



# Kindergarten

## Quarter 2: Week 8 Learning Experiences



**Kindergarten**  
**Alternative Delivery Mode**  
**Quarter 2: Week 8 Learning Experiences**  
**First Edition, 2020**

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# Kindergarten

Quarter 2: Week 8 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 21<sup>st</sup> 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 8 LEARNING EXPERIENCES

<b>Content Standards:</b> The child demonstrates an understanding of increasing his/her conversation skills.			
<b>Performance Standards:</b> The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that make sense.			
<b>Most Essential Learning Competencies:</b> Talk about likes/dislikes (foods, pets, toys, games, friends, places). Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words.			
<b>Content Focus:</b> I can talk about foods that I like and don't like.			
Learning Experiences		Materials	Note to the Facilitator
<b>What I need to know</b>	I can tell the foods that I like and the foods that I don't like.		
<b>What I know</b>	<p><b>Say:</b> Hello, good morning/good afternoon!</p> <p>What have you learned from your previous activities? (I learned about letter Rr and its sound)</p> <p>What is the sound of letter Rr? /r/ Please give me examples of words or names that begin with /r/? (ring, rainbow, rain, rabbit, or words may vary according to the learner's answer)</p> <p>Have you eaten your breakfast/lunch this morning/afternoon? (Yes)</p> <p>What have you eaten this morning/afternoon? (answer may vary)</p> <p>Do you like the foods that you ate this morning/afternoon?</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>Let the learner practice courteous greetings every day.</p> <p>Introduce the flow of this routine every day.</p>

	<p>(Yes/No) Why?</p> <p>What are the foods that you love to eat? (answer may vary) Why?</p> <p>Do you have a specific food that you would really like to eat? (Yes)</p> <p>What is it/What are they? Why?</p> <p>Today, you are going to draw your favorite food.</p>		
<b>What's new</b>	<p><b>Activity 1: My Favorite Food</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give the learner a clean sheet of paper.</li> <li>2. Let the learner do the following: <ul style="list-style-type: none"> <li>• think of his/her favorite food;</li> <li>• draw his/her favorite food on a clean sheet of paper;</li> <li>• color the drawing;</li> <li>• label the drawing with "My Favorite Food"; and</li> <li>• tell something about his/her favorite food.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• clean sheet of paper</li> <li>• pencil</li> <li>• crayons</li> </ul>	<p>Assist the learner if he/she is not yet capable of drawing.</p> <p>Guide the learner in labeling the drawing.</p>
<b>What is it</b>	<p>Discussion (Informal Conversation) about the Activity</p> <p><b>Say:</b></p> <p>Let me see your drawing. Wow, it looks delicious!</p> <p><b>Ask:</b></p> <p>What did you draw?</p> <p>Please tell me the reasons why you like this food?</p> <p>Do you also have a food/s which you don't like to eat? (Yes)</p> <p>What is/are the food/s that you don't really want to eat? Why?</p>		<p>Ask these questions one at a time.</p>

	<p><b>Say:</b> Sometimes, there are foods that we really like to eat, but some of these foods are not good for us like junk foods, sweets, etc. Sometimes there are foods that we don't like but we need to eat because they are good for our health, like vegetables, fruits, etc.</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>		Teach the learner the importance of these routines and encourage him/her to practice all of these during snacks and meal time.
	<p><b>Activity 2: Food Sorting</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Put 2 boxes on the table. One box labeled with "Foods that I Like" and other one with "Foods that I don't Like"</li> <li>2. Let the learner do the following: <ul style="list-style-type: none"> <li>• get the cut-out pictures of different kinds of food;</li> <li>• identify each food and tell whether s/he like it or not and the reason why before putting it in the appropriate box</li> <li>• count the foods that s/he likes and the foods that s/he doesn't like</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• cut-out pictures of different kinds of food like rice, bread, hotdogs, buttered chicken, pork adobo, banana, mango, eggplant, squash, chips, candies, juice, milk, soft drinks, chocolates, etc.</li> <li>• 2 boxes (one box labeled with "Foods that I Like" and the other one is labeled with 'Foods that I Don't Like')</li> </ul>	<p>Make sure that the learner knows or have already tasted the different foods in the picture.</p> <p>You may use pictures of different kinds of foods that can be found in your locality. You may also use real foods instead of cut-out pictures. Instead of using boxes you may use plates if real foods are presented.</p> <p>If in case real foods and pictures are not available, you may use the pictures found in Annex 1.</p>



