



Kindergarten

Quarter 2: Week 9 Learning Experiences



CO_Q2_Kindergarten_Week9



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HINDI IPINAGBIBILI

Kindergarten
Alternative Delivery Mode
Quarter 2: Week 9 Learning Experiences
First Edition, 2020

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Kindergarten

Quarter 2: Week 9 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.

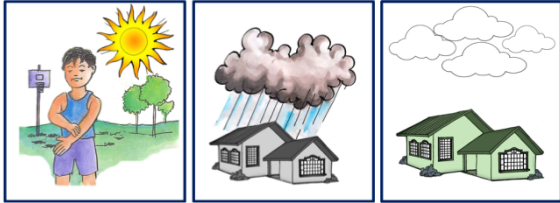
You also need to keep track of the learners' progress while allowing them to learn through play. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the material.

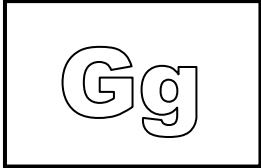
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QUARTER 2 - WEEK 9 LEARNING EXPERIENCES

Content Standards: The child demonstrates an understanding of different types of weather and changes that occur in the environment.			
Performance Standards: The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment.			
Most Essential Learning Competencies: Tell and describe kinds of weather (sunny, rainy, cloudy, stormy, windy).			
Content Focus: There are five kinds of weather: sunny, rainy, cloudy, stormy, and windy.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can tell the kinds of weather: sunny day, rainy day, and cloudy day.		
What I know	<p>Introduction Say: Good morning! How are you today? (I'm fine.) That's good. Before we begin with our activity, let's sing this song.</p> <p style="text-align: center;">Song: Rain, Rain, Go Away By: James Orchard Halliwell</p> <p style="text-align: center;">Rain, rain, go away Come again another day Little children want to play. Rain, rain, go away. (Repeat twice)</p>		<p>Start the day's activity with a prayer.</p> <p>Use any prayer that the child is familiar with.</p> <p>Use any familiar action song connected to the weather of the day.</p> <p>Let the learner practice courteous greetings every day.</p> <p>Introduce the flow of this routine every day.</p>
What's new	<p>Say: Very good!</p> <p>Ask: What is our song all about? (The rain.) Do you love to watch the rain? (Yes) Look outside, what kind of weather do we have today?</p>		

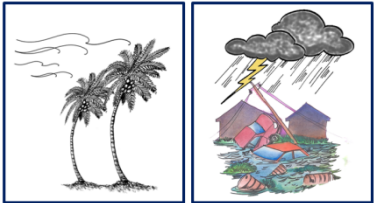
	<p>Say: Last week, you have learned how to describe your family members, pets, toys, foods, and members of the community.</p> <p>Ask: What will you do with your pets during the rainy day? (I will keep them safe.)</p> <p>Now, we will be doing activities about the different kinds of weather.</p> <p>Activity 1: Tell Me More</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the pictures of a sunny day, rainy day, and cloudy day. (See Annex 1A) <div data-bbox="526 724 1084 927">  </div> <ol style="list-style-type: none"> 2. Connect the picture to the type of weather for the day. 3. Let the learner do the following: <ul style="list-style-type: none"> • look at the pictures; • identify the weather in each picture; • describe each picture; and • give an example of activities that you do during sunny day, rainy day and cloudy day. 4. Talk about the different clothes to wear during sunny day, rainy day and cloudy day. 	<p>pictures of :</p> <ul style="list-style-type: none"> • sunny day • rainy day • cloudy day 	<p>Use the picture of a sunny day, rainy day and cloudy day provided in Annex 1A.</p> <p>Provide assistance to the learner when needed but do not the activity for him/her.</p> <p>Sunny day – the sun shines brightly. Rainy day - the rain pours. Cloudy day- thick clouds appear in the sky</p>
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<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask: What do you do on a cloudy day? (I can play outside the house) What do you do on a rainy day? (I will stay inside the house.) On a sunny day, what do we use when we go outside to protect us from the heat? (We use an umbrella or a cap) What are the different kinds of weather that we talked about? (sunny day, rainy day, and cloudy day) What type of clothes do we wear on a sunny day? ...rainy day? ...cloudy day? What happens outside if there will be heavy rains every day? (It will flood. Plants and trees will be destroyed. Children cannot go out to play.)</p> <p>Say: Very good!</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>Teach the learner the importance of these routines and encourage him/her to practice all of these during snacks and meal time.</p>
	<p>Say: I want you to look outside. Ask: What do you see? (trees, plants, animals, people) Point to the leaves and ask: What are those? (leaves) Where can we see the leaves? (in plants and trees) What is the color of the leaves? (green) Say: If the leaves are still attached to the trees or plants, its color is green, but when it</p>	<ul style="list-style-type: none"> • letter Gg template  <ul style="list-style-type: none"> • watercolor or 	<p>Use the letter Gg template provided in Annex 2.</p>

