

NATIONAL KINDERGARTEN CURRICULUM GUIDE (NKCG)

Government Property (Not for Sale)
Copyright, 2011

Copyright Notice. Section 9 of Presidential Decree No. 49 provides: "No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit."

This Eight – Week Summer Kindergarten Curriculum for Filipino Children was prepared by the Curriculum Development Division, Bureau of Elementary Education, Department of Education.

Management Staff. Yolanda S. Quijano, Undersecretary for Programs and Projects, Angelita M. Esdicol, Director III, OIC-Office of the Director IV, Simeona T. Ebol, Chief, Curriculum Development Division, Irene C. de Robles, OIC Assistant Chief, Curriculum Development Division, Josefina V. Lacuna, Senior Education Program Specialist, Project Coordinator, Forcefina E. Frias, Education Program Specialist, Nerisa M. Beltran, Education Program Specialist, and Eldy U. Oñas, Education Program Specialist, Assistant - Team Project Coordinators.

BEE Writers. Rogelio O. Doñes, Ofelia H. Eustaquio, Virginia T. Fernandez, Galileo L. Go, Josefina V. Lacuna, Nerisa M. Beltran, Kathleen C. Diza, Forcefina E. Frias, Robesa R. Hilario, Thea Joy G. Manalo, Judy Ann R. Marquez, Marion Grace A. Murillo, Eldy U. Oñas, Marilou D. Pandiño, and Rosalinda T. Serrano.

DepED Offices - Field Writers. Michelle A. Mejica, III, Jenifer E. Quinto - Div. of San Jose Del Monte City, III, Virgilio L. Laggui - Div. of Bulacan, III, Edwina C. Nabo – Div. of Sta. Rosa City, IV-A, Manuela S. Tolentino – Div. of Cavite, IV-A, Gloria M. Cruz, IV-B MIMAROPA, Charity A. Capunitan - Div. of Or. Mindoro, IV-B, Florida L. Madrid - Div. of Calapan City, IV-B, Lany M. Semilla - Division of Marinduque, IV-B, Adelardo I. Malaluan - Div. of Occ. Mindoro, IV-B, Roger Capa - Div. of Romblon, IV-B, Sonia H. Herezo, VI, Heidelyn P. Geromiano - Div. of Capiz, VI, Asst. Supt. Salustiano T. Jimenez - Div. of Cebu City - VII, Luzviminda L. Ona, NCR, Carmelita N. Miranda - Div. of Manila, NCR, and Jenny J. Bendal - Div. of Muntinlupa City, NCR.

Administrative Aide. Marcelino C. Bataller, Ferdinand S. Bergado, Roy L. Concepcion, Bryan R. Simara, Dennis E. Geroca, Jannet Labre

Consultants. Feny de los Angeles-Bautista, Marissa J. Pascual, Marjorie Salcedo-Javier

Funding Partner. UNICEF – Philippines – Representatives: Ma. Lourdes de Vera-Mateo, Chief, Fe Nogra-Abog, ECD Specialist, Education Section

Printed with the Assistance of UNICEF, Philippines, 31st Floor, Yuchengco Tower, RCBC Plaza, 6819 Ayala Corner Buendia, Makati City

Curriculum Development Division, Bureau of Elementary Education

Office Address : Rm. 204, Bonifacio Bldg.,
DepEd Complex, Meralco Avenue, 1600 Pasig City
Telefax : (02) 638-4799/637-4347
Email address : preschool.bee@gmail.com

FOREWORD

Brain development occurs during the first 8 years of life of the child. Early experiences contribute significantly to the structure of the brain and its capacities. Early interactions, how we relate and respond, directly affect the way the brain is interconnected. Development is also influenced by nutrition, surroundings and stimulation.

Cognizant of how brain development takes place, a curriculum which will enhance its development should be in place. Hence, the development of the forty-week Kindergarten Curriculum or the National Kindergarten Curriculum Guide (NKCG).

The NKCG intends to provide the Kindergarten teachers everyday learning episodes which are correspondingly supported with developmentally-appropriate activities.

The NKCG has the following features:

- It is of 2 Parts:
 - Part I – Weeks 1 – 20
 - (1 – 10 First Grading Weekly Plans)
 - (11 – 20 Second Grading Weekly Plans)
 - Part II – Weeks 21 – 40
 - (21 – 30 Third Grading Weekly Plans)
 - (31 – 40 Fourth Grading Weekly Plans)
- With the prescribed Blocks of Time
- Each week has:
 - Content-focus statement
 - 5 suggested daily plans
- Daily plans contain:
 - Message for the day
 - Suggested activities for each Block of Time
- Activities and materials are appended after every weekly plans.

Interrelatedness of all the learning domains is of utmost consideration, hence learning activities are carefully selected so that no learning area is taught in isolation. However, materials and activities are suggestive in nature and the teacher is still empowered to use activities/materials deemed best suited to the class being handled.

The content and skills to be developed are derived from the National Kindergarten Standards and Competencies for the Five Year Old Filipino Children and employs the integrative approach in developing the skills relative to the content focus.

Varied activities are utilized through games, songs, dances, rhymes, poems, stories, pictures, manipulative toys which will make learning fun, pleasant, and enjoyable, thus ensuring active interaction among the learners.

Basically, the NKCG will relieve the Kindergarten teachers from worries on what and how to teach and where to get the materials needed.

TABLE OF CONTENTS

| | |
|----------------------------------------------------------------|------------|
| Foreword | ii |
| PART I | |
| FIRST GRADING WEEKLY PLANS | |
| Week 1 – I Belong to a Class | 1- 9 |
| Week 2 – We Do Many Things in School | 10-19 |
| Week 3 – I am Me | 20-32 |
| Week 4 – I Have a Body | 33-44 |
| Week 5 – I Have a Body. I Have Senses that Help me Learn | 45-59 |
| Week 6 – I Have Senses that Help me Learn | 60-73 |
| Week 7 – I Can Move. I Can Do Many Things with My Body | 74-86 |
| Week 8 – I Can Take Care of My Body | 87-100 |
| Week 9 – I Grow and I Change | 101-112 |
| Week 10 – I Can Do and Learn Many Things | 113-124 |
| SECOND GRADING WEEKLY PLANS | |
| Week 11 – I Have Feelings | 125-137 |
| Week 12 – I Have Needs | 138-145 |
| Week 13 – I Can Help Many Things at Home | 146-156 |
| Week 14 – I Need Clothes to Protect My Body | 157-165 |
| Week 15– I Am Special | 166-171 |
| Week 16 – I Have Rights | 172-184 |
| Week 17 – I Have Rights and Responsibilities | 185-192 |
| Week 18 – I Belong To a Family | 193-202 |
| Week 19 – Family Members Help One Another | 203-214 |
| Week 20– Family Members Have Different Responsibilities | 215-225 |
| Weekly Content Outline | iv - vi |
| Sample Program of Activities | vii - viii |

WEEKLY CONTENT OUTLINE

| WEEK | CONTENT |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Week 1-2 Classroom orientation</p> | <ul style="list-style-type: none"> • I have a classroom • I belong to a class. <p>Our class has its own classroom. Our classroom has different areas. Areas and corners have names. Different areas have different uses. Our classroom contains materials and furniture. There are children and adults in the classroom/school. Children and adults play, work, eat and rest in our classroom. We have rules to follow in class.</p> <ul style="list-style-type: none"> • Our classroom is part of a school. The name of my school is _____. A school is a place where children and adults learn and play together <ul style="list-style-type: none"> ➤ Our school has different areas. These areas have different uses. Some of the areas in school include the library, playground, canteen, etc. ➤ There are rules we need to follow in school. ➤ We share the space in school with other children and adults. Ex. playground, canteen, library ➤ Different children stay in school for different lengths of time. Some children stay in school for 3 hours. Some children stay in school the whole day. • I can learn new things in school. <ul style="list-style-type: none"> ➤ I can say the name of my school. ➤ I can recognize labels of materials in my classroom. ➤ I can recognize signs in my school. ➤ I can walk around and observe what can be found in the different areas of my classroom. ➤ I can take care of the materials in my classroom ➤ I can listen to my teacher and follow directions |
| <p>Week 3</p> | <ul style="list-style-type: none"> • I have a name • Names are important to people • I'm a boy/girl • I'm _____ years old • I have a birthday that tells the day I was born <p>I can recognize my name in print. I can learn to write my name. I can state my name, age and birthday.</p> |
| <p>Week 4-5</p> | <ul style="list-style-type: none"> • I have a body • My body has different parts • I can move my body in different ways <ul style="list-style-type: none"> ➤ I can move my hands and feet in many ways |
| <p>Week 6-7</p> | <ul style="list-style-type: none"> • I have senses that help me learn <ul style="list-style-type: none"> ➤ I use my eyes to see ➤ I use my ears to hear ➤ I use my tongue to taste ➤ I use my nose to smell ➤ I use my hand to feel and touch ➤ The skin all over my body helps me to feel. |
| <p>Week 8</p> | <ul style="list-style-type: none"> • I can take care of my body <ul style="list-style-type: none"> ➤ I can wash my hands ➤ I can cut my finger nails ➤ I can brush my teeth ➤ I can comb my hair |

| WEEK | CONTENT |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ➤ I can take a bath ➤ I can change my clothes ➤ I can eat the right kind of foods ➤ I can exercise ➤ I can sleep on time. I rest when I am tired. ➤ I can wear my slippers/footwear. ➤ I can clean my ears |
| Week 9 | <ul style="list-style-type: none"> • I grow and change <ul style="list-style-type: none"> ➤ I grow taller ➤ I grow heavier. ➤ Some parts of my body grow bigger e.g. hands, head, feet ➤ Some parts of my body grow longer e.g. arms, legs, hair I lose weight when I get sick. |
| Week 10 | <ul style="list-style-type: none"> • I can do many things • I can learn new things <ul style="list-style-type: none"> ➤ I can learn to draw and write. ➤ I can learn to play new games. ➤ I can name colors and shapes. I can sort objects. ➤ I can learn to count. |
| Week 11 | <ul style="list-style-type: none"> • I have feelings <ul style="list-style-type: none"> ➤ Sometimes I'm happy ➤ Sometimes I'm sad ➤ Sometimes I'm afraid ➤ Sometimes I'm angry • Words can be used to describe how I feel • I have preferences (likes/dislikes). <ul style="list-style-type: none"> ➤ I can learn to say how I feel and what I want and need. ➤ I can learn to listen to others. ➤ I can learn to comfort other people. |
| Week 12-13 | <p>What do I need to be healthy and to grow and learn ? Who provides for my needs ? What do I do to take care of myself ?</p> <ul style="list-style-type: none"> • I have needs. My basic needs are food, clothing and shelter. <ul style="list-style-type: none"> ➤ I need to eat nutritious food. (Go,grow,glow foods) <ul style="list-style-type: none"> * Some foods make us healthy * Some foods harm our body * Some food comes from plants * Some food comes from animals ➤ My family provides the food that I eat. <ul style="list-style-type: none"> * Family members earn a living so we can have something to eat. * Sometimes we grow our own food. Sometimes we buy food from different places in the community. * Family members help each other prepare meals. <p>I can help prepare our meals. I can help set the table.</p> |
| Week 14 | <ul style="list-style-type: none"> • I need to keep myself clean. I can learn to keep myself clean e.g. wash my hands, take a bath, brush my teeth, undress/dress up by myself • I need to keep my surroundings clean. <ul style="list-style-type: none"> ➤ I can help with household chores. ➤ I can throw my trash into the trash can. • I need to keep myself safe. <ul style="list-style-type: none"> ➤ I do not talk to or accept anything from strangers. ➤ I use sharp objects with care. |

| WEEK | CONTENT |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ➤ I look left and right when I cross the street. ➤ I ask permission before leaving the house. ➤ I do not play with matches or with fire. |
| Week 15 | <ul style="list-style-type: none"> • I'm special <ul style="list-style-type: none"> ➤ I'm like other people in some ways ➤ I'm unique in other ways ➤ I have potentials <ul style="list-style-type: none"> ★ There are things I can do well ★ There are things I can still improve on • I like myself <ul style="list-style-type: none"> ➤ There are things that I like about myself ➤ There are things about myself that I want to change |
| Week 16 -17 CHILDREN'S MONTH | <ul style="list-style-type: none"> • I have rights and responsibilities. I need parents and family members who care about and for me. <ul style="list-style-type: none"> ➤ I need time and places to play with other children. ➤ I need to learn. I need to know about world in a way that I can understand. ➤ Teach us to grow in peace, freedom and love so we can also teach others to be peaceful when we grow up. ➤ I needed to be protected from harm and from cruelty ➤ In times of war and disasters, we need to be helped right away. ➤ People need to take care of our special needs. ➤ I need a chance to tell you what/how I feel or to show you in a way that helps you understand. ➤ I need you to listen to me, to ask me what I think especially when it will affect me. • I am a human being who deserves respect. <ul style="list-style-type: none"> ➤ We need to be treated as equals. |
| Week 18-19 | <ul style="list-style-type: none"> • I belong to a family • Every person has a family <ul style="list-style-type: none"> ➤ Family is a group of people who care for and love one another ➤ Family has members. They are called by specific names e.g. Tatay, Nanay, Ate, Kuya ➤ Families differ in size and composition <ul style="list-style-type: none"> ★ Some families are big and some families are small. ➤ Some family members live in the same or different households. |
| Week 20 * NOTE: CHILDREN | <ul style="list-style-type: none"> • Families share common activities • Some family members do things together; some family members do things separately • Some families are not always together because parents work somewhere else . some family members may have died. • Families celebrate special times together e.g. birthday, wedding, graduation. |

