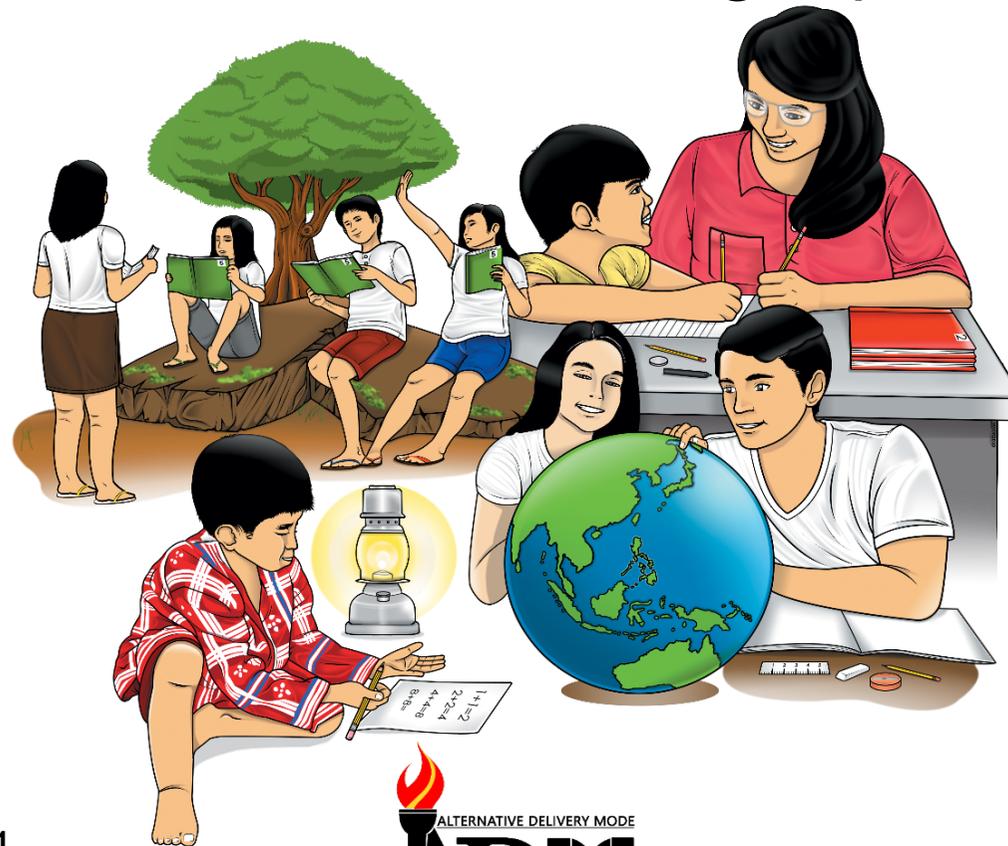




Kindergarten

Quarter 1: Week 1 Learning Experiences



Kindergarten
Alternative Delivery Mode
Quarter 1: Week 1 Learning Experiences
First Edition, 2020

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Quarter 1: Week 1 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.

[Type here]

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QUARTER 1: WEEK 1 LEARNING EXPERIENCE

Content Standards: Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin.			
Performance Standards: Ang bata ay nakapagpapamalas ng kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga Gawain.			
Most Essential Learning Competencies:			
<ul style="list-style-type: none"> • Nakikilala ang sariling pangalan at apelyido • Use the proper expression in introducing oneself e.g., I am/My name is _____ 			
Content Focus: I belong to Kindergarten			
Learning Experiences		Materials	Note to the Facilitator
What I need to know	I have a complete name. I can introduce myself to others with polite expressions.		
What I know	Introduction Say: Hello, kid! Let's learn something new today.	none	Optional: <i>Use any prayer familiar to the child.</i> <i>Sing the song before the start of the activity with the learner.</i> <i>Use any familiar localized song.</i>