	<p>falls on the ground, it will slowly change its color into brown.</p> <p>Ask: What is the beginning sound of the word green? /g/</p> <p>Say: Now, let's begin our activity.</p> <p>Activity 2: Painting Gg</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the letter Gg template to the learner. 2. Let the learner do the following: <ul style="list-style-type: none"> • color the letter Gg template with green using his/her finger (or any color if green is not available); • let it dry; • trace letter Gg with his/her fingertip; and • produce its sound. 	any coloring materials	Help the child in producing the sound of letter Gg. /g/
What I have learned	<p>Wrap-up</p> <p>Say: Excellent!</p> <p>Ask: What have you learned from today's activities? (I have learned the three kinds of weather and the letter Gg.) What letter is the template? (letter Gg) What color did you use to paint the template? (green)</p> <p>Say: Use your fingertip to trace, touch, and feel the letter Gg.</p>		

	<p>Write letter Gg on the air. What is the sound of the letter Gg? /g/ What are examples of objects that begin with letter Gg? (glasses, gloves, gate, etc)</p> <p>Say: Awesome!</p> <p>Ask: What are the different kinds of weather that you have learned? (sunny day, rainy day, and cloudy day) Is it important for us to know the kinds of weather? (Yes)</p> <p>Say: Yes, it is important for us to know the different kinds of weather so that we will know what to do. We will be talking about other kinds of weather tomorrow.</p>	
What I can do	<p>Application</p> <ul style="list-style-type: none"> Let the learner answer Worksheet 1 in Annex 3. 	Encourage the learner to finish the worksheet.

Content Standards: The child demonstrates an understanding of different types of weather and changes that occur in the environment.			
Performance Standards: The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment.			
Most Essential Learning Competencies: Tell and describe kinds of weather (sunny, rainy, cloudy, stormy, windy)			
Content Focus: There are five kinds of weather; sunny, rainy, cloudy, stormy, and windy.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can tell the kinds of weather; stormy day and windy day.		
What I know	<p>Say: Good morning! How are you today? (I'm fine.) That's good. Look outside, what kind of weather do we have today? Before we begin our activity, let us do body movements about the three kinds of weather we have learned. Kindly do as I tell you.</p> <p>Sunny day – wipe your face with your two hands like you're sweating</p> <p>Rainy day – wiggle your fingers like the direction of the rain</p> <p>Cloudy day –use your pointer to draw clouds on the air</p> <p>Say the name of the weather and let the learner do the action.</p> <p>Say: Sunny day...Cloudy day...Sunny day...Rainy day...Cloudy day...Sunny day...</p>		<p>Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with.</p> <p>Use any prayer that the child is familiar with.</p> <p>Teach the body movements first to the learner and then say the weather conditions one at a time.</p>


