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# Kindergarten

## Quarter 2: Week 10 Learning Experiences



PAG-AARI NG PAMAHALAAN  
**HINDI IPINAGBIBILI**

**Kindergarten  
Alternative Delivery Mode  
Quarter 2: Week 10 Learning Experiences  
First Edition, 2020**

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Published by the Department of Education  
Secretary: Leonor Magtolis Briones  
Undersecretary: Diosdado M. San Antonio

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**Printed in the Philippines by** \_\_\_\_\_

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# Kindergarten

## Quarter 2: Week 10 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 10 LEARNING EXPERIENCES

<p><b>Content Standards:</b> The child demonstrates an understanding of different types of weather and changes that occur in the environment.</p> <p><b>Performance Standards:</b> The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment.</p> <p><b>Most Essential Learning Competencies:</b> Identify what we wear and use for each kind of weather.</p> <p><b>Content Focus:</b> There are clothes for different weather conditions.</p>		
Learning Experiences	Materials	Note to the Facilitator
<p><b>What I need to know</b></p> <p>I can wear clothes for different weather conditions.</p> <p><b>What I know</b></p> <p><b>Introduction</b></p> <p><b>Say:</b> Hi! Good morning/Good afternoon! How are you feeling today?</p> <p>Have a quick look outside.</p> <p><b>Ask:</b> What is the weather for today? (depends on the actual weather condition)</p> <p><b>Say:</b> Kindly tick the weather chart for the weather today. (Use the weather chart made by the learner in week 9)</p> <p>Well done!</p> <p>Before we will have another activity, let us first sing a song. Listen attentively for I will sing it first, then you will sing it with me after.</p>		<p>Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with.</p> <p>Use the weather chart made by the learner in week 9.</p>

	<p>Are you ready? (Yes)</p> <p><b>Sunny Rainy Happy Day</b></p> <p>When it's a sunny day, what do you see?  A big bright sun shining down on you and me  It's a sunny day, it's a sunny day  It's a sunny and happy day.  I'm happy with the sun, I'm happy with the rain  I'm happy with the sun, I'm happy with the rain  So thank you, thank you Lord  For the sunny, rainy happy day!</p> <p>When it's a rainy day what do you hear?  A cold raindrops pouring down on you and me  It's a rainy day, it's rainy day  It's a rainy and happy day  I'm happy with the sun, I'm happy with the rain  So thank you, thank you Lord  For the sunny, rainy happy day.  So thank you, thank you Lord  For the sunny, rainy happy day!</p> <p><b>Ask:</b> What does the song talks about? (It talks about the weather for today.)  What is the weather for today? (Today is a sunny/rainy day.)</p> <p><b>Say:</b> Very Good! Today is a sunny/rainy day.  What do we feel on sunny days? (hot)</p>		<p>If the facilitator is not familiar with the song he/she may sing any familiar localized song about weather.</p> <p>Let the learner practice courteous greetings every day.</p> <p>Introduce the flow of this routine every day.</p>
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	<p>When we feel hot, what should we wear? (sleeveless shirt, shorts, slippers, etc.)</p> <p>Good Job! You have given the correct answers. Yes, on sunny days we feel hot and we wear clothes that would make us feel comfortable.</p> <p>How about on rainy days, what do we feel? (cold) When we feel cold, what should we wear? (jackets, sweaters, socks, gloves, etc.)</p> <p>Let us have an activity.</p>		
<b>What's new</b>	<p><b>Activity 1: Things I Wear and Use</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Get different clothes/things for sunny and rainy days and show it to the learner.</li> <li>2. Let the learner do the following: <ul style="list-style-type: none"> <li>• group the different clothing/things you should wear/use on sunny and rainy days;</li> <li>• classify the items under specific use;</li> <li>• explain why he/she grouped the clothing/things the way he/she did; and</li> <li>• act out how he/she feels on sunny or rainy day while wearing the clothes/things.</li> </ul> </li> </ol>	Any available clothes for rainy and sunny days: jackets, sweaters, gloves, socks, long pants pajama, shirt, shorts, dress, umbrella, cap, hat, raincoat, etc.	<p>Prepare the materials before doing the activity.</p> <p>You may use real clothes instead of pictures. Just make sure that the clothes are for the two seasons: rainy and sunny days.</p> <p>For rainy days you may use jackets, sweaters, gloves, socks, etc.</p> <p>For sunny days you may use shorts, sleeveless shirt, shorts, etc.</p>
<b>What is it</b>	<p><b>Ask:</b> What do you wear on a sunny day? (shorts, sleeveless shirt, shorts, etc.) Why do we need to wear all these clothing on sunny days? (To make us feel comfortable).</p>		Give time for the child to explain his/her answer. If the child finds it difficult to answer, guide him/her to

