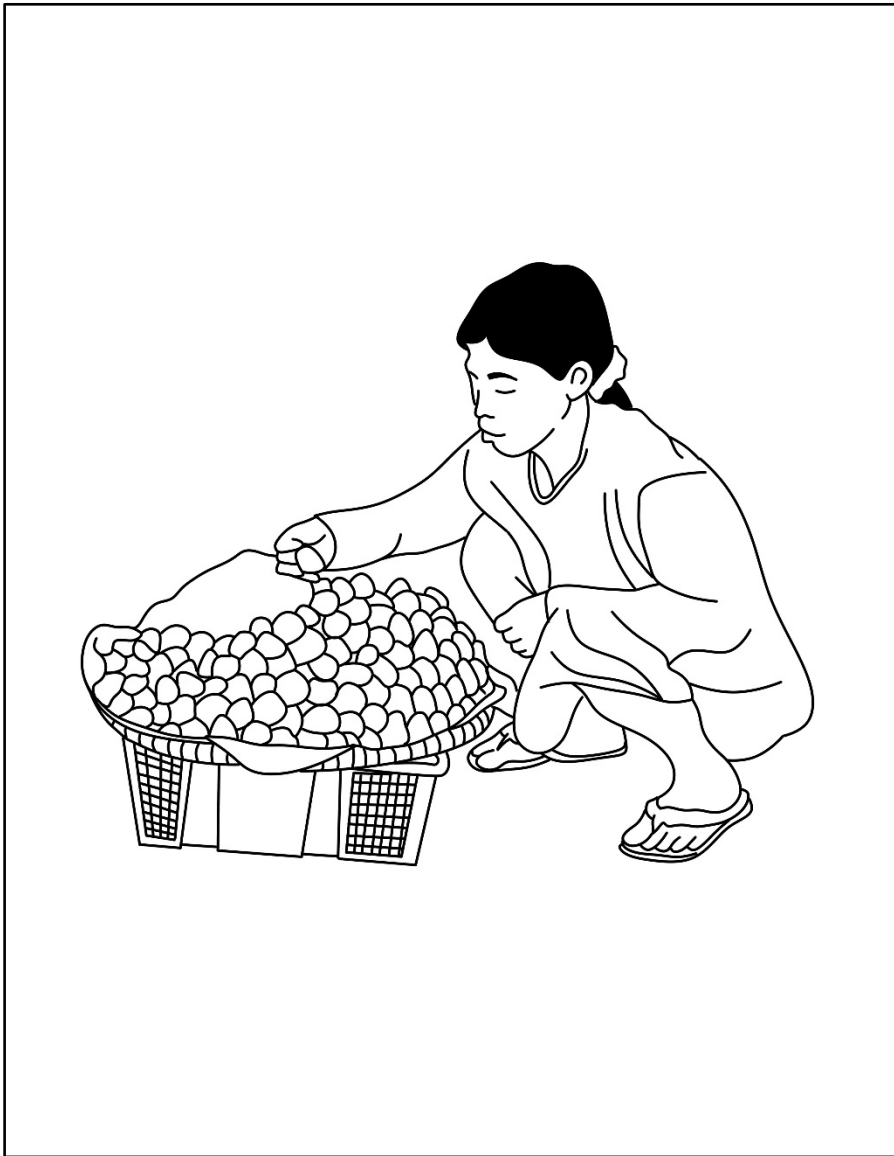
Annex 4

