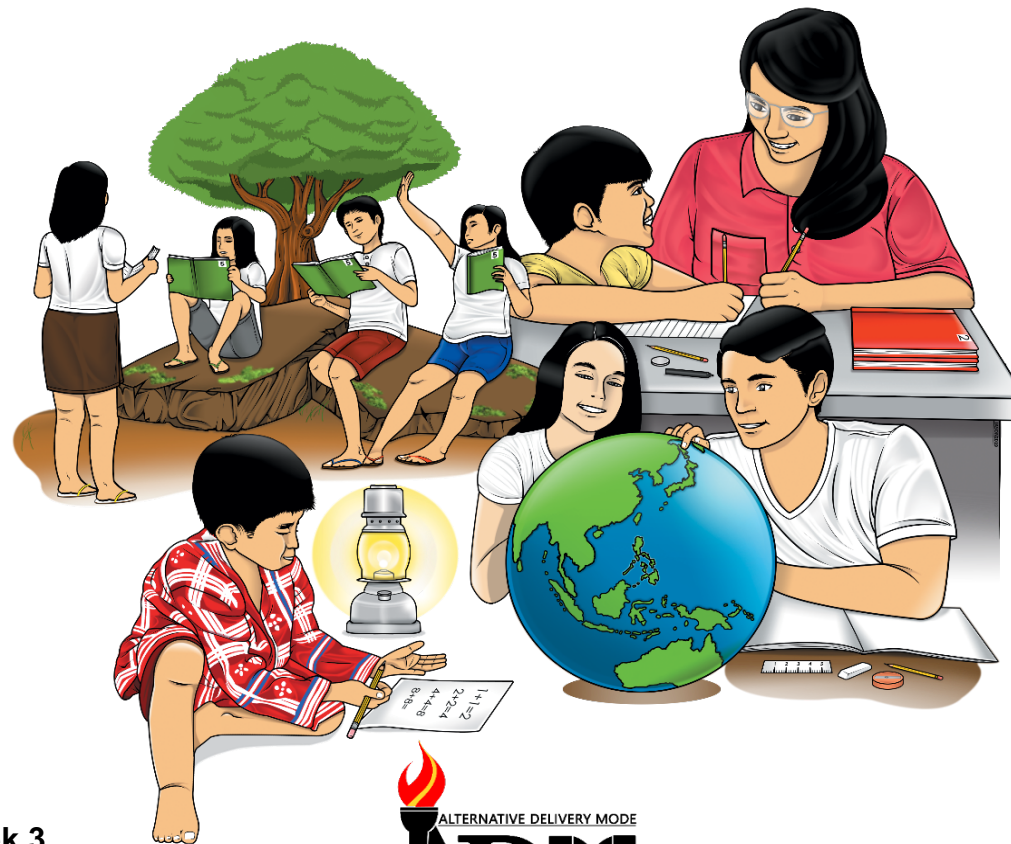


K

Kindergarten

Quarter 1: Week 3 Learning Experiences



CO_Q1_Kindergarten_Week 3

Kindergarten
Alternative Delivery Mode
Quarter 1: Week 3 Learning Experiences
First Edition, 2020

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K

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Quarter 1: Week 3 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.

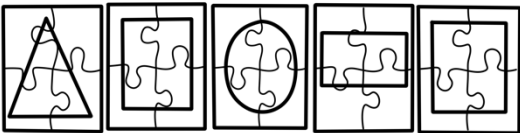
You also need to keep track of the learners' progress while allowing them to learn through play. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the material.

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QUARTER 1: WEEK 3 LEARNING EXPERIENCES

Content Standards:			
The child demonstrates an understanding of objects in the environment have properties or attributes (e.g., color, size, shapes, and function / use).			
Performance Standards:			
The child shall be able to manipulate objects based on properties or attributes.			
Most Essential Learning Competencies:			
Sort and classify objects according to one attribute/property (shape, color, size, function/use)			
Content Focus: I can manipulate objects based on properties or attributes.			
Learning Experiences		Materials	Note to the Facilitator
What I Need to Know	I can identify different shapes and colors.		
What I Know	<p>Introduction Say: A pleasant morning kid!</p> <p>What have you remembered in our activity named “Look-A-Like”? What did you do during the activity? (I matched or paired the objects with the same shapes, sizes, and colors).</p> <p>Ask: What were the different shapes you have learned?</p>	none	<p>Optional: <i>Use any prayer familiar to the child.</i></p> <p><i>Sing any familiar localized song before the start of the activity with the learner.</i></p> <p><i>Emphasize the use of courteous expressions.</i></p>