	<p>How about on rainy days, what do you wear? (jackets, sweaters, socks, etc.) Why do we need all these things on rainy days? (To help us feel warm instead of cold.)</p> <p><b>Say:</b> Well done!</p> <p>We need to wear clothes that are appropriate to the weather condition. Clothes protect us from the heat of the sun and from the cold weather. Without clothes, we will feel uncomfortable and we might get sick.</p>	<p>be able to give the correct answer.</p>
<p><b>What's more</b></p>	<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><b>Say:</b> Let's have another activity.</p> <p><b>Activity 2: Number Clothesline</b></p> <p>Let the learner do the following:</p> <ul style="list-style-type: none"> <li>• hang the numerals on the clothesline/rope in sequence (1 to 7)</li> <li>• get the clothing items and clothes pins;</li> <li>• hang the item on the clothesline/rope starting from the 1<sup>st</sup> item to the last, the 7<sup>th</sup> item to be worn. (e.g. 1<sup>st</sup> - underwear; 2<sup>nd</sup> - short; 3<sup>rd</sup> - shirt; 4<sup>th</sup> - socks until it reaches to the 7<sup>th</sup> item)</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>Provide assistance to the learner when needed but do not do the activity for him/her.</p> <p>The clotheslines/rope must be within the learner's reach.</p> <p>For the cardboard cut-outs of numerals from 1 to 7, the template of numbers 1 to 7 provided in Annex 1 can be used as a guide to cut-out the numbers in a cardboard.</p> <div data-bbox="1571 1159 2020 1254"> </div>

<b>What I have learned</b>	<p>Wrap-up</p> <p><b>Ask:</b></p> <p>What are the numbers in the clothesline? (1, 2, 3, 4, 5, 6, and 7)</p> <p>What was the 1<sup>st</sup> item you hanged? (underwear)</p> <p>What was the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> item?</p> <p><b>Say:</b> Well done! What you just did is the proper way of dressing-up.</p> <p><b>Ask:</b> So, when you put on your clothes, what should be the 1<sup>st</sup> to wear? 2<sup>nd</sup>? 3<sup>rd</sup>? 4<sup>th</sup>? 5<sup>th</sup>? 6<sup>th</sup>? 7<sup>th</sup>?</p> <p>Say: Very good!</p>	<p>Encourage the learner to practice the proper way of dressing up every day.</p>
<b>What I can do</b>	<p>Application</p> <ul style="list-style-type: none"> <li>Let the learner help in washing and hanging the clothes. While helping, let him/her identify each item if it's for sunny or rainy day.</li> <li>Let the learner count the clothes after hanging.</li> </ul>	

<p><b>Content Standards:</b> The child demonstrates an understanding of different types of weather and changes that occur in the environment.</p> <p><b>Performance Standards:</b> The child shall be able to talk about how to adapt to the different kinds of weather and care for the environment.</p> <p><b>Most Essential Learning Competencies:</b> Observe safety practices in different kinds of weather.</p> <p><b>Content Focus:</b> There are safety practices in different kinds of weather.</p>		
Learning Experiences	Materials	Note to the Facilitator
<p><b>What I need to know</b></p> <p>I can protect myself during bad weather.</p> <p><b>What I know</b></p> <p><b>Say:</b> Hi! Good morning/Good afternoon! How are you feeling today?</p> <p><b>Ask:</b> What did you do in the previous activity? (I hanged the clothes on the clothesline corresponding to the numeral written at the side.) What were the clothes you hanged? (sweaters, jackets, sleeveless shirts, etc.) Among those, which clothing are used on sunny days? How about on rainy days? Why do we have to wear clothes appropriate to the weather condition? (So that we would feel comfortable and avoid getting sick.)</p> <p><b>Say:</b> Yes, we need to wear the appropriate clothes in order for us to be comfortable and safe. Clothes help us protect our body from the heat of the sun and the cold weather.</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>

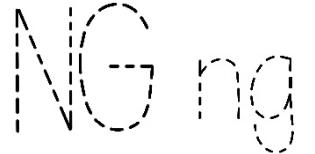
	<p>Aside from wearing clothes, there are also other ways of keeping ourselves safe from different weather conditions. During sunny days, the sun is very hot.</p> <p><b>Ask:</b> What can we do to keep us safe on sunny days? (We use umbrella, put sunscreen, use shades, etc.)</p> <p>How about on rainy days/stormy days? (We can also use umbrella or stay indoors.)</p> <p><b>Say:</b> Yes, these are just some of the safety practices that we do on sunny/rainy days.</p> <p>Take a look at these pictures. Let us try to check if these pictures show safe or unsafe practices.</p>		
<b>What's new</b>	<p><b>Activity 3: Safety is Priority</b></p> <p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Give the prepared chart with two (2) columns labeled “Safe Practice” and “Unsafe Practice.”</li> <li>2. Get the picture cards and show it to the learner one at a time. (See Annex 2– Activity 3)</li> <li>3. Let the learner do the following: <ul style="list-style-type: none"> <li>• observe each picture card;</li> <li>• decide if the picture shows a “Safe Practice” or “Unsafe Practice”;</li> <li>• paste the picture to its appropriate column;</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• manila paper or old calendar</li> <li>• picture cards of different practices in different weather conditions: <ul style="list-style-type: none"> <li>- a boy is playing in the flood;</li> <li>- a girl walking under the heat of the sun with an umbrella;</li> <li>- a family wiping the wet floor inside</li> </ul> </li> </ul>	<p>Prior to the activity, prepare a chart with two columns labeled “Safe Practice” and “Unsafe Practice”. You may use Manila paper or old calendar or whatever material available.</p> <p>For the picture cards of different practices in different weather conditions, use the ones provided in Annex 2.</p>