<p><b>What I have learned</b></p>	<p>Wrap-up</p> <p><b>Ask:</b>          What are the foods that you like to eat?          How about the foods that you don't really like to eat? Why?          Have you tasted the foods that you don't like? How do you find its taste?          But don't you know that there are foods that may not taste that good but can provide many health benefits to our body?          Is it good to choose the foods that we eat? Why?</p> <p><b>Say:</b>          Yes, we need to choose the foods that are good for our health. We don't just eat foods because we like them, we eat foods because of the nutrients they can give to us. These nutrients help us grow big, healthy and strong. There are also foods that we like to eat but are not needed by our body. These include junk foods, soft drinks, sweets, etc. We need to eat the right kind of food like vegetables, fruits, etc.</p>	
<p><b>What I can do</b></p>	<p>Application</p> <ul style="list-style-type: none"> <li>• Let the learner play "Cooking Pretend Play" where s/he will cook the food s/he like using kitchen set toys/cooking toys.</li> <li>• Allow the learner to play any outdoor games with siblings.</li> </ul>	<p>Encourage the learner to join in the preparation of the ingredients for cooking. Then introduce the benefits of each ingredient, like vegetables, fish, meat, etc.</p> <p>Encourage the learner to eat nutritious food always.</p>

<b>Most Essential Learning Competencies:</b> Talk about likes/dislikes (foods, pets, toys, games, friends, places). Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words.			
<b>Content Focus:</b> I can talk about pets that I like and don't like.			
Learning Experiences		Materials	Note to the Facilitator
<b>What I need to know</b>	I can tell the pets that I like and some that I don't like.		
<b>What I know</b>	<p><b>Say:</b> Hello! Good morning/Good afternoon! How are you feeling today?</p> <p>What did you do in your previous activity? (I sorted out the foods that I like to eat and the foods that I don't like to eat.)</p> <p>What are the foods that you like to eat? How about the foods that you don't like to eat?</p> <p>Before we start our activity today, let us have a riddle first.</p> <p style="text-align: center;">Riddle: Who am I?</p> <p style="text-align: center;">I have four legs. I am a pet. I hate cats. I bark. Who am I? _____ (dog)</p> <p style="text-align: center;">I can swim and dive.</p>		<p><b>Optional:</b> Start the day's activity with a prayer. Use any prayer the child is familiar with. Then sing any familiar localized song.</p>

	<p>I have two legs. I have wings. I quack. Who am I? ____ (duck)</p> <p>I am a pet. I like mice. I have nine lives. I purr and meow. Who am I? ____ (cat)</p> <p>What is the riddle all about? (animals) Do you also have animals at home? (yes) What is your favorite animal/pet?</p> <p>Now, let's draw your favorite pet/animal.</p>		
<b>What's new</b>	<p><b>Activity 3: My Favorite Pet</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Provide the learner with the needed materials.</li> <li>2. Let the learner do the following: <ul style="list-style-type: none"> <li>• choose his/her favorite pet;</li> <li>• draw and color his/her favorite pet; and</li> <li>• tell something about his/her favorite pet</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• piece of paper</li> <li>• pencil</li> <li>• crayons or any coloring material available</li> </ul>	<p>Integrate health hygiene and safety practices as part of the pandemic new normal protocols by encouraging the learner to wash his/her hand properly before and after the activity.</p>
<b>What is it</b>	<p>Discussion (Informal Conversation) about the Activity</p> <p><b>Say:</b> You did it, you have drawn your favorite pet!</p>		<p>Ask these questions one at a time.</p>

	<p><b>Ask:</b>          Why do you like your pet animal? Tell me something about your pet/animal.          Why do you think pets/animals are important to us?          How do you take care of your pet?          Who helps you in taking care of your pet?          What is the favorite food of your pet?          Do you talk to your favorite pet?          What are the animals that you don't like? Why?          How do you show respect to the animals that you don't like?</p> <p><b>Say:</b> Pets/animals are important to us. They can be our friends and they can protect us from danger.</p>		
What's more	<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>		Teach the learner the importance of these routines and encourage him/her to practice all of these during snacks and meal time.
	<p><b>Say:</b> Let's have another activity.</p> <p><b>Activity 4: Count and Match</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show a set of picture cards of pets/animals ranging from 1 up to 7 and a set of numeral cards.</li> <li>2. Let the learner do the following:             <ul style="list-style-type: none"> <li>• get a picture card;</li> <li>• count the pets found on the card;</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• One set of cards with numerals 1-7</li> <li>• One set of picture cards with pets/animals (corresponding to the number of animals (ex. 1 goldfish, 2 birds, 3 cats, 4 dogs, 5 rabbits, 6 turtles, and 7 roosters)</li> </ul>	<p>Make sure that the learner is able to count with one-to-one correspondence.</p> <p>Use the picture cards and numeral cards found in Annex 2.</p>