SAMPLE PROGRAM OF ACTIVITIES

MORNING and AFTERNOON SESSION

| Time | No. of Minutes | Activities | Area of Development |
|-------------|----------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7:30-7:40 | 10 | Arrival Time | Language Development – listening, speaking-storytelling <ul style="list-style-type: none"> • Introduce & reinforce routines and rules • Exploration of materials of their choice • Browsing through books • Drawing/writing • Gathering news chatting with peers/teachers |
| 7:40-8:00 | 20 | Meeting Time 1 | <ul style="list-style-type: none"> • First whole group activity for the day • Perfect context for: <ul style="list-style-type: none"> • teaching children how to behave confidently and fairly in a group • Teaching children how to take turns talking and listening to each other Provides children with opportunities to: <ul style="list-style-type: none"> • share experiences • plan the day • make choices • problem-solve |
| 8:00 – 8:50 | 50 | Work Period 1 | Provide children with opportunities to: <ul style="list-style-type: none"> • explore the environment • develop thinking skills: observing, problem-solving, measuring • develop creativity: generating ideas, creating products |
| 8:50 – 9:10 | 20 | Meeting Time 2 | Second whole group activity for the day that provides children with opportunities to: <ul style="list-style-type: none"> • share experiences • plan the day • make choices • problem-solve |
| 9:10 – 9:25 | 15 | Recess | Gives children a chance to refuel on many levels: <ul style="list-style-type: none"> • physically • emotionally • socially Children take their snacks and a chance for teachers to incorporate hands-on activities to develop desirable table manner. Values of being independent, disciplined and being conscious about healthy and nutritious food are deliberately integrated. |
| 9:25 – 9:45 | 20 | Rest/Story Time | Provide children with opportunities to: <ul style="list-style-type: none"> • have time to stay still and be quiet • over-stimulation <ul style="list-style-type: none"> ○ all day children are bombarded with sounds, sights, smells ○ resolving conflicts, learning to play together and responding to the demands of adults is hard work for children • Self-care and independence • Attending to and learning about health and hygiene • Developing the concept of time: learning the sequence of |

| | | | |
|---------------|----|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>daily activities</p> <p>Provides opportunities for:</p> <ul style="list-style-type: none"> • Listening and speaking • Imaginative thought • Making predictions |
| 9:45 – 10:30 | 45 | Work Period 2 | <ul style="list-style-type: none"> • Learn to work independently and collaboratively • Make choices about their work • Gain control over what they do |
| | 20 | Rhymes/Poems/Songs | <p>Provide opportunities for:</p> <ul style="list-style-type: none"> • Learning about pitch, rhythm, tempo • Language development • Understanding patterns • Developing physical skills and coordination and using the body for self-expression • Creativity • Interaction • Enjoyment |
| 10:30 -10:50 | 20 | Indoor/Outdoor Games | <p>Provide activities which may either be quiet or active. Quieting activities include thinking games and activities that involve music and light movement.</p> <p>Active and vigorous activities include ball games, relays, calisthenics, routine exercises or dancing.</p> |
| 10:50 – 11:00 | 10 | Meeting Time ³ | Children are being prepared to go home. They are reminded on some road safety rules to follow. |

KINDERGARTEN CLASS FIRST GRADING DAILY PLANS

WEEK 1: _____

| Monday | Tuesday | Wednesday |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: I belong to a class. (classroom orientation) | | |
| MEETING TIME 1: Message: Welcome! Today is the first day of school. We belong to the Kindergarten class. Questions: How was your vacation? What did you do during your vacation? | MEETING TIME 1: Message: Our classroom is part of a school. The name of our school is _____. Questions: Who are the youngest students in the school? Who are in school for the first time? Why do you want to go to school? | MEETING TIME 1: Message: There are children and adults in our classroom. Questions: Who are the people in our classroom? |
| WORK PERIOD 1 Teacher-Supervised: Writer's Workshop- What did you do during your summer vacation? Independent: <ul style="list-style-type: none"> • Block Play • Find a Match (identical pictures) • Color Match • Color Lotto | WORK PERIOD 1 Teacher-Supervised: Self Portrait / (write-up) My name is _____. Independent: <ul style="list-style-type: none"> • Block Play • Find a Match (identical pictures) • Color Match • Color Lotto | WORK PERIOD 1 Teacher-Supervised: People Puppets Independent: <ul style="list-style-type: none"> • Block Play • Bead Stringing • Picture Match (identical pictures) • Bingo: Colors • Color Domino |
| MEETING TIME 2: Activity: Count and Turn (1,2,3) Message: We did many things during the summer. Children share what they 'wrote' for writers' workshop. | MEETING TIME 2: Activity: Count and Turn (1,2,3) Questions: Why do children go to school? Why do some children not go to school? | MEETING TIME 2: Activity: Count and Turn (1,2,3) <i>Children show their People Puppets and tell the class something about the person.</i> |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: Ayoko Pumasok Sa Paaralan | STORY: Bakit Matagal ang Sundo Ko? | STORY: Si Inggolok at ang Planetang Pakaskas |
| WORK PERIOD 2: Teacher-Supervised: Junk Box Sorting Odd One Out Independent: <ul style="list-style-type: none"> • Construction Toys • Shape Match • Shape Lotto | WORK PERIOD 2: Teacher-Supervised: Junk Box Sorting Odd One Out Independent: <ul style="list-style-type: none"> • Construction Toys • Shape Match • Shape Lotto • Shape Domino | WORK PERIOD 2: Teacher-Supervised: Labeling Things in the Classroom Classroom Inventory Independent: <ul style="list-style-type: none"> • Drawing: Ang Aking Sasakyan Patungong Bagong Planeta • Mobile: Mga Bagay na Nakakain sa Planetang Pakaskas • Shape Match • Shape Puzzles |
| INDOOR/OUTDOOR ACTIVITY: Name Chain | INDOOR/OUTDOOR ACTIVITY: Name Chain | INDOOR/OUTDOOR ACTIVITY: At the School |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| CONTENT FOCUS: I belong to a class. (classroom orientation) | | |
| MEETING TIME 1: Message: Our classroom has different areas. We will use these areas in different ways. Questions: What are the different areas in the classroom? What do you see in each area? What can we do in each area? | MEETING TIME 1: Message: We have jobs in the classroom. Questions: What is a job? Why do we need jobs inside the classroom? What will happen if we do not do the job assigned to us? | |
| WORK PERIOD 1 Teacher-Supervised: Classroom Tour Classroom Map Continue Classroom Inventory Independent: <ul style="list-style-type: none"> • Block Play • Bead Stringing • Picture Match (identical pictures) • Bingo: Colors • Color Domino | WORK PERIOD 1 Teacher-Supervised: Job Chart Continue Classroom Map Independent: <ul style="list-style-type: none"> • Block Play • Bead Stringing • Color Match • Color Lotto • Bingo: Colors • Color Domino | |
| MEETING TIME 2: Rhythmic activity: Count and Turn (1,2,3) <i>Show the Classroom Map and discuss what activities can be done in each area. Discuss some do's and don'ts</i> | MEETING TIME 2: Rhythmic activity: Count and Turn (1,2,3) <i>Show the Job Chart and start assigning jobs. Discuss what each job entails.</i> | |
| Supervised Recess | Supervised Recess | |
| STORY: Si Paula Oink-Oink | STORY: Si Monica Dalosdalos | |
| WORK PERIOD 2: Teacher-Supervised: Number Stations (quantities of 3) Independent:: <ul style="list-style-type: none"> • Lacing Shapes • Shape Match • Bingo: Shapes • Shape Puzzles • Junk Box Sorting | WORK PERIOD 2: Teacher-Supervised: Number Stations (quantities of 3) Independent:: <ul style="list-style-type: none"> • Lacing Shapes • Bingo: Shapes • Shape Lotto • Shape Puzzles • Junk Box Sorting | |
| INDOOR/OUTDOOR ACTIVITY: At the School | INDOOR/OUTDOOR ACTIVITY: Relay Games | |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | |

APPENDIX: WEEK 1

A. THEME-RELATED ACTIVITIES

Self-Portrait

Objective: to draw one's self

Materials: ½ crosswise bond paper pencil crayon

Number of Players/ Participants: individual

Procedure:

1. Give each child a half piece of bond paper.
2. Ask the child to draw herself/ himself.
3. Remind the child to color his/ her drawing.
4. Let the child write his/ her name on the paper. If the child does not know how to write his/her name, he/she can copy this.

People Puppets – “There are people in our classroom.”

Materials: pre-cut cardboard puppet, popsicle sticks, masking tape, scissors, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Tell the children that they will make puppets of the different people in class.
2. Distribute pre-cut cardboard puppets to each child.
3. Ask each child to design his/her own puppet.
4. Attach each puppet to a popsicle stick using masking tape
5. Display the puppets. Put the title of the activity – “There are people in our classroom.”

Classroom Tour

Objective: to become familiar with the classroom environment

Number of players/ participants: small group

Procedure:

Bring small groups of children to each learning area in the classroom – meeting area, work area, block play & dramatic play area, reading area, etc. Discuss what they can do in each area. Talk about what materials or supplies can be found here. Talk about acceptable and unacceptable behavior while playing or working in each area. Tell the children that they will make a classroom map after going around the room.

Classroom Map – Can you find your way around our classroom?

Objective: to become familiar with the classroom environment

Materials: medium –sized manila paper, scratch papers, pencils, crayons

Preparations: Teacher should have labeled the map already with pencil to show the important areas in the classroom so as to guide the children in the actual mapping activity.

Number of Players/Participants: 8

Procedure:

1. Ask the children to look around the classroom and identify that area.
2. Give them a piece of paper and ask them to draw that area, the things they see there and help them label the area.
3. Lay out the pieces of papers and talk about how they are arranged in the classroom – What is beside what area? What comes next? What is behind it?
4. Paste them on the manila paper and post it on your wall. Write the title of the activity - “Can you find your way around our classroom?”

Labeling Things in the Classroom

Objective: to identify objects in the environment

Materials: strips of paper masking tape
scissors

Number of Players/Participants: 6-8

Procedure:

1. Let the children write a label for each object in the classroom.. Ex. blackboard, pencil, table
If the child cannot spell the words on his own yet, teacher writes the word on a card and asks the child to copy the word from this model.
2. Ask them to stick these labels to these things using masking or transparent tape.