	<ul style="list-style-type: none"> <li>• count the picture cards that are pasted in each column; and</li> <li>• write the number of picture cards at the bottom; and</li> <li>• act out the different safety practices shown in the picture cards.</li> </ul>	<p>the house due to raindrops;</p> <ul style="list-style-type: none"> <li>- a boy wearing cap while walking under the heat of the sun</li> <li>- a boy wearing raincoat walking under the rain</li> <li>- children playing under the rain in the middle of the road</li> </ul>	
<b>What is it</b>	<p>Discussion (Informal Conversation) about the Activity</p> <p><b>Ask:</b> What are the safety practices you have seen in the picture cards? Why? How about the unsafe practices? Why? Why do we have to keep ourselves safe?</p> <p><b>Say:</b> Yes, we need to keep ourselves protected from the different weather conditions. We must always do the right practices that will keep us and our family safe.</p> <p>In your next activity, you will prepare your Personal Go Bag as one of the many safety practices during different weather conditions.</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><b>Activity 4: Personal Go Bag</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give the learner the big bag with sets of real items (optional: drawing of a big bag and the cut-out basic survival items).</li> <li>2. Let the learner do the following:           <ul style="list-style-type: none"> <li>• identify each basic survival item;</li> <li>• give the reason why it is needed in his/her Go Bag; and</li> <li>• practice how to use the items in the personal go bag.</li> </ul> </li> </ol>	<p>Real materials:</p> <ul style="list-style-type: none"> <li>• improvised/old bag (as go bag)</li> <li>• water, ready-to-eat foods, first aid kit, clothing, blanket, comfort toy, and whistle</li> <li>• pre-cut drawing (optional)           <ul style="list-style-type: none"> <li>- pre-cut drawing of a big bag</li> <li>- 7 cut-outs of basic survival items (water, ready-to-eat foods, first aid kit, clothing, blanket, comfort toy, and whistle)</li> </ul> </li> <li>• glue/paste</li> </ul>	<p>Prepare the drawing of a big bag and the 7 cut-outs before doing the activity. Use the one provided in Annex 3. If materials are available, you may use real objects like real bag, and real basic survival items.</p> <p>Note: Real set of materials for the go bag will serve as the family's emergency kit.</p>
<p><b>What I have learned</b></p>	<p><b>Wrap-up</b></p> <p><b>Ask:</b> What are the items you put in your Personal Go Bag? (water, ready-to-eat foods, first aid kit, clothing, blanket, comfort toy, and whistle)</p> <p>Do you think all of these items are important? (Yes) Why? (In order for us to be ready for any calamity or emergencies) How many survival items did you put inside your Personal Go Bag? (7) Let us count again. (1, 2, 3, 4, 5, 6, 7)</p> <p><b>Say:</b> Even if you are still young, you need to know the important things to prepare in case of emergency. This will help you do the necessary things in times of emergencies. It's better to be prepared all the time.</p>		
<p><b>What I can do</b></p>	<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• Let the learner prepare and familiarize his/her own Personal Go Bag.</li> <li>• Allow the learner to play outdoor games with siblings.</li> </ul>		<p>Encourage the learner to help in doing household chores.</p>

<p><b>Content Standards:</b> The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds.</p>			
<p><b>Performance Standards:</b> The child shall be able to identify the letter names and sounds.</p>			
<p><b>Most Essential Learning Competencies:</b> Trace, copy, and write the letters of the alphabet: straight lines (A,E,F,H,I L,T), combination of straight and slanting lines (K, M,N, V, W, X, Y, Z), combination of straight and curved lines (B, C, D, G, J, O, P, Q, R, S, U), rounded strokes with loops.</p>			
<p><b>Content Focus:</b> There are straight, slant, curve lines, and round letters of the alphabet.</p>			
Learning Experiences	Materials	Note to the Facilitator	
<b>What I need to know</b>	I can trace, copy, and write letters.		
<b>What I know</b>	<p><b>Introduction</b>  <b>Say:</b>  Hi! A pleasant morning/afternoon to you.</p> <p>In the previous activity, you were preparing your Personal Go Bag.</p> <p><b>Ask:</b> How many basic survival items did you put in your Personal Go Bag? (7)  What are these items? (water, ready-to-eat foods, first aid kit, clothing, blanket, comfort toy, and whistle)  Why do you need all these items? (These are the basic needs in times of emergencies)</p> <p>Today, we are going to learn a new letter, it is letter Ññ.</p>	Optional: Start the day's activity with a prayer. Use any prayer the child is familiar with.  Then sing any familiar localized song.	

<b>What's new</b>	<p><b>Activity 5: Sand Writing</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Put the sandbox in front of the learner.</li> <li>2. Explain to the learner what he/she is going to do.</li> <li>3. Give the learner a template of letter Ññ.</li> <li>4. Introduce letter Ññ and its sound.</li> <li>5. Let the learner do the following:           <ul style="list-style-type: none"> <li>• trace letter Ññ using his/her fingertip several times;</li> <li>• write the letter Ññ on the sand;</li> <li>• erase what he/she has written using his/her hand; and</li> <li>• do it again several times.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Sandbox or tray with salt or flour</li> <li>• template of letter Ññ</li> </ul>	<p>Use the template of letter Ññ found in Annex 4.</p> <p>If sandbox is not available, the facilitator may use other containers like tray or plate. If sand is also not available, the learner may use salt, flour or any available similar materials that can be found in your locality.</p> <p>Make sure that the learner is tracing letter Ññ correctly.</p>
<b>What is it</b>	<p>Discussion (Informal Conversation) about the Activity</p> <p><b>Ask:</b> What letter did you write in the sandbox? (Ññ) What is the sound of letter Ññ? ( /ñ/)</p> <p><b>Say:</b> Very Good! You have given the correct name of the letter and produced its correct sound. This letter is very unique because it is not found in the beginning of the word. It is usually found in the middle. Say Niño, Niña, señor, etc. (Show to the learner the words that has ñ.)</p>	<p>Prepare the following written words: Niño, Niña, señor and señorita.</p>	