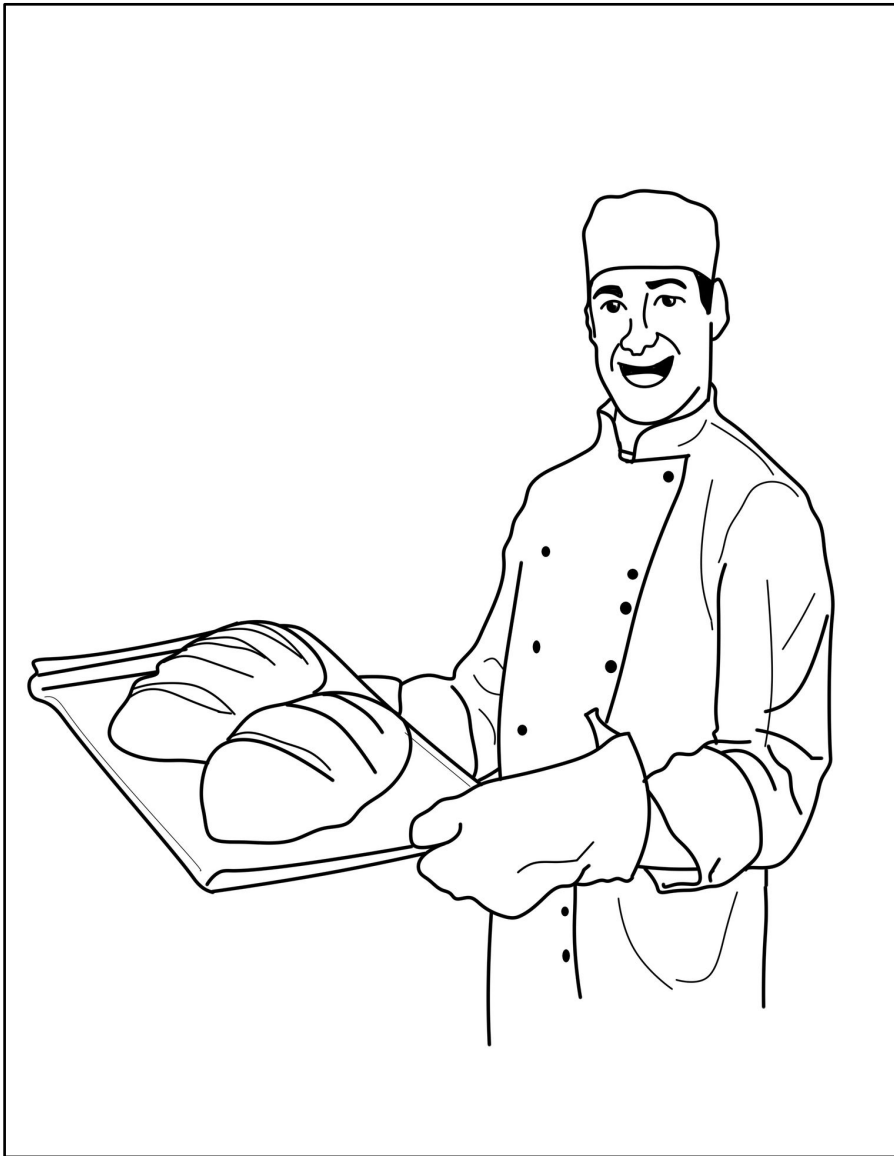


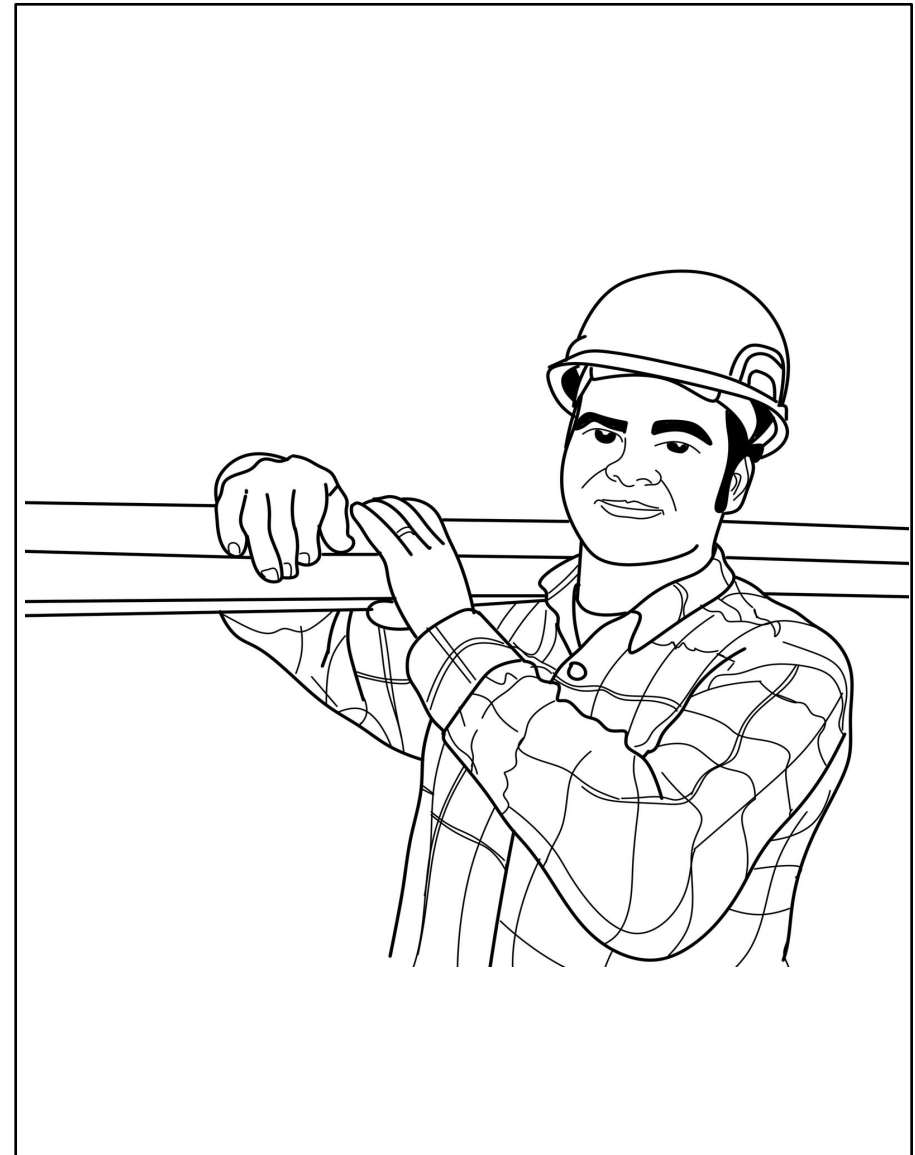