Classroom Inventory

Objectives: to count objects
to copy words from model

Materials: paper, pencil

Number of Players/Participants: 8

Procedure:

1. Ask children to do an inventory of the following things in the classroom: table, chairs, blackboard, cabinets, cleaning materials, books, toys, etc.
2. Record results of inventory on sheet of paper.
3. Place the inventory on the blackboard (and later on the Math corner).

Job Chart

Objective: to enumerate the different jobs needed to make sure the classroom is clean and orderly

Materials: pre-cut 2x4 individual cards ; markers, crayons

Number of Players/Participants: 6

Procedure:

1. Ask children to think of different " jobs' around the classroom that they could learn to do themselves such as fixing the chairs, setting the table, collecting the garbage, watering the plants, sweeping the floor.
2. Distribute individual cards and ask each child to draw a particular job on the card. Teacher writes down the job on the card.
3. Teacher prepares a pocket chart for these individual cards.
4. Every day children get to choose a job for the day. He/She picks the corresponding job card and slips these into his name on the pocket chart.

B. OTHER MATH ACTIVITIES

Block Play

Objective: to explore the attributes of 3-dimensional or space figures
to understand the relationship between figures
to build structures using blocks

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Construction Toys

Objectives: to explore space by fitting things together and taking things apart

Materials: construction toys (e.g. interlocking blocks)

Number of Players/ Participants: 1-4

Procedure:

Provide children with a set of construction toys. Fitting things together and taking them apart provides children with both spatial challenges and a sense of accomplishment. Through trial and error, persistence and repetition, children gain first hand experience with putting things together, taking them apart, and twisting and turning them.

Bead Stringing

Objective: to develop fine motor skills
To explore patterns

Materials: set of colored wooden beads and string (or shoelaces)

Number of Players/ Participants: 1-4

Procedure:

1. Provide children with a set of wooden beads. Show them how to string beads first regardless of color. (If uncolored bead are available this can initially be used.)
2. Choose bead of two colors and string these showing a pattern.
Ex. blue, blue, red, blue, blue, red

3. Ask children what they notice about the arrangement of the beads
4. Ask the children to choose 2 colors and to make their own arrangement.
5. Discuss the arrangement or pattern each child makes.

Patterns are important in mathematics, both visual (color and shape) and number patterns. This is because math is all about things being orderly, regular and systematic.

Junk Box Sorting (grouping objects into 2 groups: big-small, long-short, red-not red, blue-not blue, etc.)

Objectives: to sort objects based on similarities and differences

Number of Players/ Participants: 4-8

Materials: box of a variety of objects (make sure there are objects that are exactly the same and those that have similar characteristics – color, shape, function)

Procedure:

To give your child the idea of sorting in play, you may need to start casually sorting things out yourself. Try sorting out all the red blocks to make a tower, sorting coins into piles of different denominations, putting all the shapes in one field, all the cows in another. Keep a box full of small objects like buttons, paperclips, beads, dried beans, coins, nuts and bolts. Your child may like to have an egg tray to sort them into.

Odd One Out

Objectives: to sort objects based on similarities and difference

Number of Players/ Participants: 4-8

Procedure:

Spotting the odd one out will get your child thinking about sameness and difference. You can make the game harder as he gets older. For instance, see if he can spot the difference in textures by having three hard objects and one soft, or in materials by having three plastic things and one metal.

Be sure to acknowledge that he is right if he spots a difference that you had not noticed. You can always tell him what you were thinking of afterwards. Let him give you some things so you have a turn at spotting the odd one out too.

Color Match

Objective: to match colors

Materials: a set of color cards

Number of Players/Participants:2-4

Procedure:

1. Give each group 2 sets of color cards.
2. Tell the children to match cards of the same color

Color Lotto

Objective: to match shapes of the same color

Materials: playing board with drawings of the same shape but of different colors, calling cards with colored shapes that match playing board

Procedure:

1. Give each player a playing board with a shape (ex. square) of different colors drawn on them
2. Teacher holds up each calling card (shape of different colors) in turn for the players to claim.
3. Continue until someone fills up his or her board.

Bingo: Colors

Objective: color recognition

Number of players/participants: 1-4

Materials: color bingo cards ; individual color cards

Preparation: Divide pieces of cardboard into 9 sections. Each frame must have a drawing of a shape

Prepare individual cards for each shape. Use these as call out cards.

Procedure:

1. Distribute 1 bingo card to each student.
2. Take one call card at a time and show the color card to the children.
3. If the child has this color in his bingo card, he covers this with a token.
4. The first player to cover all colors in his card wins the game.

Color Domino

Objective: to match colors

Material : color domino cards

Number of players/participant: 4-6

Procedure:

1. Deal all cards to the players.
2. The first player lays down a color card.
3. The next player lays down a card that can be connected to either color on the card. Game continues until all cards have been laid down

Shape Lotto

Objective: to match shapes of the same color

Materials: playing board with drawings of different shapes, calling cards with shapes that match playing board

Number of Players/Participants: 1-4

Procedure:

1. Make some boards with shapes drawn on them and cut some shapes out card to match.
2. Teacher holds up each shape in turn for the players to claim.
3. Continue until someone fills up his or her board.

Shape Match

Objectives: to match shapes

Materials: 20 pairs of shape cards

Number of Players/ Participants: 2-4

Procedure:

1. Lay out all shape cards on the table.
2. Each child takes turns look for two identical shape cards.
3. Child names the shape of the card.
4. After all cards have been collected, ask children to sort their cards. Have them count how many of each shape they got.
5. Let them record this on their pad paper.

Bingo: Shapes

Objective: shape recognition

Number of players/participants: 1-4

Materials: shape bingo cards ; individual shape cards

Preparation: Divide pieces of cardboard into 9 sections. Each frame must have a drawing of a shape

Prepare individual cards for each shape. Use these as call out cards.

Procedure:

1. Distribute 1 bingo card to each student.
2. Take one call card at a time and show the shape card to the children.
3. If the child has this shape in his bingo card, he covers this with a token.
4. The first player to cover all shapes in his card wins the game.

Shape Domino

Objectives: To recognize geometric shapes and match geometric shapes that are alike

Materials: set of 28 geometry dominoes

Number of Players/Participants: 6 children

Procedure:

1. All dominoes are placed face down.
2. Each player draws 7 dominoes.
3. A player with a "double" begins play.
4. Each player in turn says the shape names and then plays as in a regular domino game.
5. The winner is the player who has played all dominoes, or the player with the smallest number of dominoes when all players must pass.

Lacing Shapes

Objective: To develop fine motor and eye-hand coordination

Materials: shape cards, strings (old shoelaces or yarn)

Number of Players/Participants: 6 children

Procedure:

1. Give each child a piece of shoelace or yarn and a shape card.
2. Let the children lace the card by pushing the string through the hole of the card.
3. Have them lace as many cards as they can. .

Shape Puzzles

Objective: to develop fine motor coordination

To recognize shapes

Number of Players/ Participants: 1-4

Materials: shape cardboard pieces

Preparation: Make shape cards and cut this into 2-3 puzzle pieces.

Procedure:

1. Ask each child to form a shape using the puzzle pieces.
2. Let children name the shape after the puzzle has been completed.

Number Station (quantities of 3)

Objective: To count up to quantities of 3

To see that despite differences in appearance quantities remain the same (conservation)

Materials: several boxes of toothpicks

Number of Players/Participants: 6-8

Procedure:

1. Teacher chooses a number to work with for the day, in this case 3.
2. Children work together exploring 3 toothpicks making as many arrangements as possible.
3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.
(Variation: Children can explore other materials such pebbles, popsicle sticks, and blocks.)

C. OTHER LANGUAGE ARTS ACTIVITIES

Writers' Workshop - "What did you do during the summer vacation?"

Objective: to represent experiences through drawing

Materials: ½ lengthwise bond paper, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Ask each student to draw a particular experience he/she had last summer and write about it.
Take down dictation if the child cannot write his own words or sentences yet.
2. Compile the stories and make it into a book. Write the title of the book – "Our Summer Vacation Experiences"

Find a Match

Objective/Competency: to match identical pictures

Materials: 2 sets of pictures of common objects

Number of Players/Participants: 2-4

Procedure:

1. Give each group 2 sets of pictures of common objects
2. Tell the children to match identical pictures

Picture Match

Objective/Competency: to match identical pictures

Materials: 2 sets of pictures of common objects

Number of Players/Participants: 2

Procedure:

1. Give each pair of children 2 sets of pictures of common objects
2. Divide the cards between the players
3. Players take turns picking/ drawing a card from his/her partner.
4. If the pictures match the cards are placed down.
5. If the pictures do not match the player keeps the card he/she has drawn.
6. The player who finds the picture that matches all his/her pictures wins the game.

D. SONGS/POEMS/ RHYMES

The following are greeting songs that can be sung during Meeting Time 1 throughout the year. Other variations can be introduced later on, although variations in the mother tongue is preferably introduced in the first quarter. The English and /or Filipino versions may be introduced later.

Hello, Hello, Hello

Hello, Hello, Hello, Hello, How do you do?
I'm glad to be with you and you and you and you
Tralala lalala, Tralala lalala, Tralala lalala

The More We Get Together

The more we get together
Together, together
The more we get together
The happier are we.
For your friends
Are my friends
And my friends
Are your friends
The more we get together
The happier are we.

Ten Little Angels

There was one, there were two, there were three
Little angels
There were four, there were five, there were six
Little angels
There were seven, there were eight, there were nine
Little angels
Ten little angels in the band
Oh, Listen to the band, Monday morning (3x)
Monday morning now.

These songs can be sung during Meeting Time 2

Isa, Dalawa, Tatlo

Isa, dalawa, tatlo
Una-unahan tayo
Apat, lima, anim
Sa balong malalim
Pito, walo, siyam
Lakad parang langgam
Pagdating sa sampu
Ang lahat ay umupo.

Note: This song can be sung so that children can gather in the meeting area after the first work period.

Kumusta, Kumusta

Kumusta, kumusta, kumusta
Kumusta kayong lahat
Ako'y tuwang-tuwa
Masaya't nagagalak
Tralalalala, Tralalala (2x)

Masaya Kung Sama-sama

Masaya kung sama-sama
Sama-sama, sama-sama
Masaya kung sama-sama
At nagtatawanan.

Tell me the Weather

Tell me the Weather, the weather now 2X
Tell me the weather now.
Today is a _____, a _____ day 2x.

Teacher shows the calendar (teacher-made) and asks a child to draw a symbol to represent the kind of weather for the day.

Sun for a sunny day ; clouds for a cloudy day; raindrops for a rainy day.

Where Are The Boys?

Where are the boys? 2x
Here we are. 2x
How are you this morning? (*change morning to afternoon)
Very well we thank you.
*Please count the boys. (*change boys to girls, children or adults)*
2x

Variation:

*Please sit down.
Please count off.*

E. INDOOR/OUTDOOR GAMES

Name Chain

Procedure:

- Sit the children in a circle on the floor.
- Choose a child to start the introduction game.
- This child says her name, then introduces the child next to her. For example, "My name is Susan, and I would like to introduce Gregory."
- Gregory gives his name and introduces the next child to him. This is a good way to learn names as well as how to introduce others.

Count And Turn (1, 2, 3)

Objectives: To count in sequence
To develop body coordination
To develop a sense of rhythm
To learn one-to-one correspondence

Materials: none

Number of Players/Participants: whole or small group

Procedure:

- The children stomp their feet as they count, throwing their arms up in the air to emphasize the last number in the sequence. The children change directions without losing the beat, counting "one" as they turn.
One, Two, Threeeeeee (turn)
One, Two, Threeeeeee (turn)
One, Two, Threeeeeee (turn)

At Our School

Objective/Competency: To develop gross motor skills

Materials: little drum

Number of Players/Participants: whole group

- Recite the poem with the children.
- Let the children take turns, by rows or groups, performing different body actions while pretending to play a drum.