<p><b>What's more</b></p>	<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><b>Activity 6: Tracing Letter NGng</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the illustration below to the learner.</li> </ol>  <ol style="list-style-type: none"> <li>2. Read the word bang.</li> <li>3. Ask the learner to repeat after you.</li> <li>4. Let the learner do the following: <ul style="list-style-type: none"> <li>• trace the word “bang” using his/her fingertip;</li> <li>• look for the underlined letters;</li> <li>• identify the underlined letters;</li> <li>• produce its sound;</li> <li>• get the NGng template; and</li> <li>• trace the letter using his/her fingertip or pencil.</li> </ul> </li> </ol>	<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>Use the illustration found in Annex 5.</p>  <p>Use the template of letter NGng found in Annex 6.</p>  <p>Guide the learner in naming the letter and producing its correct sound.</p>
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<b>What I have learned</b>	<p>Wrap-up</p> <p><b>Ask:</b> What letter did you trace? (NGng) What is the sound of letter NGng? /ng/ Please write the letter NGng on the air.</p> <p><b>Say:</b> Like letter Ññ, letter NGng is also a unique letter. Most of the time, this letter can be found at the end of the word like thing, speaking, listening, touching, sing, ring, etc.</p>	<p>Make sure that the learner is writing the letter correctly.</p> <p>Show these words to the learner: thing, speaking, listening, touching, and ring.</p>
<b>What I can do</b>	<p>Application</p> <ul style="list-style-type: none"> <li>Let the learner look for words that has /ng/.</li> <li>Let the learner write on the sandbox the letters that he/she likes.</li> </ul>	

<p><b>Content Standards:</b> The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds.</p>			
<p><b>Performance Standards:</b> The child shall be able to identify the letter names and sounds.</p>			
<p><b>Most Essential Learning Competencies:</b> Trace, copy, and write the letters of the alphabet: straight lines (A,E,F,H,I L,T), combination of straight and slanting lines (K, M,N, V, W, X, Y, Z), combination of straight and curved lines (B, C, D, G, J, O, P, Q, R, S, U), rounded strokes with loops.</p>			
<p><b>Content Focus:</b> There are straight, slant, curve lines, and round letters of the alphabet.</p>			
Learning Experiences	Materials	Note to the Facilitator	
<b>What I need to know</b>	I can trace, copy, and write letters of the alphabet.		
<b>What I know</b>	<p><b>Say:</b> Hi! Good morning/Good afternoon! How are you feeling today?</p> <p>What did you do in the previous activity? (I wrote letter NGng in the sandbox.)</p> <p>What is the sound of letter NGng? /ng/</p> <p>Very Good! Today, we are going to write the letters that we have tackled using cotton buds.</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>
<b>What's new</b>	<p><b>Activity 7: Letter Painting</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Prepare the painting area.</li> <li>2. Give the learner the template of letters NGng and Ññ that were used in the previous activities.</li> <li>3. Let the learner do the following:</li> </ol>	<ul style="list-style-type: none"> <li>• cotton buds</li> <li>• watercolor</li> <li>• template of letters NGng and Ññ</li> </ul>	<p>If cotton buds are not available, the facilitator may use a matchstick or a short rod made of wood and put some cotton on one of the ends.</p>

	<ul style="list-style-type: none"> <li>• identify the letters on the template;</li> <li>• produce its correct sound; and</li> <li>• paint the letters using the cotton buds.</li> </ul>		
<b>What is it</b>	<p>Discussion (Informal Conversation) about the Activity</p> <p><b>Ask:</b> What letters have you painted? (NGng, and Ññ).</p> <p>Say again the names of the letters.</p> <p>What are their sounds? /ng/, /ñ/</p> <p>Please say it again. /ng/, /ñ/</p> <p><b>Say:</b></p> <p>Well done! You have given the correct letter names and their correct sounds.</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><b>Say:</b> Let's have another activity.</p> <p><b>Activity 8: Find My Pair</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Prepare the uppercase and lowercase set of letter cards. (See Annex 7 for the letters to be cut-out)</li> <li>2. Put all the letter cards on the table or on the floor.</li> <li>3. Let the learner do the following:</li> </ol>	<p>letter cards</p>	<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>Use the letter cards provided in Annex 7.</p> <p>If the learner cannot identify the letter names and their sounds, assist him/her.</p>

	<ul style="list-style-type: none"> <li>close his/her eyes and then pick a card;</li> <li>look for the pair of the card that is in his/her hand among the other cards laid on the table or on the floor; (uppercase or lowercase letter)</li> <li>repeat the process until all letter cards are paired with the correct uppercase and lowercase;</li> <li>say the names of the paired letters and their sounds (do this one at a time); and</li> <li>trace the letters both uppercase and lowercase using his/her fingertip.</li> </ul>													
<b>What I have learned</b>	<p>Wrap-up</p> <p><b>Ask:</b> How many letters have you paired? What are those letters?</p> <p><b>Say:</b> Point to each letter and produce its sound.</p> <p>Excellent! You have already mastered the sounds of each of the letter.</p>	<p>If letter puzzles are not available you may write the letters on land/soil. Write it inside the squares like the one below.</p> <table border="1" data-bbox="1582 870 2058 1187"> <tbody> <tr> <td>Mm</td><td>Uu</td><td>Ññ</td></tr> <tr> <td>Rr</td><td>Ii</td><td>Bb</td></tr> <tr> <td>NGng</td><td>Nn</td><td>Gg</td></tr> <tr> <td>Ss</td><td>Cc</td><td>Pp</td></tr> </tbody> </table>	Mm	Uu	Ññ	Rr	Ii	Bb	NGng	Nn	Gg	Ss	Cc	Pp
Mm	Uu	Ññ												
Rr	Ii	Bb												
NGng	Nn	Gg												
Ss	Cc	Pp												
<b>What I can do</b>	<p>Application</p> <ul style="list-style-type: none"> <li>Get the letter puzzles and let the learner play a game by hopping on the letter of his/her choice. He/she will give the name of the letter and produce its sound.</li> </ul>													