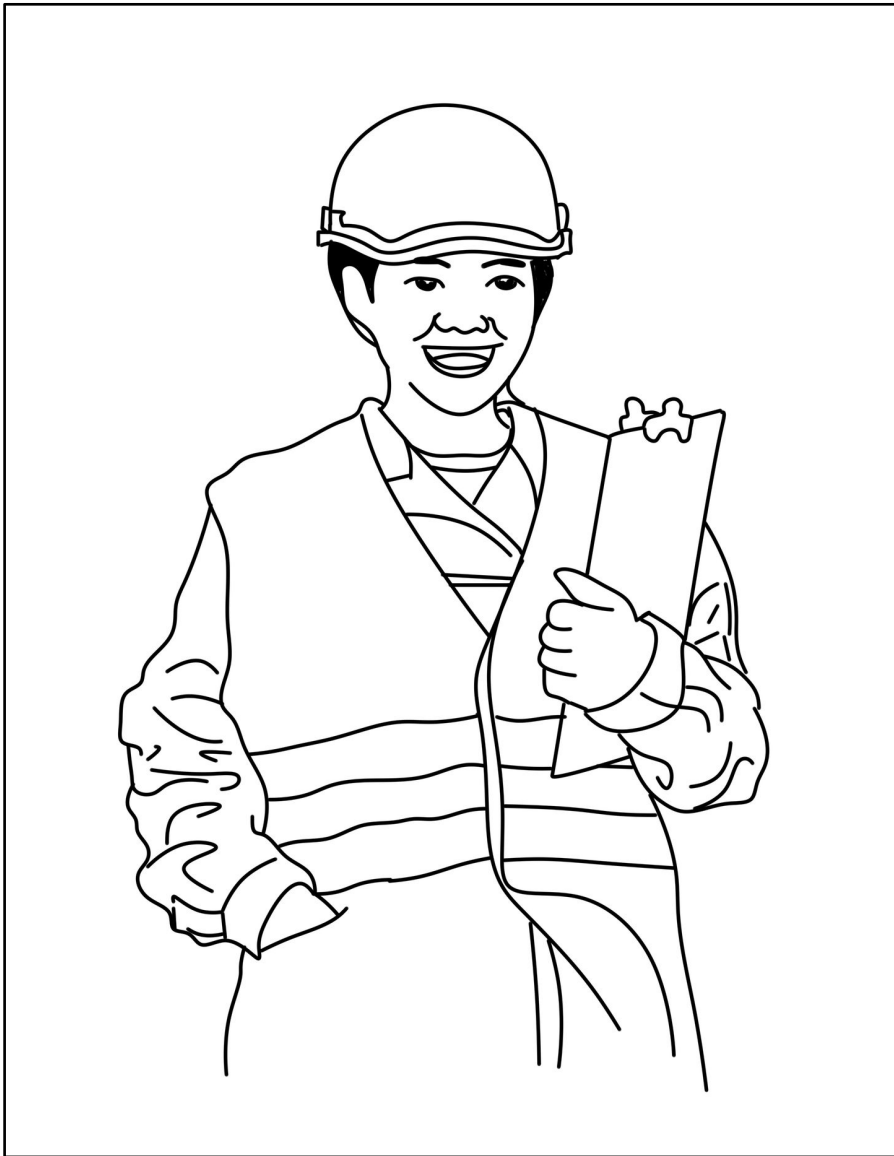