*At our school there is a boy,
And every single day,
He hops, hops, hops around the school,
While on the drum he plays.*

Relay Games (walking, hopping, jumping)

Objective/Competency: To develop gross motor skills

Materials: 2 small chairs

Number of Players/Participants: whole class

Procedure:

- Divide the class into 2 groups.
- Place a small chair in front of each group (check that the distance is not too far from the children).
- Agree on what action they will do (example: walk or hop)
- Teacher says "Ready, get set, go!" At the mark "go," the first child will walk to the small chair, go around it and go back to his/her team, tapping the hand of the next child to signal that child's turn and so on and so forth until all the children have taken a turn.
- You can modify the relay next time: walk backwards, walk on tiptoes, etc.

KINDERGARTEN CLASS FIRST GRADING DAILY PLANS

WEEK 2:

| Monday | Tuesday | Wednesday |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: We do many things in school. | | |
| <p>MEETING TIME 1: Message: We follow a class schedule.</p> <p><i>Show the class schedule and talk what the class will do during each period.</i></p> <p>Questions: What do you think we will do during Meeting time? During Work Period? During Story time? During Indoor/ Outdoor Activity?</p> | <p>MEETING TIME 1: Message: We do different things in school.</p> <ul style="list-style-type: none"> - We play. We work. - We sing. We dance. - We eat. We rest. - We listen to stories. We browse through books. - We fix our classroom. <p>Questions: What activities can we do in school? Which of the activities do you like to do?</p> | <p>MEETING TIME 1: Message: There are many areas in our school.. We do different activities in these areas.</p> <ul style="list-style-type: none"> - Some of the areas in school include the library, playground, canteen, classrooms, principal's office. <p>Questions: What are the other places of the school? Who do you see in these places? What can you do in these places?</p> |
| <p>WORK PERIOD 1 Teacher-Supervised: Red Hunt Our Red Book or Red Collage</p> <p>Independent:</p> <ul style="list-style-type: none"> • Dramatic Play • Picture Match • Color Match • Color Lotto • Color Domino • Bingo: Colors | <p>WORK PERIOD 1 Teacher-Supervised: Poster: I Can Help... Poster: We Do Many Things in School</p> <p>Independent:</p> <ul style="list-style-type: none"> • Dramatic Play • Playdough: I Can Make Red Objects • Writer's Workshop: I Do Many Things in School • Picture Match • Mini-book: I See Red Things Around Me • Red Objects Puzzle • Color Match/ Color Lotto/Color Domino/ Bingo: Colors | <p>WORK PERIOD 1 Teacher-Supervised: Class Quilt</p> <p>Independent:</p> <ul style="list-style-type: none"> • Dramatic Play • Playdough: I Can Make Red Objects • Bead Stringing • Writer's Workshop: I Do Many Things in School • Mini-book: I See Red Things Around Me • Red Objects Puzzle • Color Match/ Color Lotto/Color Domino/ Bingo: Colors |
| <p>MEETING TIME 2: Song: I can sing a rainbow Message: We see red objects around us. <i>Show Red Book and Red Collage.</i></p> | <p>MEETING TIME 2: Song: Ito Ang Ginagawa Ko Sa Paaralan <i>Show Posters: I Can Help and We Do Many Things</i></p> | <p>MEETING TIME 2: Activity: People Counting Game: Stand and Sit and Hopping Forward (1,2, 3) <i>Show Class Quilt</i></p> |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: Si Dragong Pula | STORY: Celia Studios and Conrad Cat | STORY: Ang Kamatis ni Peles |
| <p>WORK PERIOD 2: Teacher-Supervised: Number Books (quantities of 3) Independent::</p> <ul style="list-style-type: none"> • Block Play • Construction Toys • Number Stations (quantities of 3) • Shape Lotto • Bingo: Shapes | <p>WORK PERIOD 2: Teacher-Supervised: Number Books (quantities of 3) Independent::</p> <ul style="list-style-type: none"> • Continue Number Books (quantities of 3) • Block Play • Construction Toys • Number Stations (quantities of 3) • Shape Lotto/ Bingo: Shapes | <p>WORK PERIOD 2: Teacher-Supervised: Same and Different Independent::</p> <ul style="list-style-type: none"> • Continue Number Books (quantities of 3) • Number Stations (quantities of 3) • Block Play • Junk Box Sorting • Shape Domino/Shape Match |
| INDOOR/OUTDOOR ACTIVITY: Teacher, May I? | INDOOR/OUTDOOR ACTIVITY: Teacher, May I? | INDOOR/OUTDOOR ACTIVITY: Line Up |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| CONTENT FOCUS: We follow rules in school. | | |
| MEETING TIME 1: Message: We follow rules in our classroom. Questions: Why do we need rules in classroom? What rules can help keep our classroom clean and orderly | MEETING TIME 1: Message: We follow rules in our school. Questions: What rules do we follow in the other parts of the school? | |
| WORK PERIOD 1 Teacher-Supervised: Classroom Rules Independent: <ul style="list-style-type: none"> • Dramatic Play • Playdough: I Can Make Red Objects • Bead Stringing • Mini-book: I See Red Things Around Me • Red Objects Puzzle • Color Match/ Color Lotto/Color Domino/ Bingo: Colors | WORK PERIOD 1 Teacher-Supervised: School Rules Independent: <ul style="list-style-type: none"> • Dramatic Play • Playdough: I Can Make Red Objects • Bead Stringing • Mini-book: I See Red Things Around Me • Red Objects Puzzle • Color Match/ Color Lotto/Color Domino/ Bingo: Colors | |
| MEETING TIME 2: Activity: People Counting Game: Stand and Sit and Hopping Forward (1,2, 3) <i>Show the different classroom rules the children came up with. Discuss what will happen if each rule is not followed.</i> | MEETING TIME 2: Poem: What's a Handy Ruler Message: We can use some parts of our body to measure the things in our classroom. | |
| Supervised Recess | Supervised Recess | |
| STORY: Sumusunod sa Panuto (PEHT p. 203) | STORY: Ang Mabait na Kalabaw | |
| WORK PERIOD 2: Teacher-Supervised: Ilang Dangkal (measuring length using hands) Independent:: <ul style="list-style-type: none"> • Continue Number Books • Number Stations • Block Play • Junk Box Sorting • Shape Domino • Shape Match • Bingo: Shapes • Shape Lotto | WORK PERIOD 2: Teacher-Supervised: Ilang Dangkal (measuring length using hands) Independent:: <ul style="list-style-type: none"> • Block Play • Construction Toys • Junk Box Sorting • Shape Domino • Shape Match • Bingo: Shapes • Shape Lotto | |
| INDOOR/OUTDOOR ACTIVITY: Line Up | INDOOR/OUTDOOR ACTIVITY: Line Up | |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | |

APPENDIX: WEEK 2

A. THEME-RELATED ACTIVITIES

Poster – We do many things in school.

Objective: To identify activities that children and adults do in school

Materials: manila paper, 1/4 lengthwise bond paper, pencils, crayons, manila paper with a pre-drawn outline of a school

Number of Players/Participants: 8 children

Procedure:

1. Distribute the paper to the children. Have them draw one activity they do in school on each piece.
2. Let them paste their drawings on the manila paper.
3. Let them label their work or take down dictation as needed.

Class Quilt

Materials: 1/6 construction paper scissors yarn

Number of Players/Participants: 6-8

Procedure:

1. Teacher cuts out individual frames of construction paper.
2. Ask each child to draw himself/herself on the construction paper. Let him/her write her name below the drawing. If the child does not know how to write his/her name, give him a name card from which he can copy his name.
3. Stitch the individual frames using the yarn.
4. Post the class quilt on the wall.

Poster: I can help...

Objective: to identify ways a member of the class can help each other in class/ school

Materials: ¼ of construction paper

Number of Players/Participants: 8 children

Procedure:

1. Ask children to think of ways they can help one another in school.
2. Have them draw these on the construction paper.
3. Glue the construction paper on manila paper.
4. Write the title of the chart " We can help in many ways "

Classroom Rules/ School Rules

Objective: to list classroom and school rules that help maintain cleanliness and orderliness in the classroom and in school

Materials: cardboard or paper strips

Number of Players/Participants: 8 children

Procedure:

1. Ask children to think of rules they should have in class to make it a better place for learning. Have them think of rules that can keep them safe; rules for work, meeting time etc; rules in dealing with people
2. Let them write each rule on a strip of paper.
3. Post these rules around the classroom where most appropriate. For example, post rules related to books in the reading corner.

B. OTHER MATH ACTIVITIES

Red Hunt

Objective/Competency: to recognize colors

Materials: different red objects

Number of Players/Participants: 8 children

Procedure:

1. Tell children to look for red objects in the classroom.
2. Ask children to identify the objects that he/she found.

Our Red Book

Objectives: to recognize colors

Materials: stapled pages of 1/8 manila paper, ¼ newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to think of red objects in their environment.
2. Ask each one to choose at least 3-4 red objects they would like to draw.
3. Have them draw each blue object in a small strip of paper.
4. Paste these on the pages of the Big Book.
5. Have children design the cover of the book.
6. Show to the whole class during Meeting Time.

Red Collage

Objectives: to recognize colors

Materials: bond or scratch paper pencil torn or cut out pieces of red art paper

Number of Players/ Participants: 2-8

Procedure:

1. Ask children to choose 1 thing that is red.
2. Teacher draws that object on a sheet of bond or scratch paper. (Children can also draw their own figures.)
3. Ask children to 'color' the object red using the torn or cut out pieces of red art paper.

Playdough: I Can Make Red Objects

Objectives: to develop eye-hand coordination

to recognize colors

Materials: playdough paper

Preparation: When making play dough use red food coloring only.

HOW TO MAKE PLAY DOUGH

COOKED PLAYDOUGH

Materials: Flour, water, salt, cream of tartar, oil, wax paper, food coloring

Procedure:

1. Mix 1 cup of flour, 1 cup of water, ½ cup of salt, 2 tablespoon of cream of tartar, and 1 tablespoon of oil in a saucepan and cook until the concoction achieves a smooth texture.
2. Turn out onto wax paper and knead in food coloring.

UNCOOKED PLAY DOUGH

Materials: 2 cups all purpose flour, ¾ cup salt, ¼ cup oil, approximately ½ cup water, food coloring

Procedure: Mix dry ingredients together. Add oil. Add water until you get a nice consistency for molding. Store in airtight container.

Variations: Give each child a small ball and tell them to make a hole in it with their finger. Squirt a drop of food coloring into the hole and then let the child squeeze it to mix the color.

Procedure:

1. Children identify red objects they see in the classroom.
2. Children form objects out of the playdough.

Red Objects Puzzle

Objective: to recognize colors

Number of Players/Participants: 1-4 (depending on number of puzzles available)

Materials: 2-3 puzzles of red objects

Prepare: Draw things that are red on a sheet of bond or scratch paper. Stick the drawing on a sheet of cardboard. Divide the drawing into 2-3 pieces.

Procedure:

1. Initially give the children 1 puzzle set (2-3 pieces) to put together.
2. As children get more skillful at forming the puzzle, give 2 puzzle sets (with 2-3 pieces each) at a time.

Note: Watch out for difficulties, especially if this is the child's first experience with puzzles. If children get confused with more than one set at a time, provide 2 or more sets later in the school year.

Color Match

Objective: to match colors

Materials: a set of color cards

Number of Players/Participants: 2-4

Procedure:

1. Give each group 2 sets of color cards.
2. Tell the children to match cards of the same color

Color Lotto

Objective: to match shapes of the same color

Materials: playing board with drawings of the same shape but of different colors, calling cards with colored shapes that match playing board

Procedure:

1. Give each player a playing board with a shape (ex. square) of different colors drawn on them
2. Teacher holds up each calling card (shape of different colors) in turn for the players to claim.
3. Continue until someone fills up his or her board.