<p><b>Content Standards:</b> The child demonstrates an understanding of letter representation of sounds – that letters as symbols have names and distinct sounds</p> <p><b>Performance Standards:</b> The child shall be able to identify the letter names and sounds.</p> <p><b>Most Essential Learning Competencies:</b> Write one's given name.</p> <p><b>Content Focus:</b> I am me. I can identify and write the letters of my name.</p>			
<p><b>Learning Experiences</b></p>		<b>Materials</b>	<b>Note to the Facilitator</b>
<b>What I need to know</b>	I can identify and write my complete name.		
<b>What I know</b>	<p><b>Say:</b> Hi! A wonderful morning/afternoon to you! How are you feeling today?</p> <p><b>Ask:</b> What have you learned from the previous activities? (I learned about how to trace, copy and write some of the letters)</p> <p>What letters have you traced? (letters Mm, Cc, Nn, Bb, Ss, Ee, Rr, Dd, Uu, Gg, Pp, NGng, and Ññ). What is the sound of each letter?</p> <p><b>Say:</b> Well done! You were able to give the letter names and their correct sounds.</p> <p>Your name is composed of letters. Do you know the letters of your name? Show to the learner the template of his/her name written on blue-red-blue lines. This is the way you should write your name. Your name consists all of these letters. (Say each letter of his/her name and let him/her follow you.)</p>	template of the name of the learner written on blue-red-blue lines	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>Ask:</b> What letters compose your name? Please name the letters one by one.</p> <p>Do you know how to write them? (answer may vary) Before writing your name, you trace it first.</p>		
<b>What's new</b>	<p><b>Activity 9: Lacing My Name</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give the name lacing template (made of cardboard) to the learner.</li> <li>2. Let the learner trace the letter using his/her point finger several times. After using his/her point finger, he/she will use pencil in tracing the letter template.</li> <li>3. Let the learner do the lacing or threading of his/her name template using the yarn.</li> </ol>	<ul style="list-style-type: none"> <li>• name lacing template (made of cardboard or carton) with holes on sides</li> <li>• yarn, straw or tiny rope</li> </ul>	Prepare the name template before starting the activity.
<b>What is it</b>	<p>Discussion (Informal Conversation) about the Activity</p> <p><b>Ask:</b> What is your name again? What are the letters of your name? What is the correct sound of each letter in your name?</p> <p><b>Say:</b> Excellent! You have given the correct letter names and their sounds. Our name consists of letters. We should know how to write them.</p>		

	<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><b>What's more</b></p>	<p><b>Say:</b> Let's have another activity.</p> <p><b>Activity 10: It's Fun Writing My Name</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give the learner a clean sheet of paper and his/her name template.</li> <li>2. Let the learner do the following: <ul style="list-style-type: none"> <li>• look at the name template;</li> <li>• trace his/her name using the pencil several times; and</li> <li>• copy his/her name on a clean sheet of paper.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• clean sheet of paper</li> <li>• template of the learner's name</li> </ul> <p>Prepare the name template before starting the activity.</p> <p>Write legibly the name of the learner using the correct strokes.</p>
<p><b>What I have learned</b></p>	<p><b>Wrap-up</b></p> <p><b>Ask:</b></p> <p>What did you write on the paper? (my name)</p> <p>What is your name?</p> <p>What letters compose your name?</p> <p>Give the sound of each of these letters.</p> <p><b>Say:</b></p> <p>Good job! You have correctly written your name.</p>	

<b>What I can do</b>	<p><b>Application</b></p> <ul style="list-style-type: none"> <li>Let the learner practice writing his/her name on a blank sheet of paper.</li> <li>Using the letter puzzles, let the learner hop on the letters of his/her name.</li> </ul>	<p>If letter puzzles are not available you may write the letters on land/soil. Write it inside the squares. Make sure that all the letters of the learner's name are in the letter puzzle.</p> <p>Example of a letter puzzle:</p> <table border="1" data-bbox="1589 562 2045 870"> <tbody> <tr> <td>Mm</td> <td>Uu</td> <td>Ññ</td> </tr> <tr> <td>Rr</td> <td>Ii</td> <td>Bb</td> </tr> <tr> <td>NGng</td> <td>Nn</td> <td>Gg</td> </tr> <tr> <td>Ss</td> <td>Cc</td> <td>Pp</td> </tr> </tbody> </table>	Mm	Uu	Ññ	Rr	Ii	Bb	NGng	Nn	Gg	Ss	Cc	Pp
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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