	<p>Say: Very Good! Today, we will learn more about shapes.</p> <p>Let's play!</p> <p>We will be forming more shapes through puzzle.</p>		
What's new	<p>Activity 1: Form a Shape Procedure:</p> <p>1. Give the jumbled puzzle pieces of each shape to the learner.</p>  <p>2. Let the learner do the following:</p> <ul style="list-style-type: none"> • arrange the puzzle pieces to form a shape; • name each shape formed; • sort shapes that are the same or different; and • build a toy house out of the shapes formed. 	<p>Materials:</p> <p>set of paper puzzles</p>	<p><i>Always remind the learner to arrange/organize the materials or clean the area after activity.</i></p> <p><i>(make use of puzzle templates included in the annexes)</i></p>

<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: What a beautiful toy house!</p> <p>Ask: What shapes were you able to form? (circle, square, triangle rectangle) Are the shapes the same? How do they differ? (form, color)</p> <p>Ask: What colors did you see from the shapes formed? (red, yellow, blue)</p> <p>Was there a circle-shaped used when you build your toy house? (None) What objects are in circle shape? (plate, ring, hula hoop, etc.)</p> <p>What objects are in square-shape? (chopping board, table, etc.)</p> <p>I will show you objects, tell me its name, shape and color. (It is a tray. Its shape is rectangle. It is red.)</p> <p>(Facilitator shows objects of red rectangle, yellow triangle, and other objects that are circle in shape).</p> <p>Ask: What were the colors of the objects shown to you? (red and yellow) What object has yellow color? (triangle) How about the red color? (rectangle) What's the shape of the ring and hula hoop? (circle) (Facilitator affirms the answer of the learner)</p>	<p>Encourage / guide the learners to answer in complete sentence</p> <p>Collect objects with similar shapes of a circle, triangle, rectangle and square available in the house (plates, fan, yellow pad paper, chopping board, etc.).</p>
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What's more	Snack Time: <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.
	Activity 2: Red, Yellow, and Blue Chart Procedure: 1. Provide pictures of red, yellow, and blue objects. 2. Let the learner do the following: <ul style="list-style-type: none"> • cut or draw pictures that are red, yellow, and blue in color; and • paste them on the appropriate column. 	Materials: <ul style="list-style-type: none"> • pictures of red, yellow, and blue colors. • pair of scissors • chart with three columns labeled with red, yellow and blue • paste or glue 	Flyers from groceries and department stores with color red, yellow and blue pictures/images may be utilized.

red	yellow	blue

<p>What I have learned</p>	<p>Wrap-Up Ask: What have you learned from today's activities? (I learned about shapes and colors.)</p> <p>What are the different shapes you have learned? (There are circle, triangle and square shapes.)</p> <p>What are the colors you have learned today? (There are red, yellow and blue colors.)</p>	
<p>What I can do</p>	<p>Application: Let the learner do Activity 2 in Annexes.</p> <p>Free Play: Have familiar home play games, balancing along the beam/ lines/log, hopping on the floor tiles, play with toys of interest, etc.</p>	

Most Essential Learning Competencies: Sort and classify objects according to one attribute / property (shape, color, size, function / use)			
Content Focus: Learners are unique. They learn and do many things.			
Learning Experiences		Materials	Note to the Facilitator
What I Need to Know	I can identify red, yellow and blue colors.		
What I Know	Introduction Say: Good day! How are you today? Ask: What were the colors you have learned yesterday? (red, yellow, blue) What object with blue color that you see in the house? red color object? yellow color object? Say: Well done! Now, let's play a game.	none	Optional: <i>Use any prayer familiar to the learner.</i> <i>Sing any familiar localized song before the start of the activity with the learner.</i>
What's new	Activity 3: Color Scavenger Hunt Procedure: <ol style="list-style-type: none"> 1. Give the learner sheets / cut-out - colored papers (red, yellow, blue). 2. Let the learner do the following: <ul style="list-style-type: none"> • look for objects inside the house that match the colors of the sheets/cut-outs given; count the number of objects collected per color.		Make use of materials available in the house. Also, ensure that the target colors are available. <i>Always remind the learner to arrange/organize the materials or clean the area after activity.</i>