	<ul style="list-style-type: none"> <li>• pick the number card that corresponds to the number of pets; and</li> <li>• place it beside the picture card.</li> </ul>		
<b>What I have learned</b>	<p>Wrap-up</p> <p><b>Ask:</b></p> <p>What are the animals that you have seen in the pictures?</p> <p>Were you able to count the animals in each picture?</p> <p>Very Good! How about you, how many pets do you have at home?</p> <p>Which animal from the pictures would you like to have? Why?</p> <p>Which of the animal in the pictures do you have at home?</p> <p>Which of these animals you don't like to have? Why?</p> <p>How do you show care for the animals?</p> <p><b>Say:</b> There are animals that we like and don't like as a pet. But even if we don't like them, we should not hurt them. Just like us animals are created by God and have life. They should be loved, not harmed.</p>		
<b>What I can do</b>	<p>Application</p> <ul style="list-style-type: none"> <li>• Let the learner takes good care of his/her pet/s at home through feeding.</li> <li>• Let the learner play animal toys or any game of the child's interest.</li> </ul>		<p>Guide the child in feeding his/her pet. Make sure that the child is safe before letting him/her feed the animal.</p>

<b>Most Essential Learning Competencies:</b> Talk about likes/dislikes (foods, pets, toys, games, friends, places). Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words.			
<b>Content Focus:</b> I can play with friends or family members using the toys/games that I like.			
Learning Experiences		Materials	Note to the Facilitator
<b>What I need to know</b>	I can play with toys and games that I like and don't like.		
<b>What I know</b>	<p><b>Say:</b> A pleasant morning/afternoon to you!</p> <p>Last time, we talked about your favorite pet and the animals/pets that you don't like to have.</p> <p>What is your favorite pet? Why do you like it? What are the animals/pets that you don't like to have? Why?</p> <p>Today, we are going to talk about your favorite toys/games. Let us try to form this puzzle first before doing the activity.</p>		<p>Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with. Then sing any familiar localized song.</p>
<b>What's new</b>	<p><b>Activity 5: Toy Picture Puzzle</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give 2 sets of puzzles to the learner.</li> </ol>	<ul style="list-style-type: none"> <li>• 2 sets of 6-piece picture puzzle of a toy</li> </ul>	<p>Use construction toys like lego, trucks, blocks, tangrams, shape blocks, cubes, etc. if available at home.</p> <p>If none of the things mentioned above is</p>

	<p>2. Let the learner do the following:</p> <ul style="list-style-type: none"> <li>• connect the pieces of puzzles to complete the two different objects;</li> <li>• compare the two puzzles;</li> <li>• identify the objects formed; and</li> <li>• tell which one he/she likes and which one he/she doesn't like.</li> </ul>		available, use the puzzle provided in Annex 3. Prepare the puzzle in advance.
<b>What is it</b>	<p>Discussion (Informal Conversation) about the Activity</p> <p><b>Ask:</b>  What objects have you formed from the puzzle pieces? (toys)  Which of the toys would you like to have? Why?  How about the other one, do you like it? (No) Why do you say so?</p> <p><b>Say:</b>  There are toys that we like, and there are those that we don't like. We still take good care of the toys we don't like. If there are toys you don't like, you can share it with other children without toys.</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>		Teach the learner the importance of these routines and encourage him/her to practice all of these during snacks and meal time.

	<p><b>Say:</b> Let’s have another activity.</p> <p><b>Activity 6: Sorting Toys</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Prepare a chart with 2 columns. The heading of the 1<sup>st</sup> column is “Toys that I Like” and the 2<sup>nd</sup> one is “Toys that I Don’t Like.”</li><li>2. Provide the learner with picture cards.</li><li>3. Let the learner do the following:<ul style="list-style-type: none"><li>• look at each picture card;</li><li>• get the picture card one by one;</li><li>• decide if s/he will post the picture under the “Toys that I Like” or to the “Toys that I Don’t Like” column;</li><li>• count the picture cards that are pasted in each column;</li><li>• write the total number of picture cards at the bottom of each column; and</li><li>• tell what he/she will do with the toys he/she doesn’t like.</li></ul></li></ol>	<ul style="list-style-type: none"><li>• manila paper or old calendar or any available material</li><li>• picture cards of different kinds of toys (dolls, rubber duckies, toy cars, kitchen utensil toys, cooking toys, heavy equipment toys, etc.</li></ul>	<p>Prepare the chart in advance. Use any available material.</p> <table><tr><th>Toys that I Like</th><th>Toys that I don’t Like</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p>Look for pictures in magazines, newspapers, and other available materials at home.</p> <p>If no material is available at home, use the pictures provided in Annex 4.</p>	Toys that I Like	Toys that I don’t Like				
Toys that I Like	Toys that I don’t Like								
<p><b>What I have learned</b></p>	<p>Wrap-up</p> <p><b>Ask:</b></p> <p>Based on the pictures that you have posted, what are the toys that you like to have? Why?</p>								



	<p>How about the toys that you don't like? Why?</p> <p>If you have toys that you don't like, what will you do?</p> <p>Do you think you can have all the toys that you like? Why?</p> <p><b>Say:</b> In reality, we cannot get all that we want. We cannot have all the toys that we want because sometimes our parents need to prioritize the things that we really need like foods, clothing, etc.</p>	
<b>What I can do</b>	<p>Application</p> <ul style="list-style-type: none"> <li>Let the learner play toys that are available in their house or any toy/game of the child's interest. Then let him/her classify toys that he/she likes most from those that are not.</li> </ul>	Give the learner enough time to enjoy the toys.