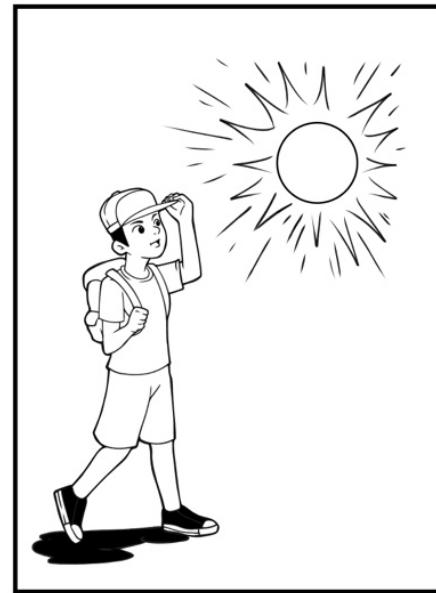
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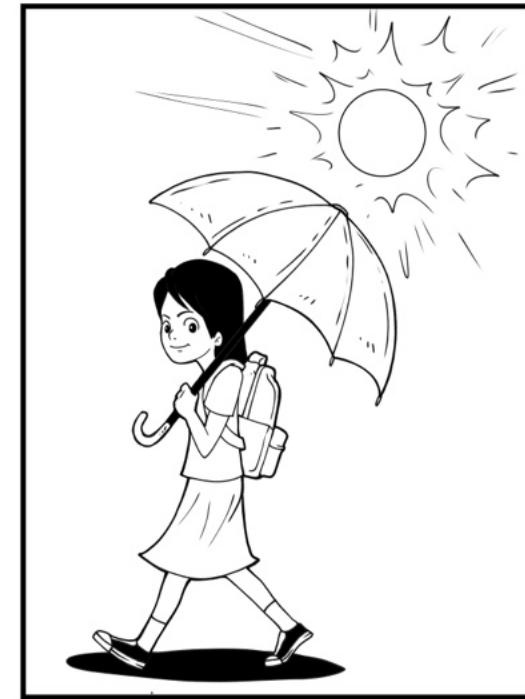
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Annex 2

Activity 3 – Picture Cards (to be cut-out)



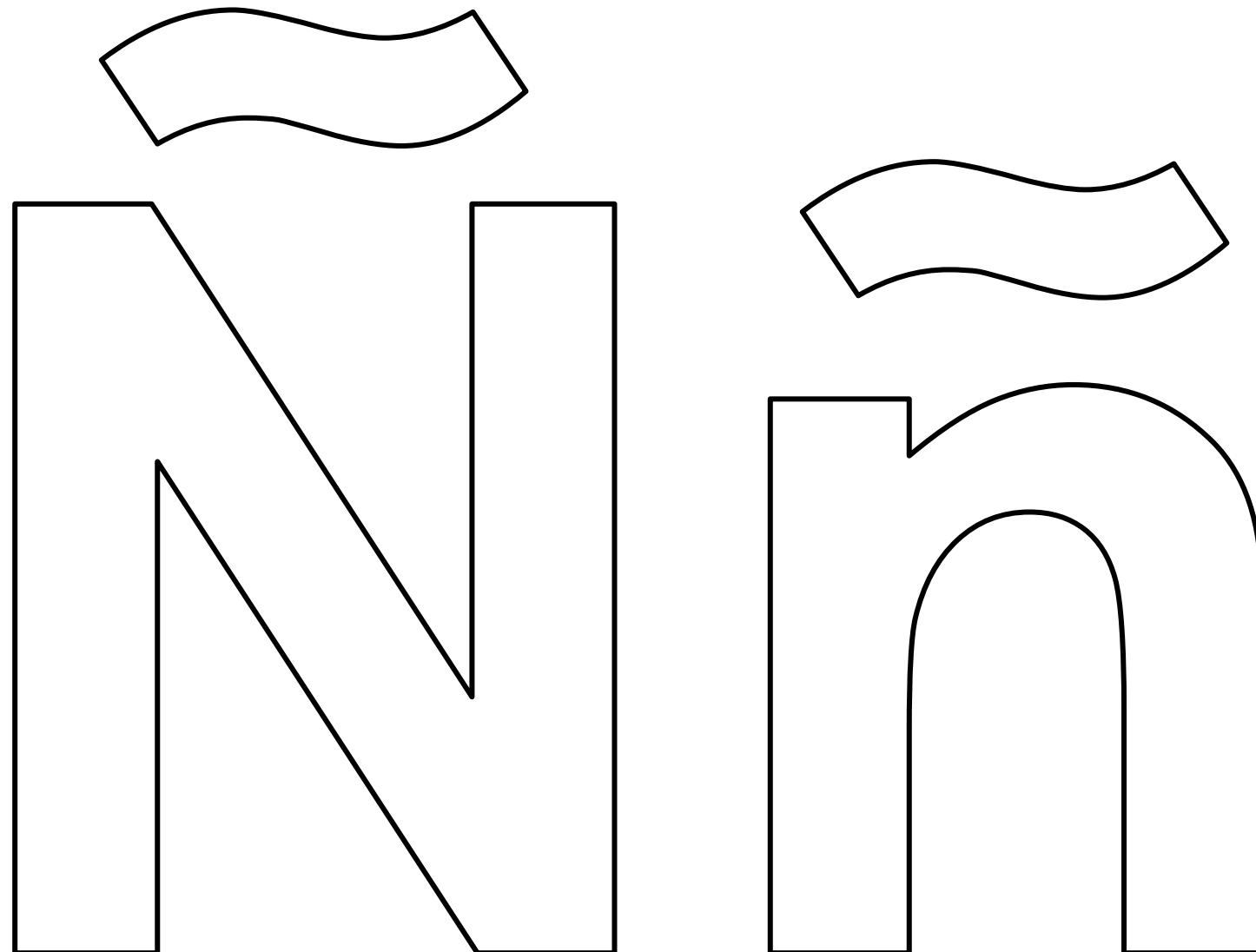


Annex 3

Activity 4 – Personal Go Bag (to be cut-out)