<p>What is it</p>	<p>Discussion (Informal Conversation) about the Activity</p> <p>Say: Well done! You have collected many objects of different colors.</p> <p>Ask: How did you feel while doing the activity? (I feel happy.) Did you ask help from someone in finding the objects? (Yes/No, it depends).</p> <p>If the answer is Yes, ask this: When you asked for help, how did you say it? (I said please...)</p> <p>Say: Excellent! Keep up the good work.</p> <p>Ask: When you counted and sorted the objects, how did you group them? (I grouped them according to colors.) What colors have you identified for the grouping? (red, yellow, blue)</p> <p>How many red objects? yellow objects? blue objects?</p> <p>Well done! With that, you deserve to have a break. (breaktime/snack time)</p>	<p>Ask the questions one at a time.</p>
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What's more	Snack Time: Washing of hands before and after eating Thanksgiving prayer Eating etiquette		These can be integrated in the house during meal time.
	Say: Now, we will make use with the objects you collected. On the floor, I have 3 boxes with labels: red, yellow and blue. Put the collected objects inside the box. Be sure to put them in the right box following the label. Then, count how many objects you have put in every box and write the number below the color label. <i>(Note: Guide the learner in writing the number symbol.)</i> Say: Wow! Very well organized.	Materials: 3 boxes or any available container (labeled with red, yellow, blue) or stick a colored paper on 1 side of the box.	Say: Now, we will make use with the objects you collected. On the floor, I have 3 boxes with labels: red, yellow and blue. Put the collected objects inside the box. Be sure to put them in the right box following the label. Then, count how many objects you have put in every box and write the number below the color label. <i>(Note: Guide the learner in writing the number symbol.)</i> Say: Wow! Very well organized.
What I have learned	Wrap-Up Ask: What have you learned from today's activities? (I learned about colors red, yellow and blue.)		

	<p>Say: Yes we have learned that there are red, yellow and blue colors.</p> <p>Excellent!</p> <p>In order to know more about the colors you have learned, we will have another activity.</p>	
What I can do	<p>Application: Let the learner do Activities 5 and 6 in Annexes. Activity 5 – Trace the shapes and color them. Activity 6 – Trace the shapes and draw on the line the shape that comes next.</p> <p>Free Play: 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 while they identify colors and shapes of the things in the house.

Most Essential Learning Competencies: Trace, copy, and write different strokes: scribbling (free hand), straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag.			
Content Focus: Learners are unique. They learn and do many things.			
Learning Experiences		Materials	Note to the Facilitator
What I Need to Know	I can say the sounds of the alphabet. I can trace lines.		
What I Know	<p>Introduction</p> <p>Say: Hi kid! How are you today? We will be learning new things today.</p> <p>Ask: How did you find the activity yesterday? (The activities are exciting.) (You may ask more questions related to the previous day's activities)</p> <p>Say: Tweet, tweet. Tweet, tweet. Tweet, tweet.</p> <p>Ask: From what sound is it? (It is a sound from a bird).</p> <p>Say: You are right! That is a sound of a bird. We know also that different animals have different sounds.</p> <p>Today, we will learn more about sounds.</p>	none	<p>Optional: <i>Use any prayer familiar to the learner</i></p> <p><i>Sing any familiar localized song before the start of the activity with the learner.</i></p>