<p>What's new</p>	<p>Say: Well done! You were able to do the actions using your body.</p> <p>Ask: What are the three kinds of weather you have learned? (sunny day, rainy day, and cloudy day)</p> <p>Say: Today we are going to learn another kind of weather.</p> <p>Activity 3: Show Me Winds</p> <p>Procedure:</p> <p>1. Show the pictures of the kinds of weather indicated below. (Annex 1B)</p> <div data-bbox="609 798 981 1002">  </div> <p>2. Let the learner do the following:</p> <ul style="list-style-type: none"> • look at the pictures; • identify the weather shown in each picture; • describe and differentiate the characteristic of rainy day and windy day as reflected in the pictures presented; • pretend to be leaves blown across the yard; falling raindrops from the air; 	<p>pictures of :</p> <ul style="list-style-type: none"> • stormy day • windy day 	<p>Use the pictures of the kinds of weather found in Annex 1B.</p> <p>Windy day - there is a strong wind. Stormy day - there is a very strong wind, heavy rain, thunderstorms and lightning.</p>
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	feathers blown by the wind; and quick sounds of thunderstorms and lightning.		
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask: What do we experience on a stormy day? (heavy rain, flood, lightning) What do we do on a rainy day? (Stay inside the house.) On a windy day, what will the children do outside? (flying kites) How do you know that it is a windy day? (leaves and trees are moving) Please demonstrate how things are blown by the winds. How can you tell if it is a stormy day? What do you hear during a stormy day? (strong winds, thunderstorms, and lightning) What are the different kinds of weather conditions that we have already discussed? (sunny day, rainy day, cloudy day, stormy day, and windy day.)</p> <p>Say: Well done!</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 		Teach the learner the importance of these routines and encourage him/her to practice all of these during snacks and meal time.
	<p>Say: Now, let's have another activity.</p> <p>Activity 4: Shopping Letter Gg</p> <p>Procedure: 1. Take the learner for a walk. (It can be</p>		Safety measures and health protocols must be observed.

	<p>inside or outside the house)</p> <p>2. Let the learner do the following;</p> <ul style="list-style-type: none"> • find and collect seven (7) objects/ things with names that begin with letter Gg; • put the collected objects/things on the table; • count the objects/things collected; • name the objects/things collected; • say the beginning letter of the names of objects/things collected; and • produce the sound of letter Gg. <p>Say: Excellent!</p> <p>Ask: How did you find the activity? (enjoyable and I am energized) How many objects/things have you collected? (7) What objects were you able to collect? What is the beginning sound of their names? /g/ What is the letter name of /g/? (Gg)</p> <p>Say: Yes, the sound of letter Gg is /g/. Say it with me, /g/. Say it again three times. (/g/, /g/, /g/)</p> <p>Say! Well done!</p> <p>Ask: What are the kinds of weather conditions we have discussed? Please tell</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
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	<p>me their names. (sunny day, rainy day, cloudy day, stormy day, and windy day)</p> <p>Say: Excellent!</p>		
What I have learned	<p>Wrap-up</p> <p>Ask: What have you learned from today's activities? (I have learned the five kinds of weather, letter Gg and its sound)</p> <p>Say: Awesome! We will have more activities tomorrow about the different kinds of weather.</p>		
What I can do	<p>Application</p> <ul style="list-style-type: none"> Let the learner answer Worksheet 2 in Annex 3. 		Encourage the learner to finish the worksheet and help in simple household chores.

Content Standards: The child demonstrates an understanding of different types of weather and changes that occur in the environment.			
Performance Standards: The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment			
Most Essential Learning Competencies: Observe and record the weather daily (as part of the opening routine).			
Content Focus: There are different kinds of weather.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can tell the five kinds of weather: sunny, rainy, cloudy, stormy, and windy.		
What I know	<p>Say: Good morning! How are you today? (I'm fine.) That's good. What is our weather for today?</p> <p>Now, let's do the body movements like what we did yesterday.</p> <p>This time we will do it with the five (5) kinds of weather conditions.</p> <p>Sunny day – wipe your face with your two hands like your sweating</p> <p>Rainy day – wiggle your fingers following the direction of the rain</p> <p>Cloudy day – use your pointer to draw clouds on the air</p> <p>Stormy day –sway your body while wiggling your fingers up and down</p>		<p>Optional:</p> <p>Start the day's activity with a prayer.</p> <p>Use any prayer that the child is familiar with.</p>