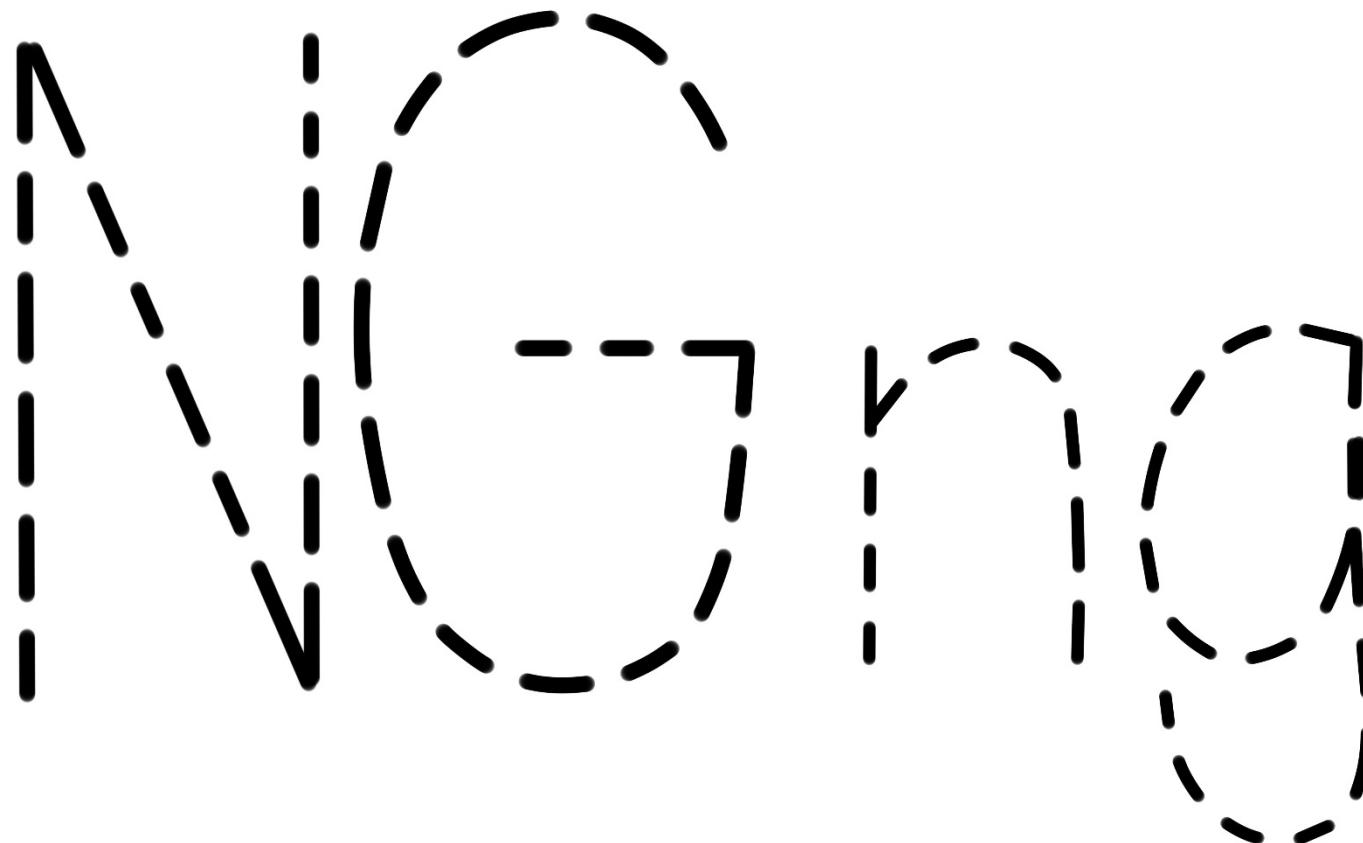


Annex 4



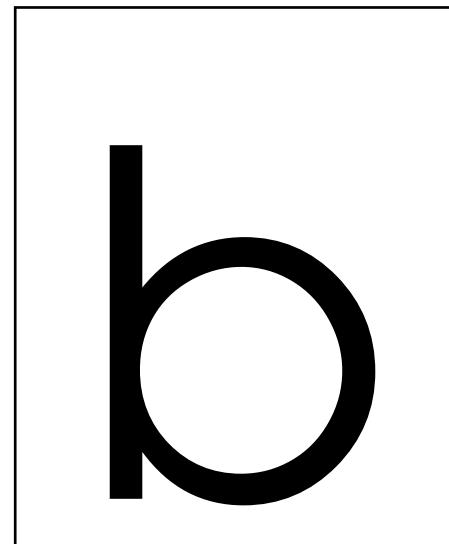
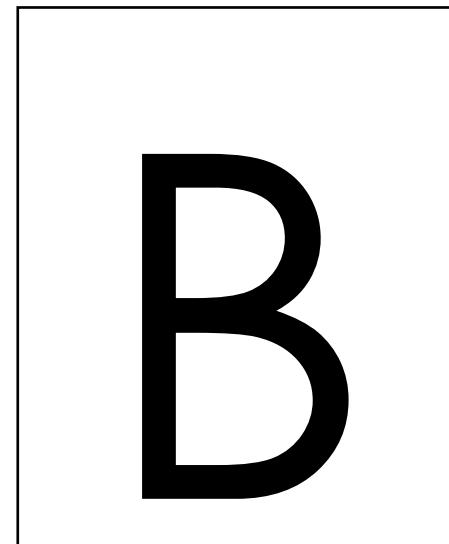
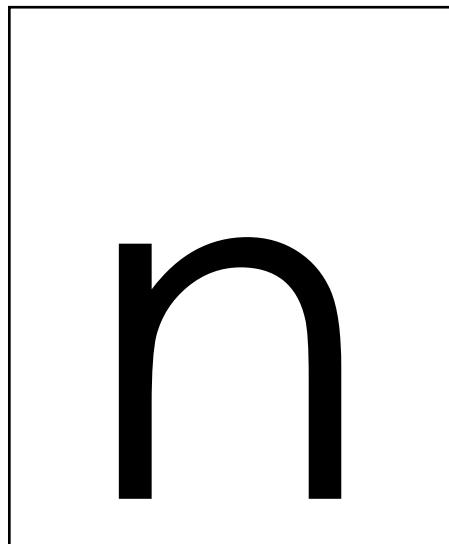
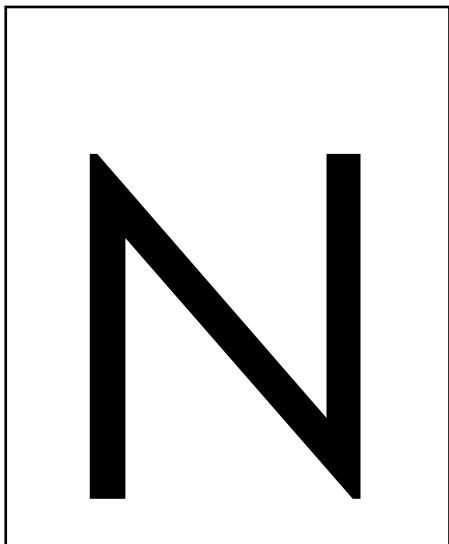
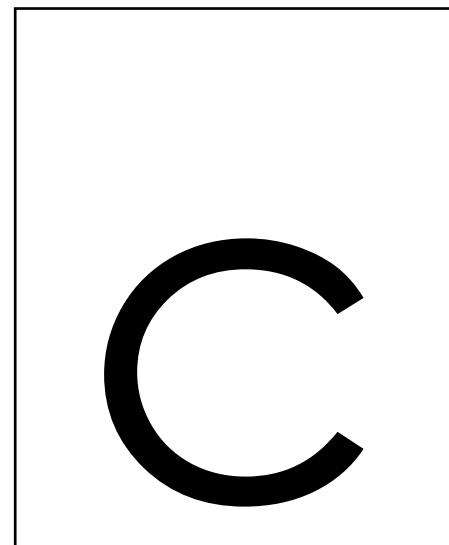
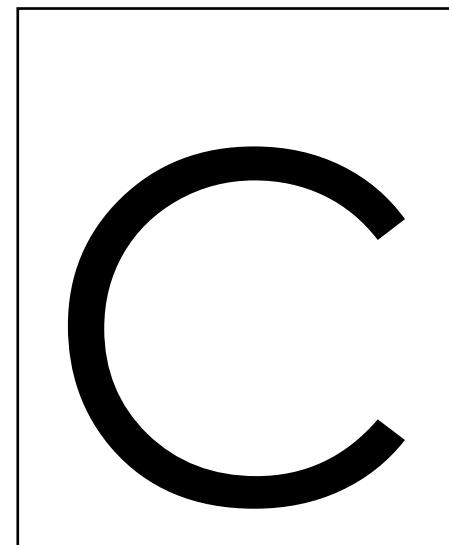