<b>Most Essential Learning Competencies:</b> Talk about likes/dislikes (foods, pets, toys, games, friends, places). Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words.			
<b>Content Focus:</b> I can talk about the friends that I like and don't like.			
<b>Learning Experiences</b>		<b>Materials</b>	<b>Note to the Facilitator</b>
<b>What I need to know</b>	I can talk about the friends that I like most and those that I like the least.		
<b>What I know</b>	<p><b>Introduction</b>  <b>Say:</b>  Hello, good morning/good afternoon!</p> <p>What have you learned from your previous activities? (I learned about the toys that I like and the toys that I don't like.)</p> <p>What are those toys that you like? Why do you like them?  How about the toys that you don't like?  Why don't you like them?</p> <p>Today, we are going to talk about your friends. Do you have friends? Who are they?  Of all your friends, who is your favorite?  Why?</p> <p>For our activity, you are going to make a stick puppet of your favorite friend.</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>Let the learner practice courteous greetings every day.</p>

<p><b>What’s new</b></p>	<p><b>Activity 7: My Favorite Friend</b></p> <p><b>Procedure:</b></p> <p>1. Let the learner do the following:</p> <ul style="list-style-type: none"> <li>draw his/her friend on a clean sheet of paper;</li> <li>cut the outline of his/her drawing;</li> <li>design his/her puppet using scrap cloth and colored markers; and</li> <li>attach the puppet to a popsicle stick using masking tape.</li> </ul>	<ul style="list-style-type: none"> <li>clean sheet of paper</li> <li>pencil</li> <li>scissors</li> <li>crayons</li> <li>scrap cloth</li> <li>glue/paste</li> <li>colored markers</li> <li>popsicle stick</li> <li>masking tape</li> </ul>	<p>Assist the learner in cutting his/her drawing.</p> <p>If scrap cloth is not available, the learner may use materials that can be seen in their locality like twigs, eggshells, dried leaves, etc.</p>
<p><b>What is it</b></p>	<p>Discussion (Informal Conversation) about the Activity</p> <p><b>Say:</b> Show me your stick puppet. Good job, your stick puppet looks very nice. With your stick puppet, kindly tell me something about your friend.</p> <p><b>Ask:</b> What is the name of your friend? Why do you consider him/her as your favorite friend? Aside from your favorite friend, do you have other friends? Do you like them? Why?</p> <p><b>Say:</b> Friends are very important to us. They are like family to us. They play with us, laugh with us and cry with us. That is why we should love them.</p> <p><b>Ask:</b> Do you have a friend or anyone you know whose name or nickname begins with /p/? Say /p/ three times? /p/</p>		<p>Ask these questions one at a time.</p> <p>Use the letter Pp template found in Annex 5 in presenting to the learner.</p>

	<p>Do you know what letter is this? (Show the letter Pp template provided in Annex 5.)</p> <p><b>Say:</b> This is letter Pp. Say letter Pp three times. What letter is this? (Pp) What is the sound of letter Pp? /p/</p> <p>After taking your snacks, you will do a Letter Pp mosaic.</p>		<p>If the learner cannot give examples of names that begin with /p/, you may give him/her some examples like Papa, paper, etc.</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>Teach the learner the importance of these routines and encourage him/her to practice all of these during snacks and meal time.</p>
	<p>Let's begin.</p> <p><b>Activity 8: My Letter Pp Mosaic</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give the letter Pp template to the learner.</li> <li>2. Let the learner do the following: <ul style="list-style-type: none"> <li>• cut the recycled/scrap colored papers or old magazines into small pieces (or any shape he/she wants);</li> <li>• paste the cut recycled/scrap colored papers or old magazines within the letter Pp template; and</li> <li>• trace the letter Pp mosaic using his/her fingers.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• template of letter Pp</li> <li>• recycled scrap colored papers/old magazines</li> <li>• pair of scissors</li> <li>• glue</li> </ul>	<p>Prepare a letter Pp outline (use the one found in Annex 5) and recycled/scrap colored papers/old magazines.</p> <p>You may use other material found in your locality such as seeds, sands, leaves, twigs, sequins, etc.</p>