<p>What's new</p>	<p>Say: Letters in the Alphabet have sounds too.</p> <p>Before we will know their sounds, let us sing first the Alphabet. Please sing it with me.</p> <p>(Point to the letter as you mention it in the song. After singing, point to the letters again and say their names. Ask the learners to say the letter names with the facilitator).</p> <p>All the letters of the alphabet have names. Each of them has its own sound. Please listen as I say their sounds and say it with me.</p> <p>Let's begin. (Say the letter name and its sound one at a time).</p> <p>Well done!</p> <p>Now that you knew already the sounds of alphabet, it's time for us to play.</p> <p>Activity 4: Sound Cups</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Label each cup with a letter. 2. Collect small items/objects in the house or it can be drawn. 3. Ensure that each letter sound of the alphabet is represented. 	<p>Materials:</p> <ul style="list-style-type: none"> • printed letters of the Alphabet • 26 disposable cups or any available container that can be recycled 	<p>Assist the learner while doing the activity.</p> <p><i>Always remind the learner to arrange/organize the materials or clean the area after activity.</i></p>
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	<ol style="list-style-type: none"> Put all the collected objects in a basket or box. Arrange the disposable cups on the table or on the floor. Let the learner sort each object into a letter cup by its beginning sound. 		
What is it	Discussion (Informal Conversation) about the Activity Say: Excellent job! Ask: How did you feel while doing the activity? (I enjoyed.) How did you sort the objects? (By their beginning sound) Say: Because you have an excellent performance, you deserve to have a break.		Ask the questions one at a time.
What's more	Snack Time: Washing of hands before and after eating Thanksgiving prayer Eating etiquette		These can be integrated in the house during meal time. <i>Integrate health hygiene and safety practices through proper hand washing.</i>
	Say: Let's have another activity Activity 5: My Foot Procedure: <ol style="list-style-type: none"> Give a clean sheet of paper to the 	Materials: <ul style="list-style-type: none"> clean sheet of paper pair of scissors glue manila paper pencil 	Guide the learner in doing the activity. Let the child use minimal amount of glue.

	<p>learner.</p> <p>2. Let the learner do the following:</p> <ul style="list-style-type: none"> • trace his/her foot on the sheet provided using pencil; • cut the traced foot; • paste it on the manila paper. 	<p>Note: Use other similar material in the locality if glue is not available.</p>	<p><i>Always remind the learner to arrange/organize the materials or clean the area after activity.</i></p>
<p>What I have learned</p>	<p>Wrap-Up</p> <p>Ask: What have you learned from today's activities? (I learned the sounds of the letters of the alphabet. I also traced the outline of my real foot.)</p> <p>What did you use in tracing your foot? (I used a pencil and my hands,)</p> <p>When you clap your hands, is the sound produced loud or soft? Kindly stamp your feet harder on the floor. What kind of sound is produced when you stamp your feet?</p> <p>Now, look at your traced foot drawing, what lines do you see?</p> <p>Yes we see straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag.</p> <p>Say: That's amazing! You were able to draw different types of lines. Let's try again another activity.</p>		<p>Let the learner talk about their choice of interest for the weekend activity.</p>