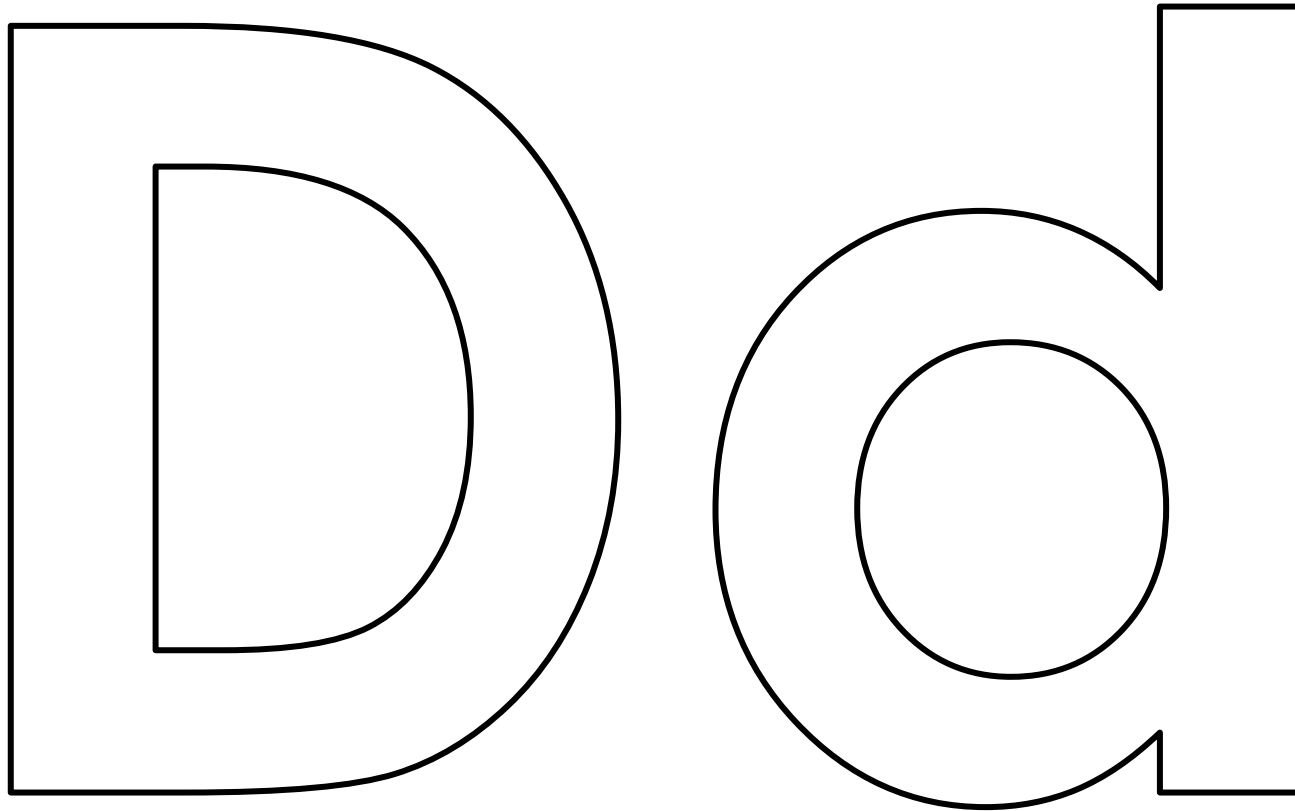












Annex 6

Activity 7 Worksheet: Step on Letter Dd

Dd

Ss

Cc

Dd

Dd

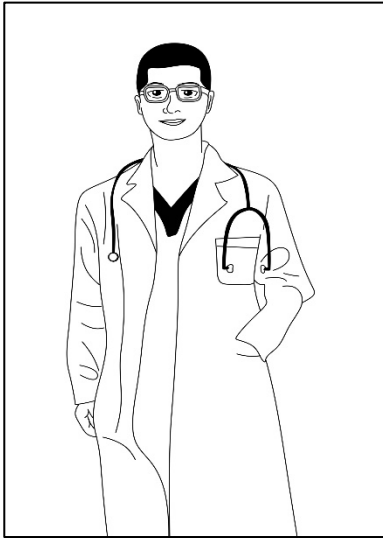
Bb

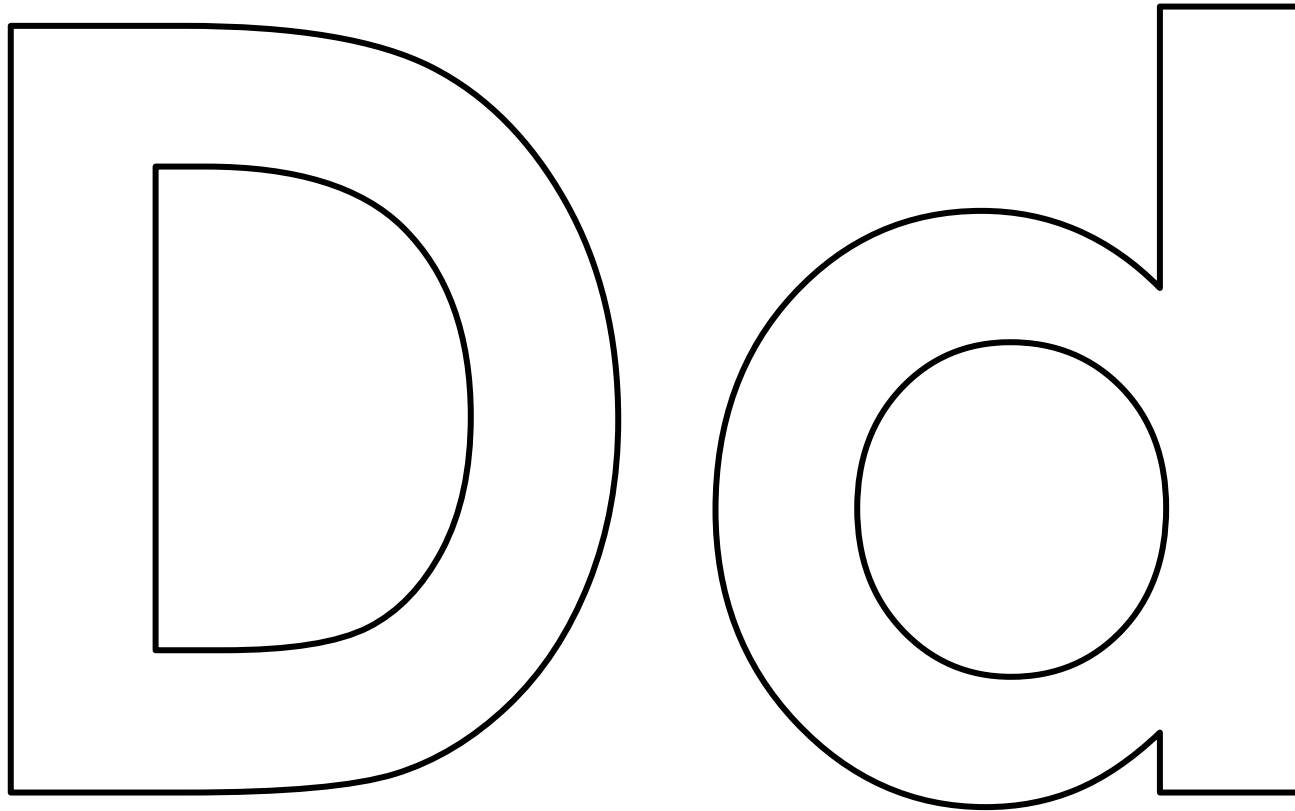
Dd

Nn

Ee

Annex 7

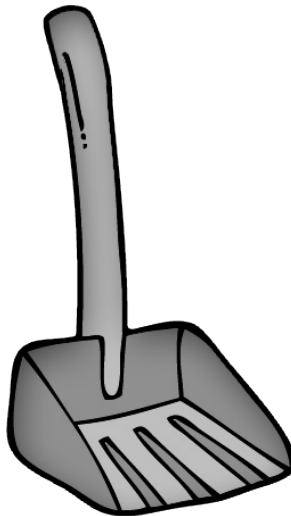
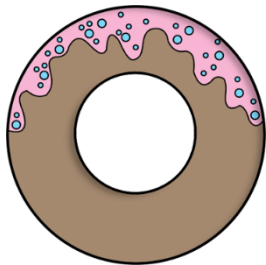
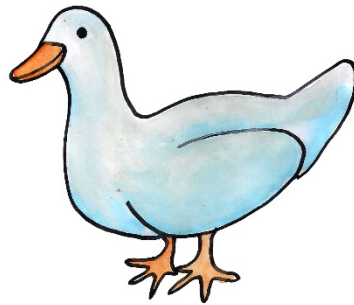




Annex 9

Activity 10: My Letter Dd Chart

Pictures for the letter Dd chart (to be cut-out)



Words for the letter D chart (to be cut-out)

dog

dustpan

drum

duck

doughnut

dragonfly

doll

For inquiries or feedback, please write or call:

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