	<p>My name is _____ (name of facilitator/parent)</p> <p>I have a complete name.</p> <p>We use our name for our own identity.</p> <p>What is your complete name?</p> <p>What are other things with names too? (e.g. table, chair, glass, paper, etc.)</p> <p>This is how I write my name.</p> <p>What about you? How do you write your name?</p> <p>(If the learner does not know, show to him/her how to do it).</p> <p>Today, we will make a name ID, your Name ID.</p>		<p><i>Let the learner practice courteous greetings even during the introduction.</i></p> <p><i>Introduce also the flow of this routine every day.</i></p> <p>Show/ demonstrate how to write his/her name.</p> <p>Provide a sample of a name ID. (name of facilitator)</p>
<p>What's new</p>	<p>Activity 1: Name ID</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare a rectangular cardboard with 3x8" size. 2. Let the learner do the following: 	<ul style="list-style-type: none"> • sample name ID • rectangular cardboard with 3x8' size • crayons • scissors 	<p>Provide assistance to the learner whenever needed but not to do things for him/her.</p>

	<ul style="list-style-type: none"> • cut the cardboard along the edges with an outline; • punch with two holes on the upper part • write his/her name on the cardboard; • decorate and/or color using available art materials; • insert yarn/string in the holes; and • cut the yarn/string according to the desired length. 	<ul style="list-style-type: none"> • any available art materials (buttons, dried leaves, beads, etc.) • yarn/string • glue or home-made paste 	<p><i>Always remind the learner to arrange/organize the materials, clean the activity area and throw the waste materials as part of their daily routines.</i></p> <p><i>Integrate health hygiene and safety practices as part of the pandemic new normal rules through proper handwashing.</i></p>
<p>What is it</p>	<p>[Discussion (Informal Conversation) about the Activity]</p> <p>Say:</p> <p>Show me your name ID. Excellent! Let us spell your name.</p> <p>I will do it first. (name of the learner)</p> <p>Together, let's say your name. (name of the learner)</p> <p>Say it yourself. (My name is _____.)</p> <p>Ask:</p> <p>How did you feel about the activity?</p> <p>What is your complete name? (My name is _____.)</p> <p>How many letters are there in your name? Please count.</p> <p>What are the letter found in your name?</p> <p>What's your name again? (My name is _____.)</p>	<p>These questions can be asked one at a time.</p> <p>Letters identified by the learner may be documented.</p>	

	Let the learner copy his/her complete name in a separate sheet of paper.	
What's more	<p>Snack Time:</p> <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating etiquette 	These can be integrated in the household during meal time; or any available food will do as long as eating etiquette is being practiced.
	<p>Say: Let's have another activity</p> <p>Activity 2: Design a Nameplate</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the learner scissors and colored papers. 2. Let the learner do the following: <ul style="list-style-type: none"> • cut the colored papers into small pieces and put it in a box/plastic; • get the letter name template; and • paste small pieces of colored papers inside the letters of the template until it's filled and let it dry. 	<p>Materials:</p> <ul style="list-style-type: none"> • colored papers • glue • letter name template • bond paper • scissors • small box/ plastic

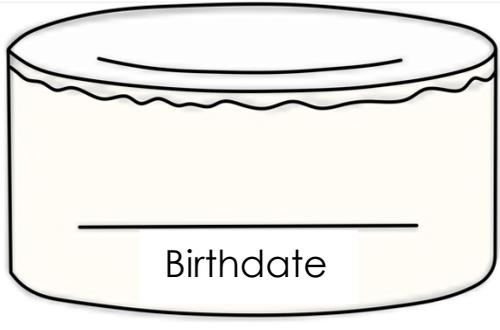
Most Essential Learning Competency:			
<ul style="list-style-type: none"> Nakikilala ang sariling kasarian 			
Content Focus: I belong to Kindergarten			
	Learning Experiences	Materials	Note to the Facilitator
What I need to know	My gender.		
What I know	<p>Introduction</p> <p>Say: Hello, kid! Let's learn another lesson today.</p> <p>We have learned about our name from the previous activities.</p> <p>My Name is _____ (name of facilitator)</p> <p>I am a (boy or girl)</p> <p>Your father is a boy.</p> <p>Your Mother is a girl.</p>	none	<p>Optional: <i>Use any prayer familiar to the child</i></p> <p><i>Sing the song before the start of the activity with the learner.</i></p> <p><i>Use any familiar localized song.</i></p> <p><i>Let the learner practice courteous greetings even during the introduction</i></p> <p><i>Introduce also the flow of this routine every day.</i></p>