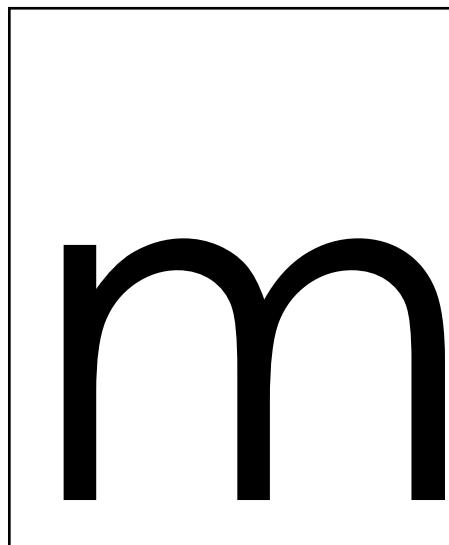
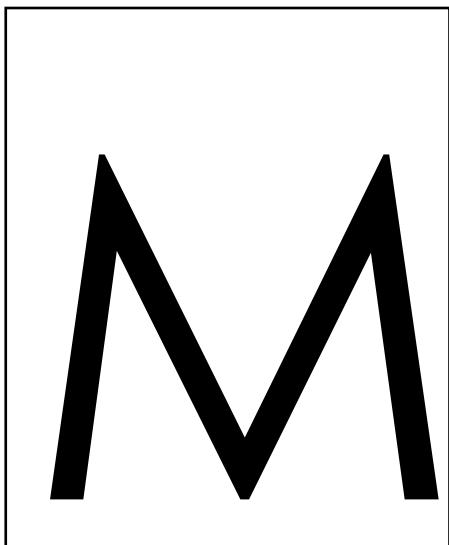


**Annex 6. Trace**



**Annex 7**

**Activity 8 (Letter cards – to be cut-out)**



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**For inquiries or feedback, please write or call:**

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