<p><b>What I have learned</b></p>	<p>Wrap-up</p> <p><b>Ask:</b> What letter is formed in your mosaic? (It is letter Pp.)</p> <p>What is the sound of letter Pp? (/p/)</p> <p>What objects begin with letter Pp?</p> <p>What is the beginning sound of those objects?</p> <p>Name your friends whose names start with letter Pp?</p> <p><b>Say:</b> Very Good! Say the sound of Pp three times. /p/ Again, what is the sound of letter Pp?</p>	<p>Let the learner play with toys that start with letter Pp like toy plates, toy puppy, pillows, paper, puppets, etc.</p>
<p><b>What I can do</b></p>	<p>Application</p> <ul style="list-style-type: none"> <li>Let the learner look for 7 letter Pp in old magazines/newspapers/calendars and encircle them. Count the number of Pp's he/she has found.</li> </ul>	

<b>Most Essential Learning Competencies:</b> Talk about likes/dislikes (foods, pets, toys, games, friends, places). Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words.			
<b>Content Focus:</b> I can talk about places that I like and don't like.			
Learning Experiences		Materials	Note to the Facilitator
<b>What I need to know</b>	I can tell some places that I like and those that I dislike.		
<b>What I know</b>	<p><b>Introduction</b>  <b>Say:</b>            Good morning/afternoon! How's your day today?</p> <p>What have you learned from the previous activities? (I learned about letter Pp and its sound)</p> <p>Show to the learner the letter Pp mosaic s/he made in the previous activity.  <b>Ask:</b> What is this letter? (letter Pp)            Say it three times. /p/            What is the sound of letter Pp? (/p/)            Say it again three times. (/p/)</p> <p><b>Say:</b> Since we are done talking about your friends, let us talk about your favorite community place.</p>	<ul style="list-style-type: none"> <li>letter Pp mosaic (output of the learner in the previous activity)</li> </ul>	<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: My Favorite Place in the Community</b>  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>Show to the learner pictures of the places in the community where s/he can possibly visit or may have visited, like playground, park, church, school,</li> </ol>	<ul style="list-style-type: none"> <li>blocks</li> <li>pictures of community places (church, hospital, police station,</li> </ul>	<p>Use the pictures of community places found in Annex 6.</p> <p>If blocks are not available, you</p>

	<p>malls, restaurant, hills, fishing pond, beaches, stores, etc.</p> <p>2. Let the learner do the following:</p> <ul style="list-style-type: none"> <li>• choose his/her favorite place in the community;</li> <li>• build or create a miniature model of his/her favorite place using blocks or any available materials at home; and</li> <li>• tell something about his/her favorite place.</li> </ul>	<p>post office, playground, school, chapel, parks, hills, market, fire station, mall, etc.)</p>	<p>may use stones/pebbles, twigs, dried leaves, or any localized materials available in your place.</p>
<p><b>What is it</b></p>	<p>Discussion (Informal Conversation) about the Activity</p> <p><b>Ask:</b>  What did you build?  Why is (name the community place built/created) your favorite place in the community?  What are the places in the community that you don't want to visit? Why?</p> <p><b>Say:</b>  There are places that we really want to visit, but sometimes we are not allowed because of some reasons, like this time of COVID-19 pandemic. Even if we want to go to the playground or any other places, our parents will not allow us because they want us to be safe. We have to follow the rules and health protocols set by the government for our safety and protection.</p> <p><b>Ask:</b>  What are the different places in the community? (church, hospital, police station, post office, school, playground/park, etc.)  Among all of these community places, which of them begins with /p/? (police station, post office, playground, park, etc.)</p> <p><b>Say:</b> After eating your snacks, we will have an activity about community places that begin with /p/.</p>		<p>Ask these questions one at a time.</p>

<b>What's more?</b>	<b>Snack Time:</b> <ul style="list-style-type: none"> <li>• Washing of hands before and after eating</li> <li>• Thanksgiving prayer</li> <li>• Eating etiquette</li> </ul>		Teach the learner the importance of these routines and encourage him/her to practice all of these during snacks and meal time.
	<b>Say:</b> Let's start.  <b>Activity 10: Letter Pp Collage</b>  <b>Procedure:</b> <ol style="list-style-type: none"> <li>1. Give the learner a letter Pp template.</li> <li>3. Let the learner do the following: <ul style="list-style-type: none"> <li>• identify the letter in the template;</li> <li>• produce the sound of the letter;</li> <li>• paste the pictures of community places which names begin with letter Pp inside the letter template;</li> <li>• identify the community places that are posted on the collage; and</li> <li>• tell something about the letter Pp collage.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• cut-out pictures of different kinds of community places that begin with letter Pp (police station, post office, pet shop, park, playground, etc.)</li> <li>• glue/paste</li> </ul>	Use the letter Pp template provided in Annex 7.  Utilize the picture of community places used by the learner in the previous activity.  Assist the learner in identifying the community places before starting the activity. Explain the community places one by one.
<b>What I have learned</b>	Wrap-up <b>Say:</b> Show me your collage. Excellent! Your collage looks so nice.  What letter have you formed in your collage? (letter Pp) What is the sound of letter Pp? /p/ Say it again /p/ What are the names of community places that begin with the /p/? (police station, pet shop, park, playground, etc.) Who do we see in the park? (Parents and their children) What are the things that we can do in the park? (We can jog, can play slides, seesaw, swing, etc.)		