Bingo: Colors

Objective: color recognition

Number of players/participants: 1-4

Materials: color bingo cards ; individual color cards

Preparation: Divide pieces of cardboard into 9 sections. Each frame must have a drawing of a shape

Prepare individual cards for each shape. Use these as call out cards.

Procedure:

1. Distribute 1 bingo card to each student.
2. Take one call card at a time and show the color card to the children.
3. If the child has this color in his bingo card, he covers this with a token.
4. The first player to cover all colors in his card wins the game.

Color Domino

Objective: to match colors

Material : color domino cards

Number of players/participant: 4-6

Procedure:

1. Deal all cards to the players.
2. The first player lays down a color card.
3. The next player lays down a card that can be connected to either color on the card. Game continues until all cards have been laid down

Shape Lotto

Objective: to match shapes of the same color

Materials: playing board with drawings of different shapes, calling cards with shapes that match playing board

Number of Players/Participants: 1-4

Procedure:

1. Make some boards with shapes drawn on them and cut some shapes out card to match.
2. Teacher holds up each shape in turn for the players to claim.
3. Continue until someone fills up his or her board.

Shape Match

Objectives: to match shapes

Materials: 20 pairs of shape cards

Number of Players/ Participants: 2-4

Procedure:

1. Lay out all shape cards on the table.
2. Each child takes turns look for two identical shape cards.
3. Child names the shape of the card.
4. After all cards have been collected, ask children to sort their cards. Have them count how many of each shape they got.
5. Let them record this on their pad paper.

Bingo: Shapes

Objective: shape recognition

Number of players/participants: 1-4

Materials: shape bingo cards ; individual shape cards

Preparation: Divide pieces of cardboard into 9 sections. Each frame must have a drawing of a shape

Prepare individual cards for each shape. Use these as call out cards.

Procedure:

1. Distribute 1 bingo card to each student.
2. Take one call card at a time and show the shape card to the children.
3. If the child has this shape in his bingo card, he covers this with a token.
4. The first player to cover all shapes in his card wins the game.

Shape Domino

Objectives: To recognize geometric shapes and match geometric shapes that are alike

Materials: set of 28 geometry dominoes

Number of Players/Participants: 6 children

Procedure:

1. All dominoes are placed face down.
2. Each player draws 7 dominoes.
3. A player with a "double" begins play.
4. Each player in turn says the shape names and then plays as in a regular domino game.
5. The winner is the player who has played all dominoes, or the player with the smallest number of dominoes when all players must pass.

Block Play

Objective: to explore the attributes of 3-dimensional or space figures

to understand the relationship between figures

to build structures using blocks

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Bead Stringing

Objective: to develop fine motor skills

To explore patterns

Materials: set of colored wooden beads and string (or shoelaces)

Number of Players/ Participants: 1-4

Procedure:

1. Provide children with a set of wooden beads. Show them how to string beads first regardless of color. (If uncolored bead are available this can initially be used.)
2. Choose bead of two colors and string these showing a pattern.
Ex. blue, blue, red, blue, blue, red

3. Ask children what they notice about the arrangement of the beads
4. Ask the children to choose 2 colors and to make their own arrangement.
5. Discuss the arrangement or pattern each child makes.

Construction Toys

Objectives: to explore space by fitting things together and taking things apart

Materials: construction toys (e.g. interlocking blocks)

Number of Players/ Participants: 1-4

Procedure:

Provide children with a set of construction toys. Fitting things together and taking them apart provides children with both spatial challenges and a sense of accomplishment. Through trial and error, persistence and repetition, children gain first hand experience with putting things together, taking them apart, and twisting and turning them.

Same and Different

Objective/Competency: to identify similarities and differences between objects

Materials: assorted objects from the junk box

Number of Players/Participants: 8 children

Procedure:

1. Give each child a pair of objects.
2. Ask the child to describe each object.
3. Ask the child to identify similarities between the two objects
4. Ask the child to identify the differences between the two objects

Junk Box Sorting (grouping objects into 2 groups: big-small, long-short, red-not red, blue-not blue, etc.)

Objectives: to sort objects based on similarities and differences

Number of Players/ Participants: 4-8

Materials: box of a variety of objects (make sure there are objects that are exactly the same and those that have similar characteristics – color, shape, function)

Procedure:

To give your child the idea of sorting in play, you may need to start casually sorting things out yourself. Try sorting out all the red blocks to make a tower, sorting coins into piles of different denominations, putting all the shapes in one field, all the cows in another. Keep a box full of small objects like buttons, paperclips, beads, dried beans, coins, nuts and bolts. Your child may like to have an egg tray to sort them into.

Number Station (quantities of 3)

Objective: To count up to quantities of 3

To see that despite differences in appearance quantities remain the same (conservation)

Materials: several boxes of toothpicks

Number of Players/Participants: 8 children

Procedure:

1. Teacher chooses a number to work with for the day, in this case 3.
2. Children work together exploring a given quantity of toothpicks making as many arrangements as possible.
3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.
(Variation: Children can explore other materials such pebbles, popsicle sticks, and blocks.)

Number Books (quantities of 3)

Objective/Competency: To use numerals to describe and record quantities

Materials: several boxes of toothpicks

Procedure:

Glue the designs from the Number Stations activity on sheets of paper. Bind the paper to make a book

Variation: Help your child to draw pictures or glue in pictures from magazines of things that are important to him and write a number caption underneath (e.g. 3 pairs of shoes, 3 bottles of juice)

Ilang Dangkal?

Objective: to measure length using non-standard units and tools

Materials: objects that have a length of 1 or more 'dangkal' or hand spans

No. of Participants: small group

Procedure:

1. Children are given a set of objects. They compare the lengths of the objects and determine which is longer/ shorter, longest/ shortest
2. Children are asked to estimate how long each object is - how many 'dangkal' or hand spans long each object is.
3. Then children use their hand span or use 'dangkal' to measure the length of each.
4. Discuss why some children counted more 'dangkal' than the others.
5. Point out that the hand span of each child may be different from one another, thus making the number of 'dangkal' more or less than that of the others.

C. OTHER LANGUAGE ARTS ACTIVITIES

Mini-book: I See Red Things Around Me

Objectives: to recognize colors

Materials: individual booklets, pencil, red crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Ask children to look for Red objects in the classroom.
2. Have them draw each of these objects on the pages of the booklet.
3. Let them label their drawings. Take down dictation as needed.

Writer's Workshop: I Do Many Things in School

Objective: To identify the activities that children do in school

Materials: 6-8 pages of ½ crosswise papers stapled together, pencils, crayons (Teacher writes the title on each of the booklets.)

Number of Players/Participants: 8 children

Procedure:

1. Give each child a booklet.
2. Ask them to write their name on the cover page of the booklet.
3. Ask them to draw and write about what they do in school. Take down dictation if the child cannot write on his own yet.
4. Have him color his drawings.

D. SONGS/POEMS/ RHYMES

Note: Continue to sing the songs for Meeting Time 1 and 2. Refer to the Appendix of Week 1.

I Can Sing A Rainbow

Red and yellow and pink and green

Orange and purple and blue

I can sing a rainbow

Sing a rainbow

Sing a rainbow tune

Listen with your ears

Listen with your ears

And sing everything you hear

I can sing a rainbow

Sing a rainbow

Sing along with me

Can be sang during Meeting Time 2 or before doing the Number Books (quantities of 3)

Three Little Monkeys

Three little monkeys sitting on a tree

Teasing Mr. Crocodile, "You can't catch me!"

Along came Mr. Crocodile, hungry as can be and "snap!"

(3 take away 1 is 2)

Two little monkeys...

One little monkey...

No more monkeys sitting on a tree.

Three Green Bottles

Three green bottles standing in a row (2x)

And if one green bottle should accident'ly fall

There'll be two green bottles standing in a row ...

(Two... One... No more green bottles standing in a row.)

Ito'ng Ginagawa Ko sa Paaralan

Objective: To identify the things we do in school

Number of Players/Participants: whole or small group

Procedure:

- Ask the children to sit in a circle.
- Assign a child to be the leader who will act out an activity we do in school (example: eating snacks) while the whole class is singing.
- After the song, the children will try to guess the actions of the leader.
- The one who guesses the correct answer will be the next leader.

*Ilong ginagawa ko sa paaralan
Hindi nagsasawa at paulit-ulit pa
Gayahin niyo ako (2x)
Tiyak matutuwa kayo sa gawaing ito.*

What's a Handy Ruler?

Procedure:

During Meeting Time 2 (whole group)

1. Show the title of the poem to the children: "No Ruler? No Problem!" and let them try to imagine what it's about.
2. Brainstorm a list of rulers they "carry with them" at all times – hand spans, arm spans, strides, baby steps, thumb lengths, body lengths, and cubits (elbow to the tip of middle finger)
3. Read the poem No Ruler? No Problem!

No Ruler? No Problem!

*I measured using hand spans,
And my notebook came out two.
When a ruler isn't handy,
Then a hand or foot will do.*

*My cat was twenty thumb prints,
And my dog was twenty-eight.
When I cannot find my ruler,
Then my thumb print works just great.*

*I measured using arm spans
And my bedroom came out four.
There are lots of ways to measure –
Arms and hands and many more!*

E. INDOOR/OUTDOOR GAMES

People Counting Games (1,2,3)

Objectives : To count in sequence
 To learn one-to-one correspondence
 To develop body coordination
 To develop a sense of rhythm

Materials: ball or jump rope

Number of participants: whole or small group

Procedure:

Stand and Sit: "One" (sit), "Two" (stand), "Three" (sit),
Hopping Forward: "One, Two, Three" (change direction)
 "One, Two, Three" (change direction)

Line Up

Objectives: to compare and group people into 2 groups based on given attributes

Number of Players/Participants: whole group

Procedure:

- Ask children to form a circle.
- Tell them that when you give them some descriptions, they will need to form 2 lines in front of you.
 - BOYS and GIRLS
 - WEARING DRESS or SKIRT and WEARING LONG or SHORT PANTS
 - 5 YEAR OLDS and not 5 YEAR OLDS
 - HAS EARRING and HAS NO EARRINGS
 - WALKS TO SCHOOL and RIDES A VEHICLE GOING TO SCHOOL

Note: include other descriptions that can be used for your own class

Teacher, May I?

Objective/Competency: To follow directions

To develop gross motor skills

Materials: none

Number of Players/Participants: whole class

Procedure:

- Teacher stands a few feet away from the group of children facing her.
- Teacher tells the children that she is going to give each child a command (example: "Caloy, make five baby steps.") but before that child can obey the teacher, he has to ask permission first by saying "Teacher, may I?" then waits for teacher to answer, "Yes, you may." before proceeding with the task assigned.
- The child who forgets to ask permission loses his turn to move forward. Likewise, the child who proceeds without waiting for teacher to grant him permission, also loses his turn to move forward.
- The teacher calls out the children's names one by one and gives them a command (example: "Carisa, make four giant steps." or "Celina, make three frog hops.").
- The child moves forward as he obeys the commands accordingly.
- The first to reach the teacher wins and gets the chance to be the next "Teacher."