	<p>Windy day –blow air using your mouth.</p> <p>Say the name of the weather and let the learner do the action.</p> <p>Say: Windy day...Sunny day...Cloudy day...Rainy day...Stormy day...Windy day...Stormy day...</p> <p>Ask: What are the five weather conditions that we have? (sunny day, rainy day, cloudy day, stormy day and windy day)</p> <p>Show to the learner again the pictures of the different weather conditions. (Utilize the pictures used in the previous discussion.)</p> <p>Let him/her identify the weather condition shown in each picture and then let him/her give examples of activities that are usually done for each weather condition.</p>	<p>pictures of the different weather conditions</p> 	<p>Utilize the pictures used in the previous discussions.</p>
<p>What's new</p>	<p>Activity 5: My Weather Chart</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the materials. 2. Give the manila paper/recycled calendar/white cartolina and pentel pen/marker to the learner. 3. Assist the learner in preparing the chart. 	<ul style="list-style-type: none"> • manila paper/recycled calendar/white cartolina • pentel pen/marker • crayons • glue/paste 	<p>Assist the learner in preparing the chart but do not do the activity for him/her.</p> <p>Monitor the learner in using the chart every day to record the weather for the day.</p>

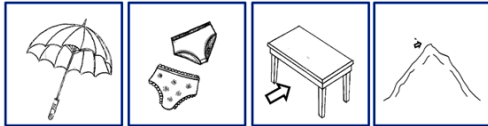
	<table><tr><th rowspan="2">Days of the Week</th><th></th><th></th><th></th><th></th><th></th></tr><tr><th>Sunny Day</th><th>Rainy Day</th><th>Cloudy Day</th><th>Stormy Day</th><th>Windy Day</th></tr><tr><td>Sunday</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Monday</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Tuesday</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Wednesday</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Thursday</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Friday</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Saturday</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>4. Let the learner do the following:</p> <ul style="list-style-type: none">● put a checkmark on the appropriate column that tells the weather condition of the day;● draw the appropriate clothing to be worn for the weather condition of the day;● color the drawing; and● paste it on the appropriate column (right beside the checkmark). <p>5. Talk about the weather chart.</p>	Days of the Week						Sunny Day	Rainy Day	Cloudy Day	Stormy Day	Windy Day	Sunday						Monday						Tuesday						Wednesday						Thursday						Friday						Saturday						
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What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask: What activity did you do? (Weather chart) Did you enjoy the activity? (Yes) What are the different kinds of weather on your chart? Let the learner point each illustration. (sunny day, rainy day, cloudy day, stormy day, and windy day)</p>																																																						

	<p>What will you do on a rainy and stormy day? (stay inside the house) What clothes do you wear on a sunny day? ...rainy day? ...cloudy day? ...stormy day? ...windy day?</p> <p>Say: Great! We stay in the house on rainy and stormy days for safety purposes so that will be spared from any danger. This Weather Chart you have created will be used every day. Every day, you will tick the appropriate column for the weather conditions of the day.</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 		Teach the learner the importance of these routines and encourage him/her to practice all of these during snacks and meal time.
	<p>Say: Let's sing the song, "Rain, Rain, Go Away."</p> <p>Ask: Are you familiar with the song? (Yes) What is the direction of the rain? (Up going down) Can you show it? (The learner will wiggle his/her finger up going down.) When we say the word up, what is the beginning sound? /u/</p> <p>Say: Now, we will learn about the name of the letter having the sound of /u/.</p>	<ul style="list-style-type: none"> • pictures of: umbrella, underwear, under and up • letter Uu template • dried leaves • crayons • paste or glue 	<p>Provide assistance to the learner whenever needed but do not do the activity for him/her.</p> <p>Use the letter Uu template and the pictures of umbrella, underwear, under and up provided in Annex 4.</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

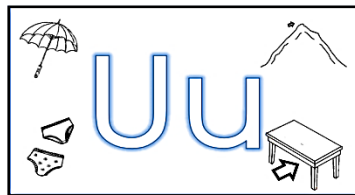
Activity 6: The Uu Family

Procedure:

1. Present the following pictures: umbrella, underwear, under and up.



2. Let the learner do the following:
 - identify the pictures;
 - color the pictures;
 - cut and paste them around the letter Uu;
 - let dry; and
 - trace the letter Uu using his/her fingertip.



Say: Show me your work. How did you feel while doing the activity? (happy) Show me how to write the letter Uu.