<b>What I can do</b>	<p>Application</p> <ul style="list-style-type: none"> <li>Let the learner look for names of places in the Philippines that begin with letter Pp (example: Philippines, Pampanga, Pangasinan, etc.)</li> </ul> <p>Free play</p> <ul style="list-style-type: none"> <li>Allow the learner to play any outdoor games with his/her siblings.</li> </ul>	<p>Assist the learner in finding places or words that begin with letter Pp.</p>
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## References

*Standards and Competencies for Five-Year-Old Filipino Children*, (2015). Department of Education, Pasig City

*Kindergarten Teacher's Guide*. (2017), First Edition. Vo. 1 & 2. Department of Education, Pasig City, Philippines

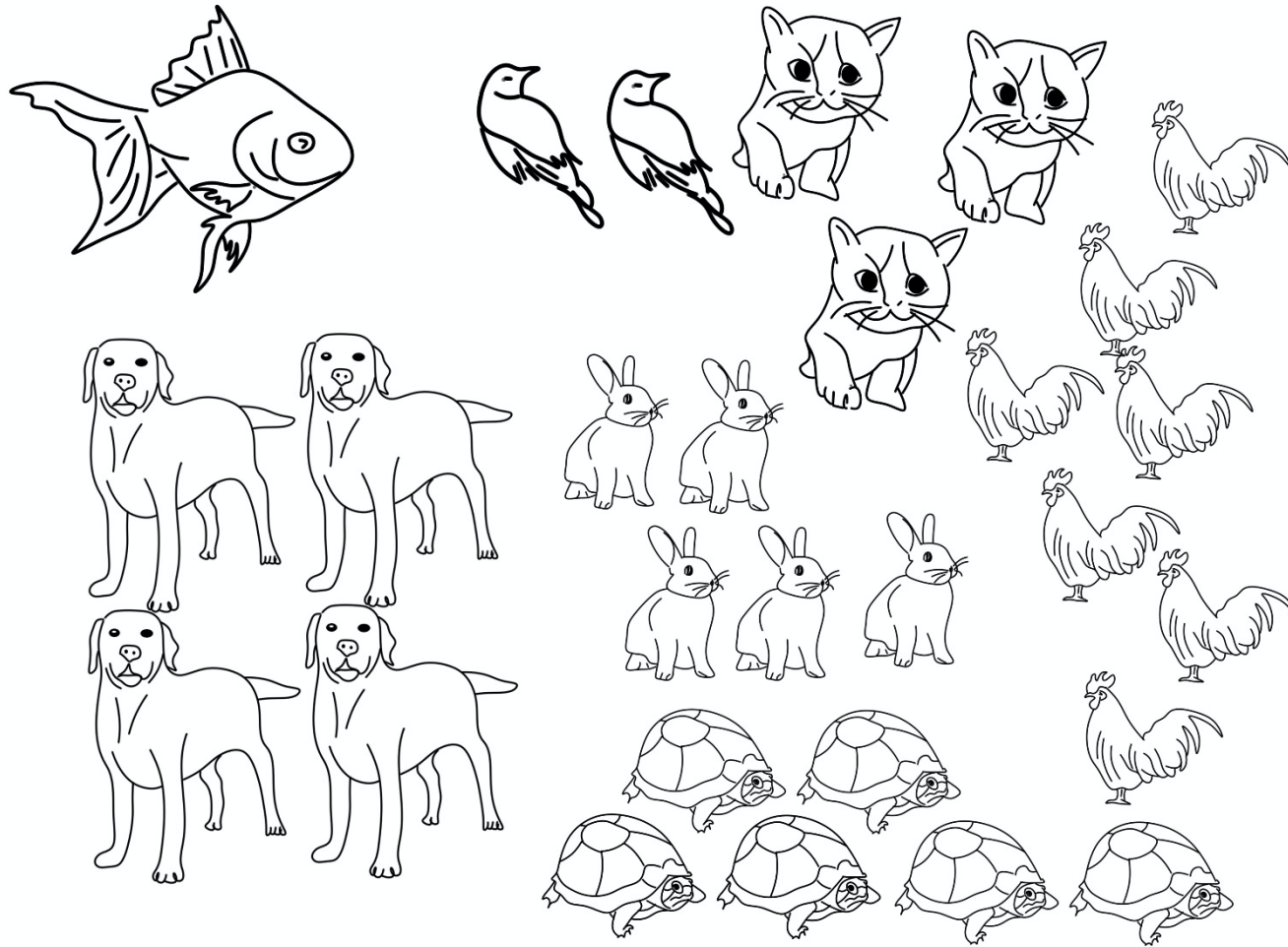
## Annex 1

### Activity 2 – Food Sorting (to be cut-out)



## Annex 2

### Activity 4 – Count & Match (picture cards to be cut-out)



Activity 4 – Count & Match (numeral cards to be cut-out)