KINDERGARTEN CLASS FIRST GRADING DAILY PLANS

WEEK 3: _____

| Monday | Tuesday | Wednesday |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: I am me. | | |
| MEETING TIME 1: Message: I have a name. I share part of my full name with my family. Some people have nicknames. Questions: What is your name? Song: Where is Thumbkin? - (modify with child's name) | MEETING TIME 1: Message: Every child must have a name. Some names have special meanings. Questions: What does your name mean? Who chose your name? | MEETING TIME 1: Message: I am a boy. I am a girl. Questions: Who are the boys in class? Who are the girls in class? |
| WORK PERIOD 1 Teacher-Supervised: Graph: How many letters are in your name ? Independent: <ul style="list-style-type: none"> • Same and Different: Pictures • Name Necklace • Name Designs • Color Fishing Game • Playdough : Make My Name | WORK PERIOD 1 Teacher-Supervised: Beginning/Middle/End Chart Independent: <ul style="list-style-type: none"> • Color Fishing Game • Name Necklace • Name Tracing • Yellow Hunt/Poster • Playdough : Make My Name | WORK PERIOD 1 Teacher-Supervised: Boy and Girl Chart Beginning/Middle/End Chart Independent: <ul style="list-style-type: none"> • Boy and Girl Simple Picture Puzzle • Color Domino • Sorting : Red/Yellow Objects • Name Necklace • Name Tracing |
| MEETING TIME 2: Song: Sing B-I-N-G-O with Your Name Message: We see yellow objects around us. Questions: Whose favorite color is yellow? What yellow objects do you see around you? | MEETING TIME 2: Song: Sing B-I-N-G-O with Your Name <i>Show the graph: How many letters are in your name?</i> Questions: Whose name has the most number of letters? Whose name has the least number of letters? Whose names have the same number of letters? | MEETING TIME 2: Poem: I Love my Name <i>Show the Yellow Poster</i> Activity: Yellow Things On My Mind Song: If Your Name Begins with A... |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: Ang Bata Sa Basket | STORY: Round Robin | STORY: Si Digong Dilaw |
| WORK PERIOD 2: Teacher-Supervised: Large Numeral Cards (1,2, 3) Independent:: <ul style="list-style-type: none"> • Block Play • Number Concentration (0-3) • Number Lotto (0-3) • Shape Domino/ Shape Match/ Bingo: Shapes/ Shape Lotto | WORK PERIOD 2: Teacher-Supervised: Large Numeral Cards (1,2, 3) Independent:: <ul style="list-style-type: none"> • Block Play • Playdough Numerals (1, 2, 3) • Number Concentration (0-3) • Number Lotto (0-3) • Shape Domino/ Shape Match/ Bingo: Shapes/ Shape Lotto | WORK PERIOD 2: Teacher-Supervised: Number Stations and Number books (quantities of 3 using bottle caps or buttons) Independent:: <ul style="list-style-type: none"> • Block Play • Playdough Numerals (1, 2, 3) • Fishing Game: Numbers (0-3) • Bingo: Numbers (0-3) • Shape Domino/ Shape Match/ Bingo: Shapes/ Shape Lotto |
| INDOOR/OUTDOOR ACTIVITY: Name Game PEHTp. 40 | INDOOR/OUTDOOR ACTIVITY: Your Name and Mine | INDOOR/OUTDOOR ACTIVITY: Name Hops |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| CONTENT FOCUS: I am me. | | |
| MEETING TIME 1: Message: I am ____ years old. I have a birthday that tells the day I was born. Questions: How old are you? When is your birthday? | MEETING TIME 1: Song: Sino Ako? - PEHT p.146 Message: I live in _____. Questions: Where do you live? | |
| WORK PERIOD 1 Teacher-Supervised: Birthday Chart Independent: <ul style="list-style-type: none"> • Picture Puzzles • Sand Play • Mini-book: Yellow Things Around Us • Name Collage • Lit-based: My Favorite Part • Shape Lacing Boards | WORK PERIOD 1 Teacher-Supervised: Age Chart Independent: <ul style="list-style-type: none"> • Sand Play • Table Blocks • Picture Puzzles • Name Collage • Drawing: From Home to School • Lit-based: My Favorite Part ... • Shape : Lacing Boards | |
| MEETING TIME 2: Poem: Kaarawan Ko Questions: When were you born? (refer to the birthday chart) Who was born on ___? Activity: Rhyming Word Sit Down | MEETING TIME 2: Song: Where are the <u>boys</u> ? (modify with children's ages) Where are the 4 years old? Where are the 5 years old? Where are the 6 years old? Activity: Rhyme Time | |
| Supervised Recess | Supervised Recess | |
| STORY: A Surprise Birthday Gift | STORY: Ang Kaibigan Kong Dilim | |
| WORK PERIOD 2: Teacher-Supervised: Ilang Hakbang (measuring distance) Independent:: <ul style="list-style-type: none"> • Playdough Numerals (1, 2, 3) • Number Stations (quantities of 3) • Number Books (quantities of 3) • Fishing Game: Numbers (0-3) • Bingo: Numbers (0-3) | WORK PERIOD 2: Teacher-Supervised: Ilang Hakbang (measuring distance) Independent:: <ul style="list-style-type: none"> • Playdough Numerals (1, 2, 3) • Number Stations (quantities of 3) • Number Books (quantities of 3) • Number Snap (0-3) • Number Concentration (0-3)/ Number Lotto (0-3) • Fishing Game: Numbers (0-3)/ Bingo: Numbers (0-3) | |
| INDOOR/OUTDOOR ACTIVITY: Birthday Train | INDOOR/OUTDOOR ACTIVITY: Ang Bilang ng Edad Ko | |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | |

APPENDIX: WEEK 3

A. THEME-RELATED ACTIVITIES

Birthday Chart

Objective: to state one's birth date

Materials: 1/8 sheet of construction paper colored markers or crayons glue/paste

Preparation: birthday chart on manila paper or cartolina



| January | February | March | April | May | June | July | Aug | Sept | Oct | Nov | Dec |
|---------|----------|-----------|-------|-----|------------|-----------|-----|------|-----|-----|-----|
| | | 9 Jing | | | 11 Marj | 5 July | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

Number of Players/Participants: 6-8 at a time

Procedure:

1. Assign each child to ask 3-4 classmates when their birthday is.
2. Ask the child to write the name and birthday of a classmate on a piece of construction paper.
3. Let the child paste this under the birth month of his classmate. Have him do this for all the classmates assigned to him.
4. Write the title "When is your birthday?"
5. Show the completed chart during Meeting Time. Have them look at the chart carefully and ask the following questions:
 - How many children were born on the month of _____ ?
 - Who will celebrate their birthday this month ?
 - How many children celebrated their birthday last month ?
 - Which month has the most number of children born in ? Which has the least ?
 - Are there more children born on the month of _____ than on the month of _____ ?
 - Which months has the same number of children born in ?

Boy/Girl Chart

| I am a boy | | I am a girl | |
|----------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------|--|
| <i>Tony</i>  | | <i>Rosa</i>  | |
| | | | |

Objective: to identify one's self as a boy or girl

Materials: Boy/Girl Chart ¼ or 1/6 of newsprint or bond paper colored markers or crayons glue/paste

Number of Players/Participants: 6- 8 children at a time

Procedure:

1. Ask each child in class to draw himself and write his name on a strip of paper.
2. Ask the group assigned to work on the chart to sort the strips of paper accordingly and glue this on the appropriate column.

Note: Talk about the age chart. Ask them to count the number of boys and girls in class. Have them figure out if there are more boys than girls or more girls than boys.

Age Chart :“How old are you?”

Materials: prepared age graph, small pre-cut birthday cake-shaped papers, pencil, crayons, glue or paste

Number of Players/Participants: 8 children

Procedure:

1. Give each child a pre-cut birthday cake-shaped paper.
2. Ask each child to design and color his birthday cake.
3. Help each child draw the number of candles on his cake depending on his age.
4. Paste the birthday cake on the corresponding column.
5. Write the title of the chart.

Graph: How many letters are in your name?

Objective: to count the number of letters in one’s name

Number of Players/ Participants: 8 children at a time

Materials: Manila paper square pieces of bond or scratch paper pencils/ crayons
Blue

Preparation: Draw a graphing chart on a piece of Manila paper as shown below

| | | | | | | | | | | | | | |
|-----------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 2 letters | | | | | | | | | | | | | |
| 3 letters | | | | | | | | | | | | | |
| 4 letters | | | | | | | | | | | | | |
| 5 letters | | | | | | | | | | | | | |
| 6 letters | | | | | | | | | | | | | |

Procedure:

1. Ask the children to write their names on a square piece of paper. Teacher assists those who do not know how to write their name.
2. Ask the children to count the number of letters in their names.
3. Taking turns, ask each child to glue their piece of paper on the chart.
4. After everyone in the group has glued their names in the corresponding space, ask questions such as:
Who have the most number of letters in their name? Who has the least?
Who have the same number of letters?

Playdough: Make My Name

Materials: playdough , individual name cards

Number of Players/Participants: 8 children

Procedure:

1. Divide the playdough among the children in the group.
2. Distribute their individual name cards.
3. Have each child form their name using playdough.

Name Designs

Materials: strips of paper

Number of Players/Participants: 8 children

Procedure:

1. Prepare strips of paper or cardboard with the child’s name written on it.
2. Let him/her make designs or along the outline of each letter of his/her name.

Name Necklace

Materials: string or yarn, drinking straws cut into 1-inch length, pencil, crayons, 2 x 3-sized cardboard, one-hole puncher, scissors

Number of Players/ Participants: 8 children

Procedure:

1. Give each child a cardboard. Ask the child to the letters of his name on individual cardboards.
2. Let the child design each letter card.

3. Teacher punches a hole on top of each card.
4. Help the child string each letter of his name using yarn.
5. Teacher ties the finished necklace around each child's neck.

Name Collage

Materials: scrap yellow art paper, glue, name template

Number of Players/ Participants: 8 children

Preparation:

1. Prepare individual name templates for children.
2. On a piece of 2' x 3' of craft paper, write the outline of the letters of a child's name in upper and lowercase.



Procedure:

1. Distribute individual name templates to children.
2. Have each child paste small pieces of yellow art paper inside the letters of his name.

Name Tracing

Materials: name templates

Number of Players/Participants: any number

Procedure:

1. Distribute to the children their individual name templates.
2. Have children trace over the letters of their names.
3. Have them practice writing their name on air.

From Home to School

Objectives: name places in his environment; develop fine-motor coordination

Materials: Scratch paper, bond paper or newsprint Pencil Crayons

Procedure:

1. Give these instructions the day before the activity: Try to remember the places that you will see on your way from your home to school ex. barangay hall, a classmate's house, the health center, the market, etc.
2. When the children arrive the following day, have the children draw the places that they passed by on the way to school on a piece of bond paper. Have them trace their steps from their home to school. You may point out that they can draw the road or street.

Boy and Girl Simple Picture Puzzle

Objective: fine motor coordination

Materials: picture puzzles of a boy or a girl (cut-outs into 4-5 puzzle pieces for each picture)

Number of Players/ Participants: 8 children

Procedure:

1. Distribute sets of boy and girl puzzles.
2. Ask children to complete the puzzles.
3. Let them sort the completed puzzles e.g. puzzles of boys on one side and those of girls on the other side

B. OTHER MATH ACTIVITIES

Large Numeral Cards (1-3)

Objectives/Competency: To learn sequence
To observe the form of each numeral
To develop eye-hand coordination

Materials: bond paper, purple and green crayons

Number of Players/Participants: 8 children

Procedure:

1. Draw the numerals in front of the children, making a new one each day or two. The first part of the numeral is drawn with the purple crayon and the second part with green.
2. The children stand at least ten feet away and trace the shape of the numeral in the air with two fingers extended. The purple part is always traced first followed by the green part.
3. When the children have traced the numeral six or seven times in the air, have them trace it in the palm of their hands. The children hold their hands up high enough so that if they raise their eyes slightly, they see the large numeral card just over their hand.

Playdough Numerals (1-3)

Objective/Competency: To identify the numerals 1, 2 and 3

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them to form the numerals 1, 2 and 3.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

HOW TO MAKE PLAY DOUGH

COOKED PLAYDOUGH

Materials: Flour, water, salt, cream of tartar, oil, wax paper, food coloring

Procedure:

1. Mix 1 cup of flour, 1 cup of water, $\frac{1}{2}$ cup of salt, 2 tablespoon of cream of tartar, and 1 tablespoon of oil in a saucepan and cook until the concoction achieves a smooth texture.
2. Turn out onto wax paper and knead in food coloring.