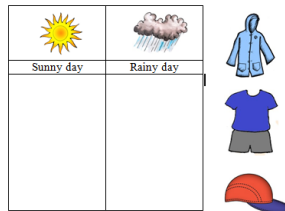
Please name the objects you have pasted. (/u/ umbrella, /u/ underwear, /u/ up, /u/ under)

Ask: What is the beginning sound of those words? (/u/)

What is the name of the letter? (letter Uu)

What I have learned	<p>Wrap-up</p> <p>Ask: What have you learned from today's activities? (The different kinds of weather: sunny day, rainy day, cloudy day, stormy day, windy day, and letter Uu.)</p> <p>Say: Great! You were able to identify the different kinds of weather conditions and letter Uu.</p>	
What I can do	<p>Application</p> <ul style="list-style-type: none"> • Let the learner get his/her pencil and do the activity in Worksheet 3 in Annex 3. 	

Content Standards: The child demonstrates an understanding of different types of weather and changes that occur in the environment.			
Performance Standards: The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment.			
Most Essential Learning Competencies: Observe and record the weather daily (as part of the opening routine).			
Content Focus: Weather condition changes every day.			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I can identify clothes to wear on a sunny day and rainy day.		
What I know	<p>Say: Good morning! How are you today? (I'm fine.) That's good. Before we begin our activity, let's sing this song.</p> <p style="text-align: center;">Song: Rain, Rain, Go Away By: James Orchard Halliwell in P.D.</p> <p style="text-align: center;">Rain, rain, go away Come again another day Little children want to play. Rain, rain, go away. (Repeat twice)</p> <p>Say: Wonderful!</p> <p>Ask: What did you learn yesterday?(how to make a weather chart, how to identify letter Uu and its sound, what to do in different weather conditions)</p> <p>Say: Today, we are going to learn what to wear on a sunny day and a rainy day.</p>		<p>Optional: Start the day's activity with a prayer.</p> <p>Use any prayer that the child is familiar with.</p> <p>Use any familiar action song connected to the weather of the day.</p>

<p>What's new</p>	<p>Activity 7: What I Wear Chart</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the picture of a sun, rain, t-shirt, shorts, cap, and raincoat. 2. Make a chart as indicated below. (See Annex 5.) 3. Let the learner: <ul style="list-style-type: none"> • identify the pictures; • describe each picture; and • match the weather condition with the proper clothes to wear. 4. Talk about what to wear on a sunny day and a rainy day. 	<p>Picture of sun, rain, t-shirt, shorts, cap, raincoat</p> 	<p>Provide assistance to the learner when needed but do not do the activity for him/her.</p> <p>Use the worksheet provided in Annex 5.</p>
<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Ask: Did you enjoy the activity? (Yes) What are the different kinds of weather conditions presented on the chart? (sunny day and rainy day) What are the different clothes on the chart? Let the learner point each illustration. (t-shirt, shorts, cap, and raincoat) What do you wear on a sunny day? (t-shirt, shorts, and cap) What do you wear on a rainy day? (raincoat)</p> <p>Say: Great! You were able to identify the appropriate clothes you should wear on a sunny day and on a rainy day.</p>		<p>Guide the learner in answering the questions.</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 8: Get Ready, Whatever is the Day Procedure: <ol style="list-style-type: none"> 1. Present different scenarios to the learner. 2. Let him/her react to the different scenarios presented by acting it out or through a pantomime <ul style="list-style-type: none"> • As announced, a super typhoon is expected to enter your area in the next two (2) days. What are you going to do? • The authority announced that in the next two months, there would be no rain. Mang Uding is about to plant the carrots and pechay on his farm. What would Mang Uding do? • Rainy season is near. What will you do in preparation for the season to avoid flooding in your place? Say: Well done! You're a great performer.	<ul style="list-style-type: none"> • different scenarios 	Guide the learner in doing the activity.

	<p>Ask: Did you enjoy the performance? Why is it important to be prepared for whatever weather condition we will be experiencing?</p> <p>Do cleaning the environment and throwing garbage properly help us save lives and properties in times of disaster brought by unpredictable weather conditions? Why?</p> <p>Say: Yes, as a responsible citizen, we have to do our part to avoid the bad things that will happen due to unpredictable weather conditions.</p>		
What I have learned	<p>Wrap-up</p> <p>Ask: What have you learned today? (I learned what clothes to wear in different weather conditions. I learned how to take care of our environment in preparation for the disasters that may come because of unpredictable weather conditions).</p>		Guide the learner to come up with the answer.
What I can do	<p>Application</p> <ul style="list-style-type: none">Let the learner do Worksheet No. 4 in Annex 3.		