1

2

3

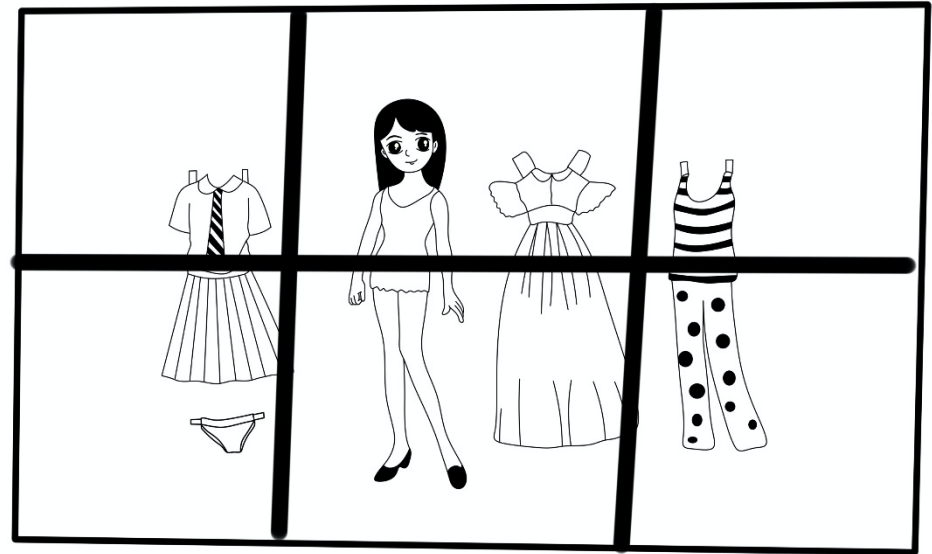
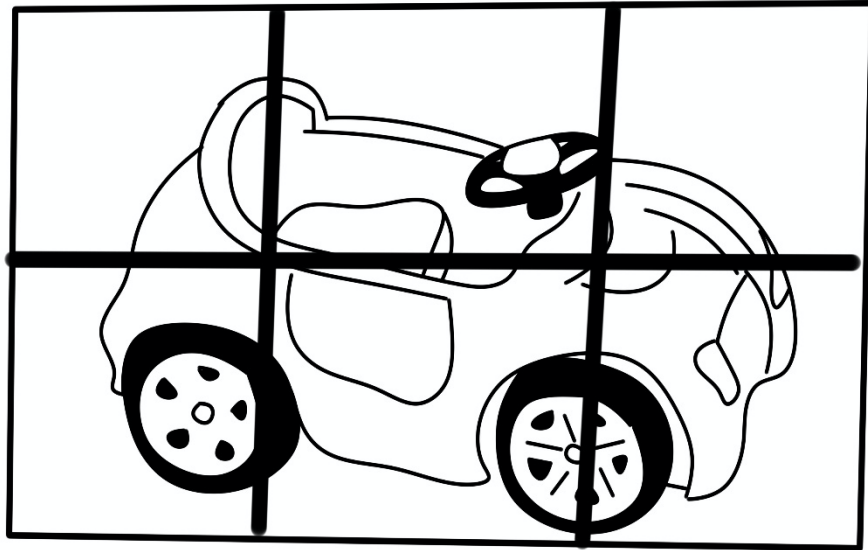
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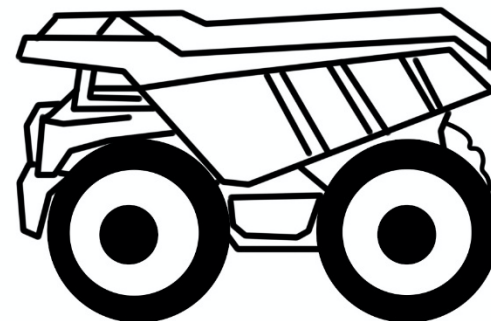
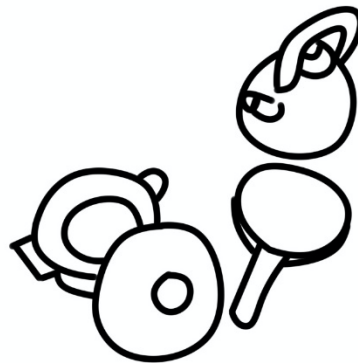
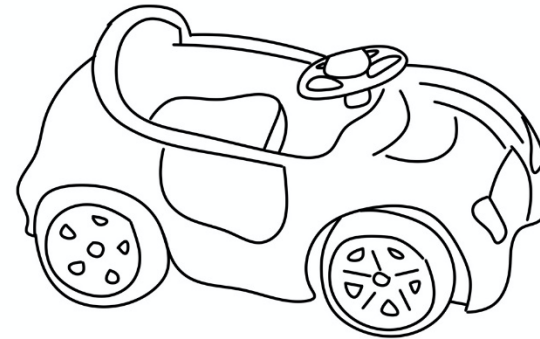