UNCOOKED PLAY DOUGH

Materials: 2 cups all purpose flour, $\frac{3}{4}$ cup salt, $\frac{1}{4}$ cup oil, approximately $\frac{1}{2}$ cup water, food coloring

Procedure: Mix dry ingredients together. Add oil. Add water until you get a nice consistency for molding. Store in airtight container.

Variations: Give each child a small ball and tell them to make a hole in it with their finger. Squirt a drop of food coloring into the hole and then let the child squeeze it to mix the color.

Number Stations (quantities of 3)

Objective/Competency: To count up to quantities of 3
To see that despite differences in appearance quantities remain the same (conservation)
To develop fine motor coordination

Materials: bottle caps or buttons

Number of Players/Participants: 8 children

Procedure:

1. Teacher chooses a number to work with for the day, in this case 3.

- Children work together exploring a given quantity of bottle caps or buttons in this case 3, making as many arrangements as possible. Then let the children write the number on their paper.
- Teacher encourages the children to describe the bottle cap or button patterns in a variety of ways.

Number Books (quantities of 3)

Objective/Competency: To use numerals to describe and record quantities

Materials: cut out pictures from magazines

Procedure:

- Glue the cut out pictures from magazines on sheets of paper. (e.g. 3 pairs of shoes, 3 bottles of juice)
- Bind the paper to make a book

Number Lotto

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: lotto boards, 2 sets of number cards, 0-3

Procedure:

- Give each player a lotto board.
- Players take turns to pick up a card from the deck.
- If the number appears on their board they use this to cover the number up.
- Continue until someone fills their board.

Variation: One person is a caller as in a bingo game. She holds up the number cards and players have to shout out the name of the number in order to claim it to put on their board.

Number Concentration

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-3

Procedure:

- Lay the cards down, either in rows or just anyhow.
- Take turns turning over 2 cards.
- If the cards match, you win them. If not, turn them face down again.
- Player with most number of cards win.

Fishing Game: Numbers

Objective: to recognize and identify numerals

Number of Players/ Participants: 2-4

Materials: fish cut-outs (that have the numbers 0-3 written on them) with paper clip, fishing rod with magnet

Procedure:

- Set up a "fishing area" where fish with shapes are placed on the floor.
- Children take turns using the fishing rod to catch a 'fish'.
- When a child catches a 'fish' he identifies the number written on the fish.
- The next child takes his turn.

Bingo: Numbers (0-3)

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: bingo card for each player calling cards tokens

Procedure:

- Provide each player with a bingo card.
- Assign a student to call out what is written on calling cards.
- First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Snap

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 3 sets of number cards, 0-3

Procedure:

1. Shuffle and deal the cards.
2. The players take it in turns to turn over their top card.
3. If two matching cards are turned over, the first player to shout "snap" wins both the piles concerned.
4. Continue until only one player is left.

Variation: Make a set of cards with the numbers shown in different ways.

Yellow Hunt

Objective/Competency: to recognize colors

Materials: different red objects

Number of Players/Participants: 8 children

Procedure:

1. Tell children to look for yellow objects in the classroom.
2. Ask children to identify the objects that he/she found.

Poster: Yellow Things in the Classroom

Objectives: color recognition

Materials: ¼ manila paper, 1/6 newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to think of yellow objects in their environment.
2. Ask each one to choose at least 2-3 blue objects they would like to draw.
3. Have them draw each yellow object in a small strip of paper.
4. Paste these on the pages on the manila paper.
5. Show the poster to the whole class during Meeting Time.

Sorting : Red/Yellow Objects

Objective/Competency: to recognize colors

Materials: assorted red and yellow objects, red/yellow chart on manila paper, small strips of paper, glue

Number of Players/Participants: 6- 8 children

Procedure:

1. Place the objects in the middle of the table or floor.
2. Let the children sort the objects according to color.
3. Have them draw the objects in strips of paper.
4. Have them glue this on the red/yellow chart/

Color Fishing Game

Objective: to identify primary colors

to sort cards by color

to develop eye-hand coordination

Material: fishing hook

color cards

Number of players/participant: 5-6

Procedure:

1. Arrange the chairs in a circle.
2. Place the color fish cards inside the circle.
3. Ask players to sit on each chair.
4. Each player takes turns fishing a card.
5. Ask each player to identify the color of the fish card that he gets.
6. After all cards have been fished, ask children to sort the cards that they got.
7. Have them count how many of each color did they get.

Color Domino

Objective: to match colors

Material : color domino cards

Number of players/participant: 4-6

Procedure:

1. Deal all cards to the players.
2. The first player lays down a color card.
3. The next player lays down a card that can be connected to either color on the card. Game continues until all cards have been laid down

Mini-book : Yellow Things Around Me

Objective/Competency: color recognition

Materials: individual booklets, pencil, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Ask children to look for yellow objects in the classroom.
2. Have them draw each of these objects on the pages of the booklet.
3. Have them draw other red objects they know of.
4. Let them label their drawings. Take down dictation as needed.

Yellow Poster: Yellow Things in the Classroom

Objective/Competency: color recognition

Materials: ¼ manila paper, 1/6 newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to look for yellow objects in their environment.
2. Ask each one to choose at least 2-3 blue objects they would like to draw.
3. Have them draw each yellow object in a small strip of paper.
4. Paste these on the manila paper.
5. Show the poster to the whole class during Meeting Time.

Yellow Things on My Mind – Meeting Time

Procedure:

1. Tell children you are going to play a guessing game. Today they are going to guess objects in the classroom or school that are yellow.
2. Give 2-3 clues for each object that you will let them guess. For example – It is a fruit. It is green when it is not yet ripe. It is sweet. It has a seed in it.

Shape Lotto

Objective: to match shapes of the same color

Materials: playing board with drawings of different shapes, calling cards with shapes that match playing board

Number of Players/Participants: 1-4

Procedure:

1. Make some boards with shapes drawn on them and cut some shapes out card to match.
2. Teacher holds up each shape in turn for the players to claim.
3. Continue until someone fills up his or her board.

Shape Match

Objectives: to match shapes

Materials: 20 pairs of shape cards

Number of Players/ Participants: 2-4

Procedure:

1. Lay out all shape cards on the table.
2. Each child takes turns look for two identical shape cards.
3. Child names the shape of the card.
4. After all cards have been collected, ask children to sort their cards. Have them count how many of each shape they got.
5. Let them record this on their pad paper.

Bingo: Shapes

Objective: shape recognition

Number of players/participants: 1-4

Materials: shape bingo cards ; individual shape cards

Preparation: Divide pieces of cardboard into 9 sections. Each frame must have a drawing of a shape
Prepare individual cards for each shape. Use these as call out cards.

Procedure:

1. Distribute 1 bingo card to each student.
2. Take one call card at a time and show the shape card to the children.
3. If the child has this shape in his bingo card, he covers this with a token.
4. The first player to cover all shapes in his card wins the game.

Shape Domino

Objectives: To recognize geometric shapes and match geometric shapes that are alike

Materials: set of 28 geometry dominoes

Number of Players/Participants: 6 children

Procedure:

1. All dominoes are placed face down.
2. Each player draws 7 dominoes.
3. A player with a "double" begins play.
4. Each player in turn says the shape names and then plays as in a regular domino game.
5. The winner is the player who has played all dominoes, or the player with the smallest number of dominoes when all players must pass.

Shape Lacing Boards

Objective/Competency: To develop fine motor and eye-hand coordination

Materials: shape cards, strings (old shoelaces or yarn)

Number of Players/Participants: 6 children

Procedure:

1. Give each child a piece of shoelace or yarn and a shape card.
2. Let the children lace the card by pushing the string through the hole of the card.
3. Have them lace as many cards as they can. .

Block Play

Objective: to explore the attributes of 3-dimensional or space figures
to understand the relationship between figures
to build structures using blocks

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Ilang Hakbang?

Objective: to measure distance using non-standard units and tools

Materials: none

No. of Participants: small group

Procedure:

1. Ask children how far the blackboard is from the teacher's table. Ask children how they would attempt to find out. Discuss the different suggestions.
2. Children are instructed to measure distances from one place to another inside the classroom using a step or 'hakbang'.
3. Discuss why some children counted more steps or 'hakbang' than the others. Point out that the step or 'hakbang' of each child may be different from one another, thus making the number of steps or 'hakbang' more or less than that of the others.

C. OTHER LANGUAGE ARTS ACTIVITIES

Same and Different (Pictures)

Objective/ Competency: to identify similar objects

Materials: pictures of common objects

Number of players/ participants: 2-4

Procedure:

1. Ask children choose 2 pictures from the pile.
2. Have them describe each object and tell why they are similar and why they are different.

Picture Puzzle

Objective: fine-motor coordination, visual discrimination

Materials: puzzle pieces

Number of Players/Participants: 6 children

Preparation: Choose 8-10 pictures to mount on boards. Cut this up into 4-6 pieces.

Procedure:

1. Distribute one set of puzzle to each child.
2. Have each one complete the puzzle assigned to him/her.
3. Have them exchange sets as they finish.

Lit-based: Beginning, Middle And End Flip Chart (lit-based) - "Anu-ano ang mga nangyari sa unahan, gitna at hulihan ng kwento?" (Ang Bata sa Basket)

Objective: To identify what happened first, next and last in the story

Number of Players/Participants: 8 children

Materials: one whole bond paper divided into 3 parts (lengthwise)(Teacher writes "Unahan", "Gitna" and "Dulo"), pencils, crayons on top of each column.)

Preparation: Divide the paper into three parts. Write "Beginning" on one column, Middle in the middle column and End in the last column

Procedure:

1. Review the story read the day before. Have them recall what happened in the beginning, middle and end of the story.
2. Give each child a story flip chart and ask him to draw what happened first, next and last in the story.
3. Encourage children to write key words to describe their drawing. Take down dictation if the child cannot do this yet.
4. Post this on the wall.

Literature-based: My Favorite Part of the story

Objective: to recognize colors

Materials: several yellow objects, 1/8 manila paper, 1/4 newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Distribute 1/2 newsprint or bond paper to each child.
2. Have them draw their favorite part of the story read the day before.
3. Ask each child to share their drawing with 1-2 children and tell them why this is his/her favorite part.

Rhyming Word Sit Down - Meeting Time

Procedure:

1. Teacher explains what rhyming words are and gives examples of these. (mat,cat; pen, men)
2. Give examples and non-examples of rhyming words.
3. Introduce the game " Rhyming Word sit down"
4. Children walk around in a big circle taking one step each time a rhyming word is said by the teacher.
5. When the teacher says a word that doesn't rhyme, the children sit down.

she tree flea spree key bee sea went

Rhyme Time – Meeting Time

Objectives: identify words that rhyme

Materials: none

Number of players/participants: whole class during circle time or in half groups

Procedure:

1. Read out two words to the group.
2. Ask the children to put their thumbs up if these two words rhyme –ex. pail- tail cow- pig.
3. Continue to activity until you have read/called out at least 10 pairs of words.

D. SONGS/POEMS/ RHYMES

Where is (child's name)?

sung to the tune of "Where is Thumbkin?"

Where is (child's name)? (2x)
Here I am (2x)
How are you this (morning/afternoon)?
Very well, I thank you.
Please sit down.

I Love My Name (poem)

I love my name
Its my very own
Mommy and daddy
Gave it to me.

Sino Ako?

Ako si Emmanuel
Popoy kung tawagin
Ngalan ko'y maganda
Pagkat sadyang akin.

Ako naman si Linda
Pangalan ko'y maganda
Di ko ipagpapalit
Sa ngalan ng iba.

Ako si Len-Len
Makinis at mabilog
Kaya ang ngalan ko
Si Len-Len na kyut.

Where are the 5 year olds?

Sung to the tune of Where are the boys?