<p>What I can do</p>	<p>Application Let the learner do Activities 1, 3, and 4 in Annexes. Activity 1 – trace the lines Activity 3 – Trace the lines Activity 4 – Trace the lines</p> <p>Free Play Have familiar home play games, balancing along the beam/lines/log, hopping on the floor tiles, play with toys of interest, etc.</p>	<p><i>Note: Do not force the learner to do all the 3 activities in a day, others can be done on the next day.</i></p> <p>Encourage the learner to help in the simple household chores and let him trace the outline of the plate he washed.</p>
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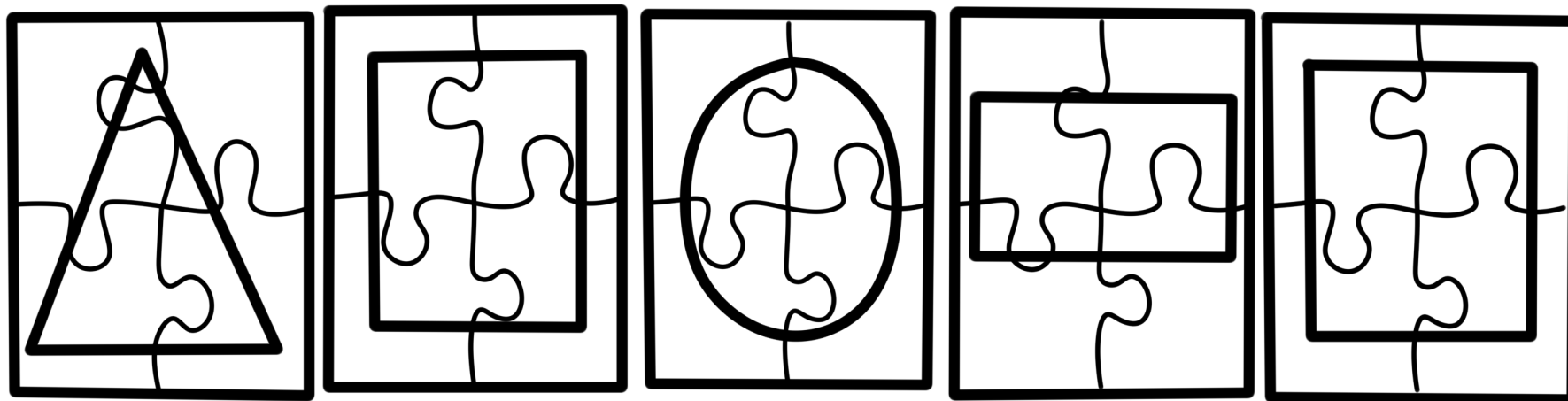
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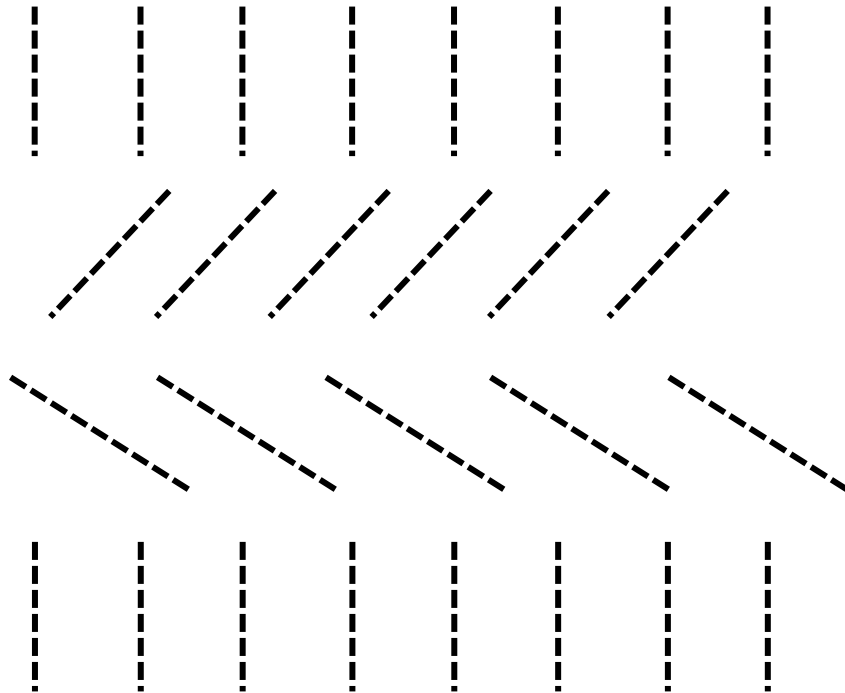
Annexes