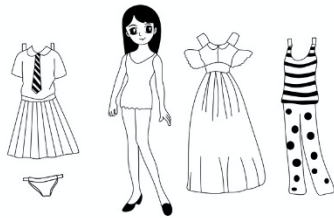
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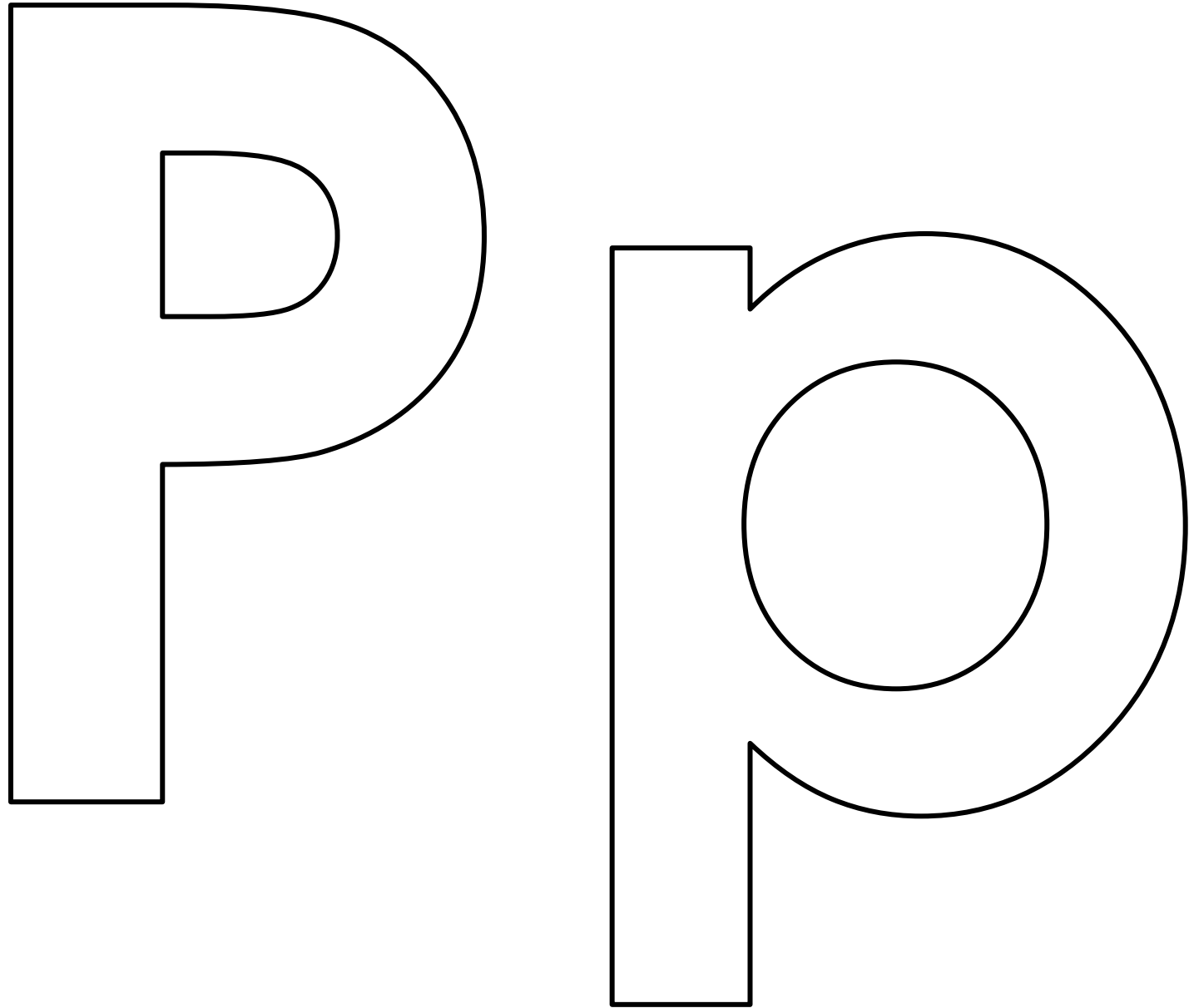
Annex 3



**Annex 4**

**Activity 6 – Sorting Toys (picture cards to be cut-out)**







Annex 6





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