	<p>Your sister is a girl. Your brother is a boy.</p> <p>Are you a boy or a girl?</p> <p>What are some names of your boy friends? Girl friends?</p> <p>Today, we will make a chart.</p>		<p>Show a family picture to identify the gender of each family member (if available). If not, you may cut pictures of boys and girls from an old magazine, newspaper or drawings.</p>				
What's new	<p>Activity 3: Boy/Girl Chart</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare the needed materials. 2. Show the pictures one at a time. 3. Let the learner identify the gender of each picture shown. 4. Let him/her paste it to the appropriate column in the chart. 	<ul style="list-style-type: none"> • Boy/Girl Chart (manila paper or back of an old calendar may be used) • pictures of family members or pre-cut pictures of boys and girls from an old magazine • paste/glue/scotch tape 	<p>Prepare this chart in advance.</p> <p style="text-align: center;">Boy/Girl Chart</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Boy</th> <th style="text-align: center;">Girl</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table>	Boy	Girl		
Boy	Girl						
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say:</p> <p>Now, let's check the Chart.</p> <p>(point each picture and ask again the learner if this is a boy or a girl)</p>		<p>Help the learner understand the concept of gender if there's a member of LGBTQS in the family. Explain in a simple manner to the child.</p>				

	<p>Ask:</p> <p>What is the gender of your mother? Your father?</p> <p>What is your gender?</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>These can be integrated in the household during meal time; or any available food will do.</p>
	<p>Say: Let's have another activity</p> <p>Activity 4: Let's Make a Puppet</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Cut a human figure using cardboard or any hard and thick paper. 2. Let the learner put the details (e.g. drawing of nose, eyes, etc.) 3. Use the yarn for the hair. 4. Attach the puppet to a popsicle stick using masking tape. 	<ul style="list-style-type: none"> • cardboard cut into a human figure • popsicle sticks • masking tape • scissors • yarn • colored paper/art paper • crayons 	<p>Help the learner in putting the details of the puppet.</p>

<p>What I have learned</p>	<p>Wrap-Up</p> <p>Ask: What have you learned from today's activities?</p> <p>What is your gender? How will you describe your puppet? What is the difference between a boy and a girl?</p> <p>Say: We have a gender. We can identify our gender by our sex organ.</p>	<p>Questions that lead to the next day's activity can also be asked</p>
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Let the learner count how many are boys or girls in the family/friends. <p>Free Play</p> <ul style="list-style-type: none"> • Have familiar home play, games, balancing along the beam/lines/log, hopping on the floor, play with toys of interest, etc. 	<p>Encourage the learner to help in the household chores.</p>

Most Essential Learning Competency:			
<ul style="list-style-type: none"> Nakikilala ang sariling gulang at kapanganakan 			
Content Focus: I belong to Kindergarten			
	Learning Experiences	Materials	Note to the Facilitator
What I need to know	My birthdate and age.		
What I know	<p>Introduction</p> <p>Say:</p> <p>You already knew your complete name and gender.</p> <p>What is your name again? (My name is _____.)</p> <p>Your Mom and Dad gave you a name on the day you were born. The day you were born is called your birthdate. That is the start of the counting of your age.</p> <p>Your gender was also known on that day.</p> <p>How many letters are there in your name?</p> <p>Let us count, 1, 2, 3, 4, 5. (Dependent on the</p>	none	<p>Optional: <i>Use any prayer familiar to the child.</i></p> <p><i>Sing the song before the start of the activity with the learner.</i></p> <p><i>Use any familiar localized song.</i></p> <p><i>Let the children practice courteous greetings even during the introduction.</i></p> <p><i>Introduce also the flow of this routine every day.</i></p>

	<p>name of the child)</p> <p>How many letters? Yes, there are __ letters.</p> <p>Let us also count the fingers of your right hand, 1, 2, 3, 4, 5. Yes, there are five fingers. Your left hand also has five fingers. The same with your age. You are now five years old</p> <p>Now, let's have an activity. Let's pretend that today is your birthday. We are going to decorate your cake.</p>		
<p>What's new</p>	<p>Activity 5: My Cake</p> <p>Procedure:</p> <p>1. Give the learner a pre-cut cake-shaped paper with the birth date.</p> 	<p>Materials:</p> <ul style="list-style-type: none"> • pre-cut cake-shaped • paper • pencil • crayons • egg shell • dried leaves or twigs • glue or home-made paste 	<p>This activity is optional, considering that other religions do not celebrate birthdays.</p> <p>Provide the learner with a pre-cut cake-shaped paper. (before giving it, write the birth date of the learner on the line)</p> <p>Guide the learner in drawing the candles.</p>