Annex 1. Activity 1: Form a Shape

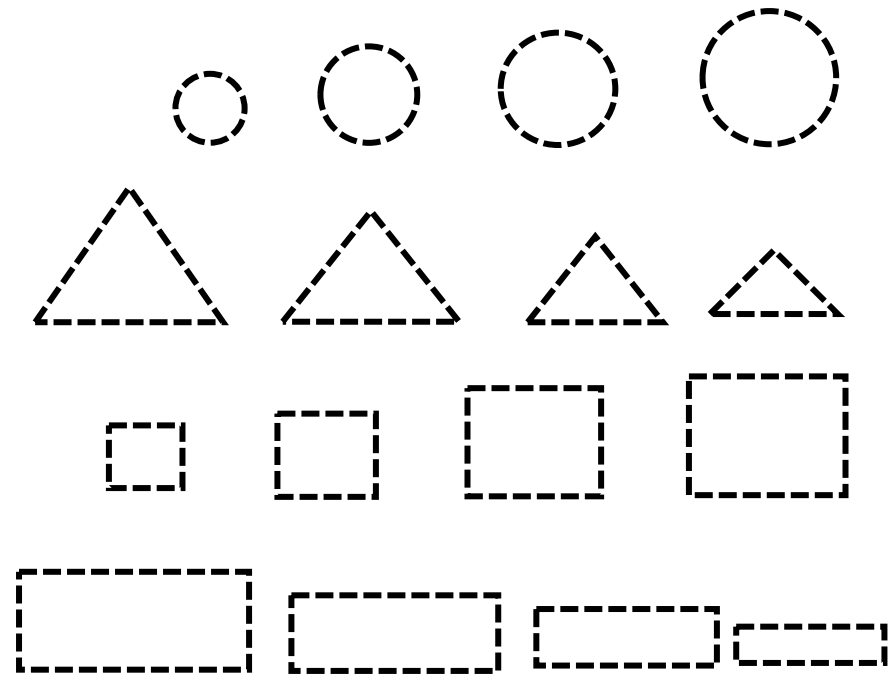


Annex 2. Application

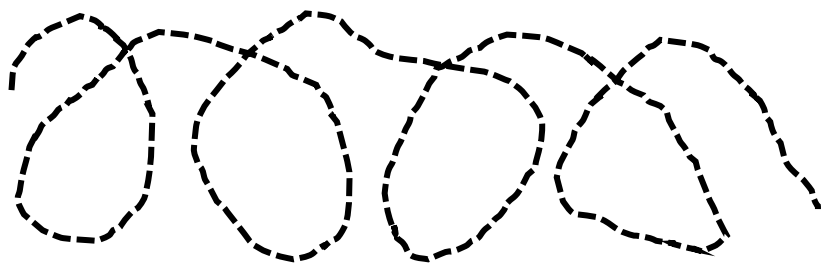
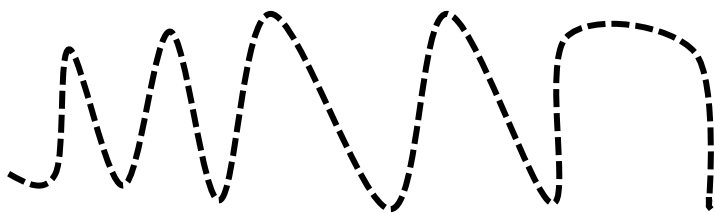
Activity 1. Trace the lines below.



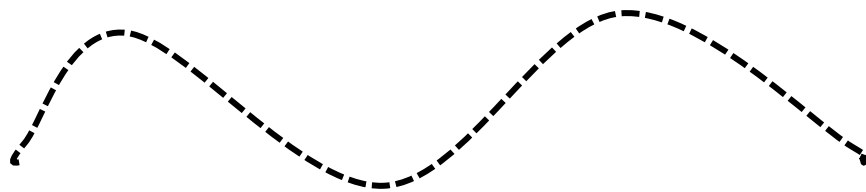
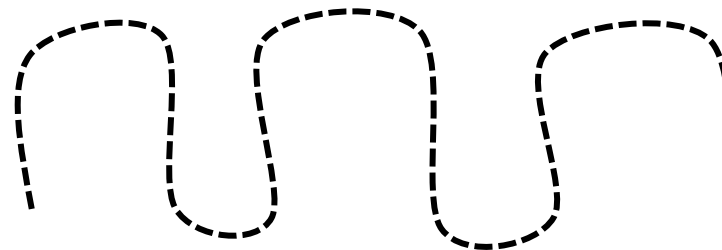
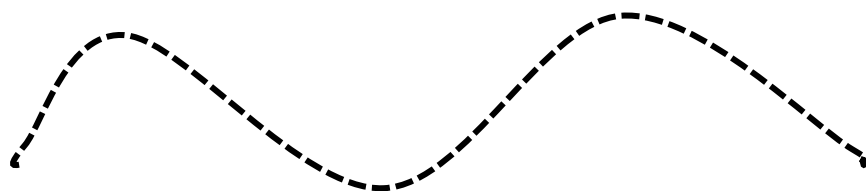
Activity 2: Trace the shapes below and color them. Circles – red, triangles – yellow, squares and rectangles – blue.