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

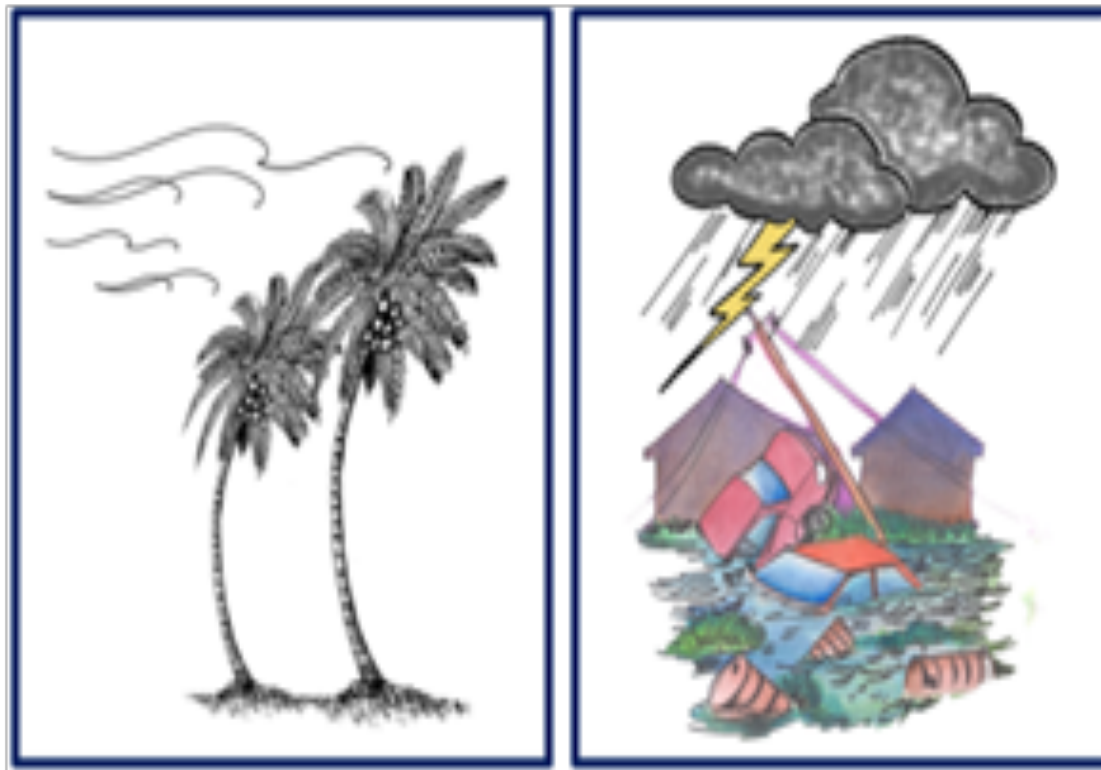
Annex 1A

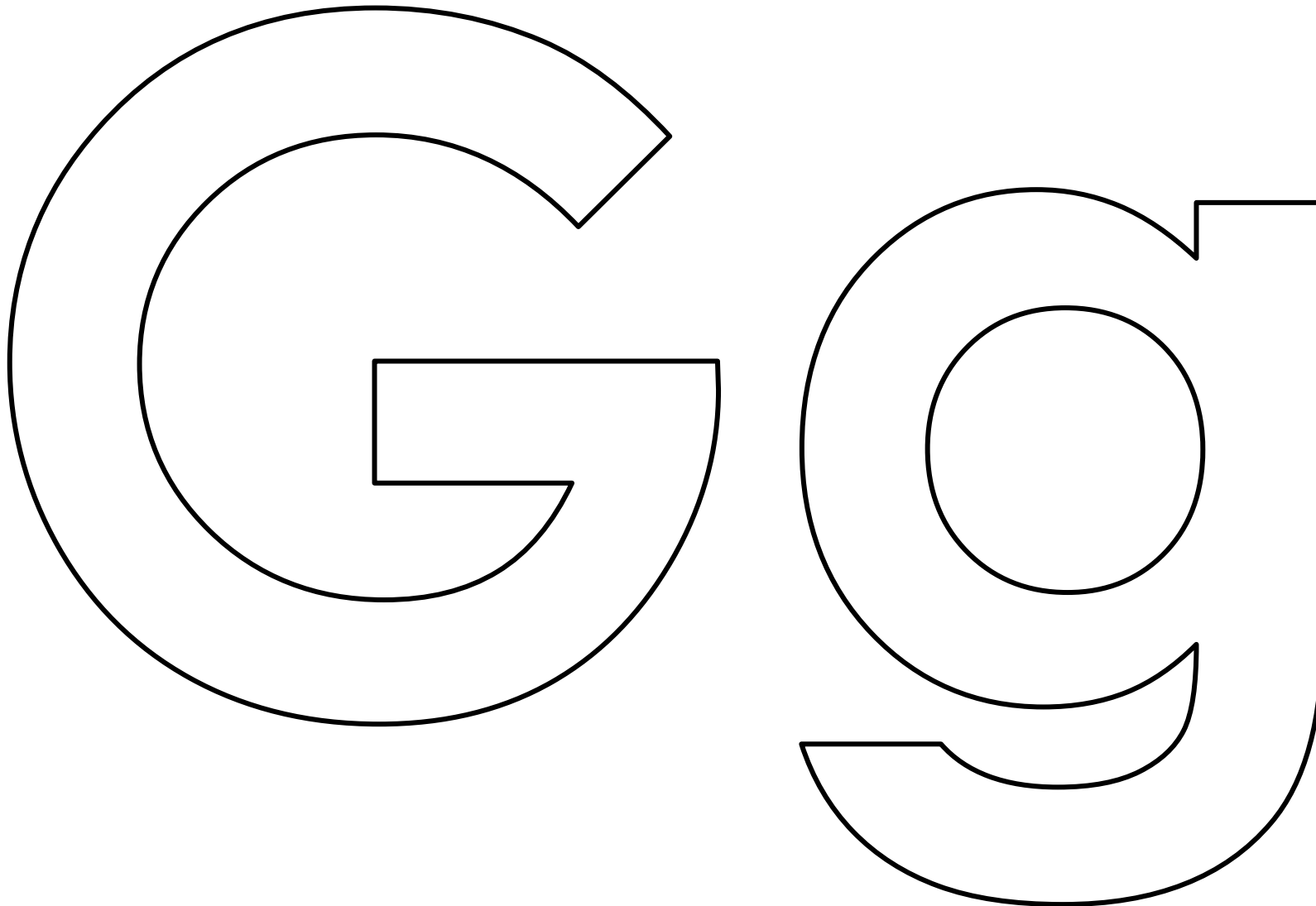
Kinds of weather for cut-out.



Annex 1B

Kinds of weather for cut-out.





Annex 3

Name: _____

Worksheet 1: Trace the letter **Gg**.

G G G G G

G G G G G

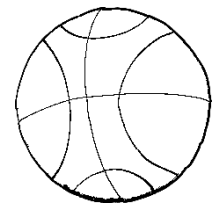
g g g g g

g g g g g

Gg

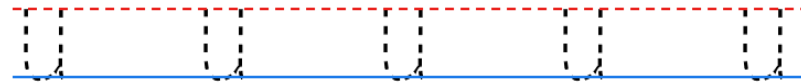
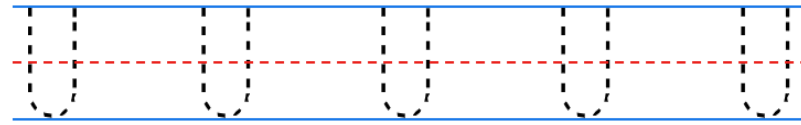
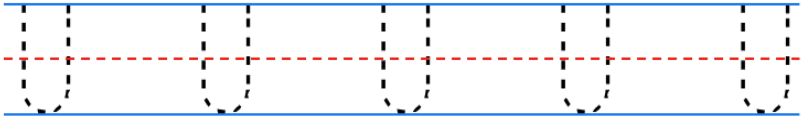
Name: _____

Worksheet 2: Color the objects with a name that begins with /g/.