	<p>2. Let the learner do the following:</p> <ul style="list-style-type: none"> • design the cake using egg shell/ dry leaves or twigs; • draw number of candles on the cake depending on the child’s age; and • color the candles. 		
<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Wonderful! You created a yummy-looking cake!</p> <p>Together, let us say your birthdate. (learner’s birthdate)</p> <p>Ask: What is your birthdate again? (if the learner cannot identify the exact date, say it together with him/her. Show sample calendar to point out the learner’s birthdate).</p> <p>How many candles did you draw on your cake? (There are five candles)</p> <p>Say: It means you are now 5 years old. Can you say, “I am five (5) years old”. (I am five years old)</p>	<p>These questions can be asked one at a time.</p> <p>Explain to the learner, why he/she is not in school and instead learning at home.</p>	

	<p>Say: Since you are five years old, what grade level are you in now? (I am in Kindergarten level.)</p> <p>Yes, you are now a Kindergarten learner.</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 	These can be integrated in the household before and after meal time that they will be able to wash their hands.
	<p>Say: Let's have another activity</p> <p>Activity 6: My Cake Design</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give the learner a medium-sized ball of playdough. 2. Let the learner form a cake or cupcake and decorate it with beads/sequins or any available materials. 3. Count as many straws as the learner's age and stick them on top of the cake. 	<p>playdough, straw cut into 3 inches, beads/sequins</p> <p>Guide the learner in doing the activity.</p> <p>The parent may use the cake drawing found in the annexes in the absence of the playdough.</p>

<p>What I have learned</p>	<p>Wrap-Up</p> <p>Ask: What have you learned today? (I knew my birth date and my age)</p> <p>Can you say again your complete name? your birthdate? your age? your grade level?</p> <p>Say: Excellent!</p>	<p>Questions that lead to the next day's activity can also be asked</p>
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Let the learner memorize his/her birthdate and age. <p>Free Play</p> <ul style="list-style-type: none"> • Have familiar home play games, balancing along the beam/ lines/log, hopping on the floor tiles, play with toys of interest, etc. 	<p>Encourage the learner to help in the household chores.</p>

Most Essential Learning Competency:			
<ul style="list-style-type: none"> Nakikilala ang sariling gusto/di-gusto 			
Content Focus: I belong to Kindergarten.			
	Learning Experiences	Materials	Note to the Facilitator
What I need to know	Concept of color yellow.		
What I know	<p>Introduction</p> <p>Say:</p> <p>Hello, kid! Let's learn something new today.</p> <p>What activity did you do last time? (Forming a cake)</p> <p>What did you use in forming the cake? (playdough or the drawing because there was no playdough)</p> <p>Do you remember the colors of your cake decoration? (red, blue, yellow)</p> <p>Yes, there were many colors. One of them is</p>	none	<p>Optional: <i>Use any prayer familiar to the child</i></p> <p><i>Sing the song before the start of the activity with the learner.</i></p> <p><i>Use any familiar localized song.</i></p> <p><i>Let the children practice courteous greetings even during the introduction.</i></p> <p><i>Introduce also the flow of this routine every day.</i></p>

	<p>yellow.</p> <p>This time, we will learn more about yellow color.</p> <p>What does yellow color look like?</p> <p>(If the child does not know, then show yellow objects to the learner)</p> <p>Let the learners name the objects.</p> <p>Ask:</p> <p>What's the color of the objects shown to you? (They are all yellow.)</p> <p>Say:</p> <p>Now, let's learn more about color yellow.</p>		
<p>What's new</p>	<p>Activity 7: Yellow Hunt</p> <p>Procedure:</p> <p>1. Let the learner do the following:</p> <ul style="list-style-type: none"> • look for any yellow objects inside the house; • collect and name each object; 	<p>Materials:</p> <ul style="list-style-type: none"> • different yellow objects available at home 	<p>Before you start the session, you can put yellow things in the different places of the house.</p> <p>During the day, keep asking the color if the child is holding with yellow object, or when they see other yellow objects inside the house</p>

	<ul style="list-style-type: none"> • aside from the objects they collected, name other familiar objects they know that are yellow <p>2. Let the learner draw their favorite yellow objects. Color them and let them share why it is their favorite.</p>		<p>or in the community.</p> <p><i>Always remind the learner to arrange/organize the materials, clean the activity area and throw the waste materials as part of their daily routines.</i></p>
What is it	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Good job!</p> <p>Ask: What color you have collected a while ago? (yellow)</p> <p>Can you name again the different yellow objects that you have drawn? (While naming the object, let the learner touch the different yellow objects inside the house).</p>		<p>These questions can be asked one at a time.</p>
What's more	<p>Snack Time:</p> <ul style="list-style-type: none"> • Washing of hands before and after eating • Thanksgiving prayer • Eating etiquette 		<p>These can be integrated in the household during meal time; or any available food will do.</p>