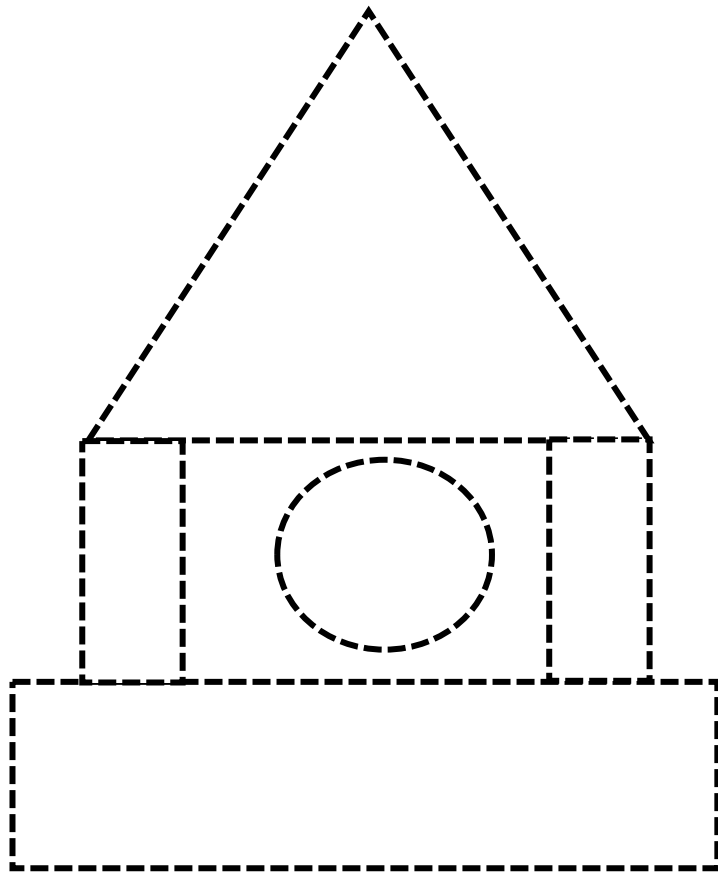
Activity 3. Trace the lines below.



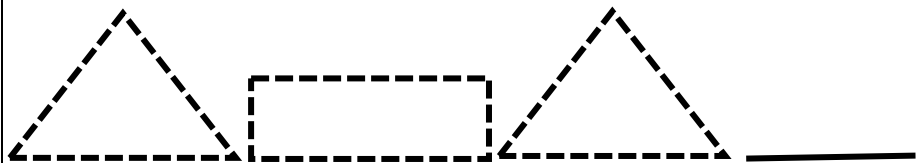
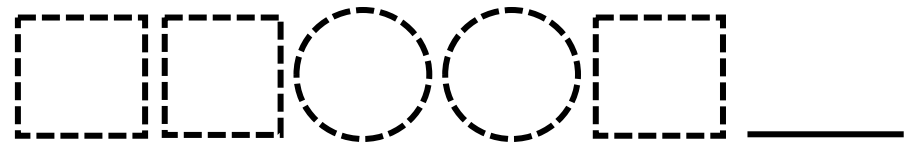
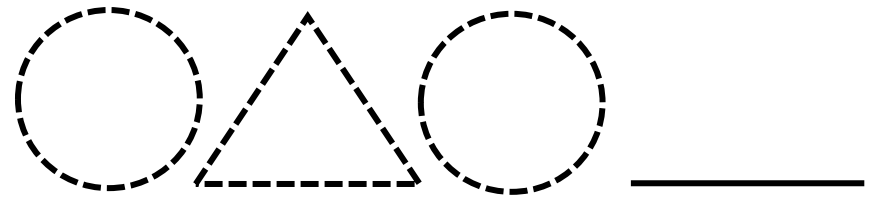
Activity 4. Trace the lines below.



Activity 5. Trace the shapes below and color them. ▲ ● ■



Activity 6. Trace the shapes below and draw on the line the shape that comes next.



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