Name: _____

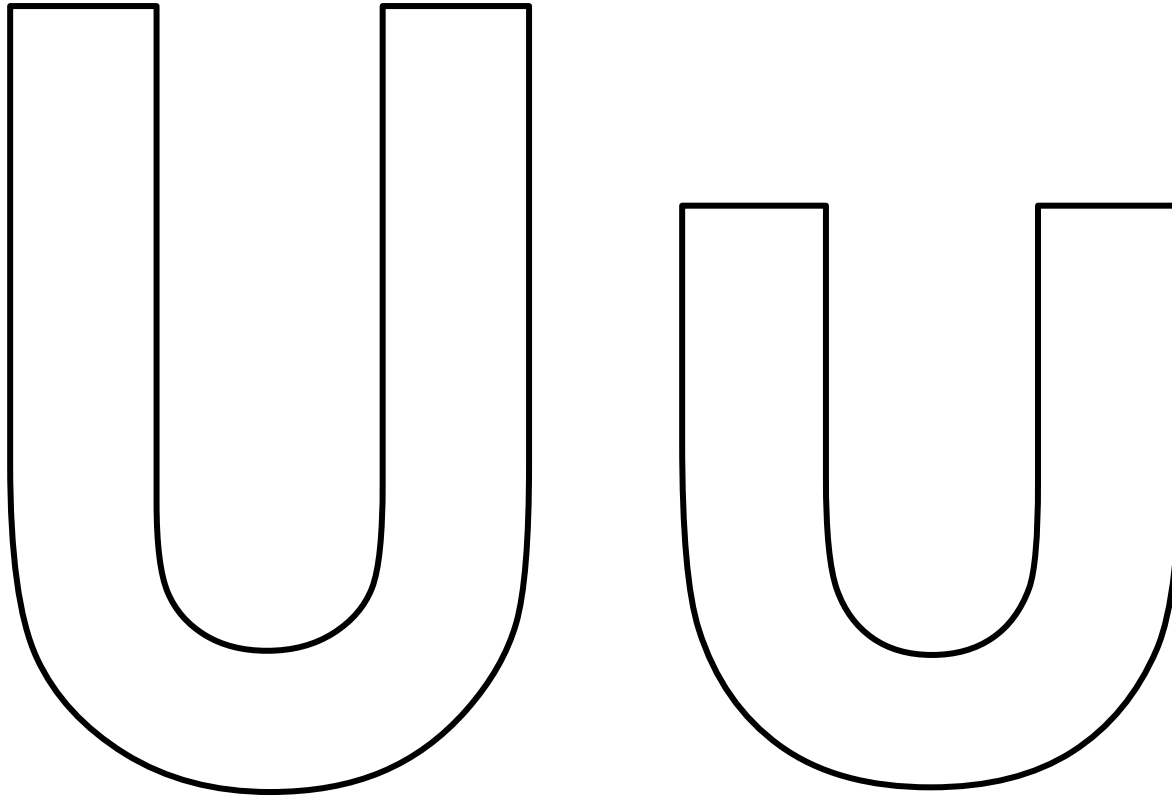
Worksheet 3: Trace the letter Uu.



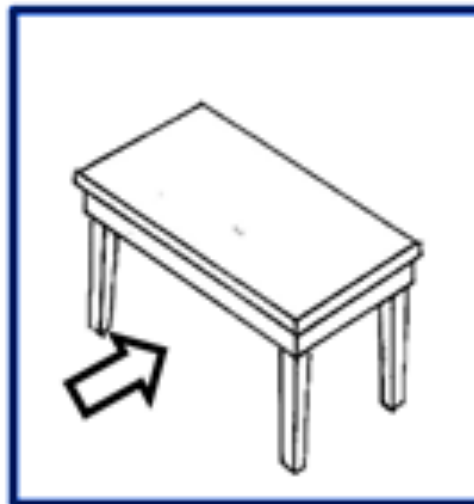
Name: _____

Worksheet 4: Draw and color the objects that begin with /u/.

Annex 4





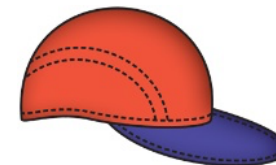
Picture cut-outs for Activity 6



Annex 5

What I Wear Chart

 Sunny day	 Rainy day



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