	<p>Say: Let's have another activity</p> <p>Activity 8: Mobile: My Favorite Things</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare the needed materials. 2. Let the learner do the following: <ul style="list-style-type: none"> • using his/her drawing in previous activity, cut each picture and paste it on the card. • tie drawings on the hanger • hang the output; and • name each drawing. 	<p>Materials</p> <ul style="list-style-type: none"> • 6 pieces of papers/ meta cards with hole on top • 6 pieces (6 inches) string/yarn • crayons • markers 	<p>Guide the learner when doing the activity.</p> <p><i>Always remind the learner to arrange/organize the materials or clean the area after activity.</i></p> <p><i>Integrate health hygiene and safety practices as part of the pandemic new normal rules thru proper handwashing.</i></p>
<p>What I have learned</p>	<p>Wrap-Up</p> <p>Ask:</p> <p>What have you learned today? (I learned to identify and name yellow objects.)</p>	<p>Questions that lead to the next week's activity can also be asked</p> <p>Let the leaners talk about their choice of interest for the weekend activity.</p>	

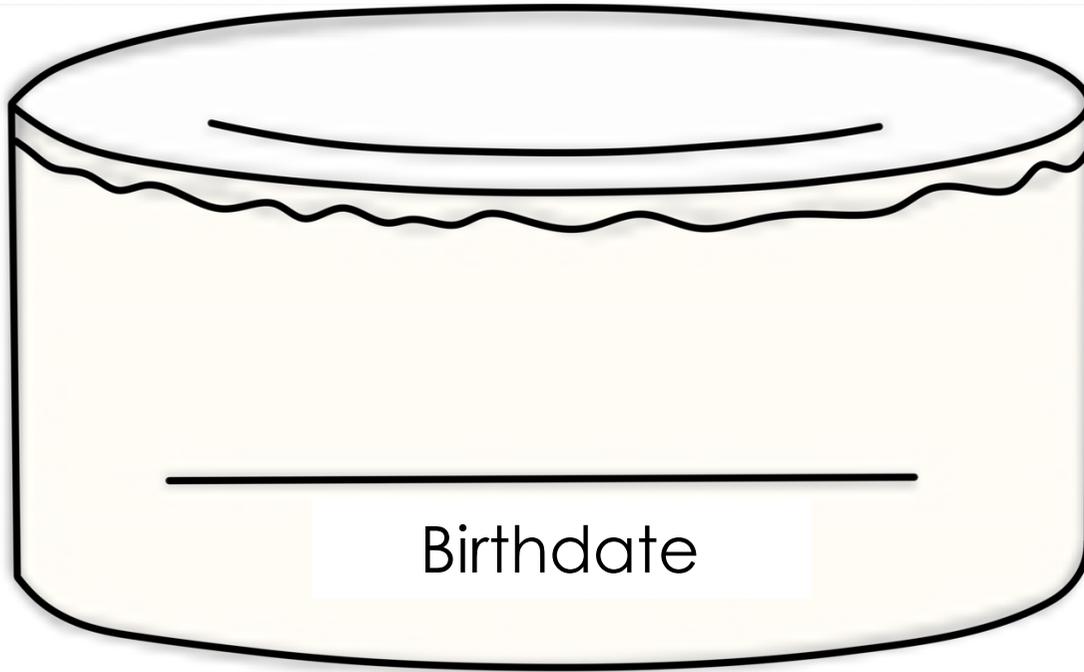
<p>What I can do</p>	<p>Application</p> <ul style="list-style-type: none"> • Let the learner draw yellow things he/she likes and yellow things he/she doesn't like. <p>Free Play</p> <ul style="list-style-type: none"> • Have familiar home play games, balancing along the beam/ lines/log, hopping on the floor tiles, play with toys of interest, etc. 	<p>Encourage the learner to help in the household chores.</p>
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References

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—. 2015. *Standards and Competencies for Five-Year-Old Filipino Children*. Pasig: DepEd.

ANNEX 1. Activity 5: My Cake



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