Where are the four years old?
Here we are, Here we are
How are you this morning?
Very well we thank you.
Please sit down
(modify the ages depending on the ages of the children present)

Sing B-I-N-G-O with Your Name

There was a (boy/girl) in the class
And (child's name) was (his/her) name-o
(Spell out child's name here) C-O-C-O-Y, C-O-C-O-Y, C-O-C-O-Y
And (child's name) was (his/her) name-o.

If Your Name Begins with Aa

sung to the tune of "If You're Happy and You Know It"

If your name begins with Aa, clap your hands (2x)
If your name begins with Aa (2x)
If your name begins with Aa, clap your hands.
(modify the letter according to the beginning letters of the children's names)

Kaarawan Ko (poem)

Ako'y may sasabihin
Inyo sanang pakinggan
Bukas tayo'y magsasaya
Bukas ay aking kaarawan.
Ang sabi nga ni Lola,
5 taon ka na
Bilangin ang daliri mo,
Isa, dalawa, tatlo, apat, lima.

E. INDOOR/OUTDOOR GAMES

Name Game

Objective/Competency: To be able to follow the body patterns

Materials: names of the children printed on flashcards

Procedure:

1. All sit on the floor in a circle.
2. Practice the rhythmic pattern for the game.
3. Teacher demonstrates:
 - Lightly hit your knees twice with both hands (count 1-2)
 - Clap hands together twice (count 3-4)
 - Snap the fingers of the right hand then the left hand (count 5-6)
4. Let the children master the rhythmic pattern first.

5. Spread the printed names in the middle of the circle.
6. At the end of the pattern, the child will say her name (I'm Flora). Then get her printed name in the circle and say "This is my name. It reads (Flora)."
7. Repeat the activity until all the children are able to get their own name card.

Your Name And Mine

Materials: one whole sheet of white paper, pencils

Number of Players/ Participants: 8 children

Procedure:

1. Start by having the children write their names in big letters on the top of a piece of paper.
2. Have each child draw a thick line across the paper about two-thirds of the way down.
3. Let the children mingle, comparing their names to see if they have letters in common.
4. If a child (example "Juan") has at least one letter in common with someone (example "Petra"), have (Petra) add her name to the top section of (Juan's) paper and circle the letters that are the same.
5. If a child (example "Juan") has no letters in common with someone (example "Pedro"), have (Pedro) write his name on the section below the line of (Juan's) paper.
6. Guide the children afterwards by asking questions, such as: "Did more children have some letters in common with you or no letters in common with you?" "Who has the most letters in common with you?"

Name Hops

Objective/Competency: To identify one's name

To notice similarities and differences

To solve problems

Materials: cardboards with the children's names

Number of Players/Participants: whole or small group

Procedure

1. Write each child's name on a piece of paper or cardboard.
2. On top of each syllable draw a curved line.
3. By turns, each child jumps the number of syllables his name has.
Ex. Frederick – 3 jumps
(variation: instead of jumping, children clap the number of syllables his name has.)

Ang Bilang ng Edad Ko

Objective/Competency: To identify their age

Materials: number cards - 4, 5 and 6, worksheet, pencil

Number of Players/Participants: 8 children

Procedure:

1. Ilagay sa ibabaw ng mesa ang edad o gulang ng bawat bata ng buong klase siguraduhing tama ang dami ng bilang na 4, 5, 6 ayon sa edad ng mga bata.
2. Papiliin ang bawat bata ng bilang ng kaniyang edad at sabihin: Ako ay _____ na taong gulang na.
3. Ipabakat ang bilang ng kanilang edad sa "worksheet" na inihanda ng guro.

The Birthday Train

Objective/Competency: To identify what he wants for his birthday

Materials: none

Procedure:

1. Ask the children to form a circle.
2. Take the hand of one child.
3. Walk around inside the circle with the child as everyone chants:

*"Come aboard the birthday train,
Come aboard the birthday train,
What do you want for your birthday?
Come aboard the birthday train."*

4. Pause in front of a child.
5. Ask him to say what he wants for his birthday.
6. After he does, ask him to join the train.
7. Continue chanting the verse until all the children had their turn to sell what they want for their birthday.
8. As the game ends, there will be one large birthday train!

KINDERGARTEN CLASS FIRST GRADING DAILY PLANS

WEEK 4: _____

| Monday | Tuesday | Wednesday |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: I have a body. | | |
| MEETING TIME 1: Song: My Toes, My Knees, My Shoulders, My Head Message: I have a body. My body has different parts. I can see some parts. Questions: What are the parts of your body? What parts of the body do you see? | MEETING TIME 1: Song: Paa, Tuhod, Balikat, Ulo Message: I have a body I cannot see some parts Questions: What are the other parts of our body? What parts of the body can we not see? Song: The Two Parts of Me | MEETING TIME 1: Message: I have two hands. I have 5 fingers in each hand. My hands are connected to my arms. I can move my hands in different ways. Questions: Are our hands all the same? How are they the same? How are they different? Song: Lima Ang Daliri |
| WORK PERIOD 1 Teacher-Supervised: Balangkas ng Katawan Ko Independent: <ul style="list-style-type: none"> • Playdough: My Body • Same/Different: Geometric Figures/Designs • Shape Lotto • Shape Puzzles • Writer's Workshop | WORK PERIOD 1 Teacher-Supervised: Body Tracing Poster: What's inside our body? (Internal Body Parts) Independent: <ul style="list-style-type: none"> • Playdough: My Body • Same/Different – Geometric Figures/Designs • Literature-based: Name a Body Part • Shape Lotto • Shape Puzzles | WORK PERIOD 1 Teacher-Supervised: Hand Tracing Hand Printing Independent: <ul style="list-style-type: none"> • Body Lotto • Literature-based: Name a Body Part • Blue Hunt • Poster: Blue Things In The Classroom • Writer's Workshop |
| MEETING TIME 2: Ask children to name the body parts in the "Balangkas ng Katawan" <i>Note: Introduce both English and Filipino terms</i> Song: Everybody Do This | MEETING TIME 2: Introduce the poem " Inside Me" . Song: Head, Shoulders, Knees and Toes | MEETING TIME 2: Song: Reaching With My Arms Message: We see blue things around us. Questions: What blue things do you see in our classroom? Who are wearing blue? Whose favorite color is blue |
| Supervised Recess | Supervised Recess | |
| STORY: This is My Body | STORY: Nagsasabi na si Patpat | STORY: Planetang Asul |
| WORK PERIOD 2: Teacher-Supervised: Height Chart: Gaano Ka Katangkad? (nonstandard units and tools) | WORK PERIOD 2: Teacher-Supervised: Who Has More: comparing up to quantities of 3 (2 groups only) Comparing Numbers: A Game for Partners (up to 3) | WORK PERIOD 2: Teacher-Supervised: Who Has More: comparing up to quantities of 3 (2 groups only) Comparing Numbers: A Game for Partners (up to 3) |
| Independent:: <ul style="list-style-type: none"> • Block Play • Playdough Numerals (1, 2, 3) • Number Stations (inch cubes or squares) • Number Books (squares) • Number Concentration (0-3)/ Number Lotto (0-3) • Fishing Game: Numbers (0-3)/ Bingo: Numbers (0-3) | Independent:: <ul style="list-style-type: none"> • Block Play • Playdough Numerals (1, 2, 3) • Number Stations (inch cubes or squares) • Number Books (squares) • Number Snap (0-3) • Fishing Game: Numbers (0-3)/ Bingo: Numbers (0-3) | Independent:: <ul style="list-style-type: none"> • Block Play • Comparing Numbers: A Game for Partners (up to 3) • Playdough Numerals (1, 2, 3) • Writing Paper s (1) • Number Snap (0-3) • Number Concentration (0-3)/ Number Lotto (0-3) |
| INDOOR ACTIVITY: Move that Body PEHT p.55) | INDOOR ACTIVITY: Sabi ni Pedro PEHT p.51 | • OUTDOOR ACTIVITY: Movement Exploration PEHTp.219 |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| CONTENT FOCUS: I have a body. | | |
| MEETING TIME 1: Song: Hokey Pokey/ Kanang Kamay Message: I use my hands for doing different things. Questions: Why do you think we need a pair of hands for? How hard do you think it is to live without 1 or 2 hands? | MEETING TIME 1: Song: I Can Do Many Things PEHT p. 162 Message: I have 2 feet. I have five toes in each foot. My feet are connected to my legs I can move my feet in many ways. Questions: Are all our feet the same? How are they the same? How are they different? | |
| WORK PERIOD 1 Teacher-Supervised: Hand Fan Hand Tracing/ Hand Printing Independent: <ul style="list-style-type: none"> • Hand Shape Book • Body Lotto • Spot the Odd One Out (shapes, designs) • Mini-book : I See Blue Things Around Me • Letter Lotto • Find a Match (Letters) | WORK PERIOD 1 Teacher-Supervised: Foot Tracing Foot Printing Independent: <ul style="list-style-type: none"> • Hand Shape Book • Picture Memory Game • Spot the Odd One Out (shapes, designs) • Letter Lotto • Find a Match (letters) • Writer's Workshop | |
| MEETING TIME 2: Poem: One, Two, How Do You Do? | MEETING TIME 2.: Poem: One, Two, How Do You Do? <i>Recite the poem in a round</i> | |
| Supervised Recess | Supervised Recess | |
| Story: Si Hinlalaki | STORY: I like Me | |
| WORK PERIOD 2: Teacher-Supervised: Classification: Colors Independent:: <ul style="list-style-type: none"> • Block Play • Comparing Numbers: A Game for Partners (up to 3) • Playdough Numerals (1, 2, 3) • Writing Paper s (1) • Number Snap (0-3) • Number Concentration (0-3)/ Number Lotto (0-3) | WORK PERIOD 2: Teacher-Supervised: Color Pattern (using red-blue-yellow) Independent:: <ul style="list-style-type: none"> • Block Play • Classification: Colors • Comparing Numbers: A Game for Partners (up to 3) • Playdough Numerals (1, 2, 3) • Writing Paper s (1) • Fishing Game: Numbers (0-3)/ Bingo: Numbers (0-3) | |
| INDOOR/OUTDOOR ACTIVITY: Circle Blind Guess | INDOOR/OUTDOOR ACTIVITY: Don't Touch PEHT p.53 | |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | |

APPENDIX: WEEK 4

A. THEME-RELATED ACTIVITIES

Balangkas Ng Katawan Ko

Objectives: Naipahahayag ang pagkamalikhain sa pagbawat sa papel ng bahagi ng katawan.

Natutukoy ang iba't-ibang bahagi ng katawan

Materials: papel na malapad, krayola o lapis, pandikit

Number of Players/Participants: 8 children

Procedure:

1. Ilatag ang papel sa sahig.
2. Pahigain ang bata sa papel.
3. Pasundan sa kaklase ang balangkas ng katawan ng batag nakahiga.
4. Pakulayan ang loob ng balangkas.
5. Ipagupit at ipadikit sa isang papel na may patigas.
6. Gawin ito sa lahat ng mga bata.
7. Sulatan ng pangalan ang bawat balangkas.
8. Paguhitan ang mata, ilong, at bibig ang mukha ng balangkas.
9. Maaring lagyan ng may-ari ang kanyang balangkas ng baro, kamiseta, ribbon sa ulo, o anuman bagay na mapagkakakilanlan sa kanya.
10. Ibitin sa dingding palibot sa silid aralan ang mga balangkas ng katawan.

Body Tracing Poster: What's Inside Our Body?

Objective/Competency: To identify the parts that is inside the body and their functions

Materials: half-sized manila paper, marking pen, paste/glue, cut out pictures of brain, heart, lungs, stomach, bones and muscles and word cards of these body parts

Number of Players/Participants: 8 children

Procedure:

1. Create a life size drawing of the body by tracing one of the members of the group.
2. The rest of the members of the group will paste the picture of internal body parts on the right spot with the word/name cards.
3. Let the children identify the function of each body part. (Example: heart - pumps blood through our body, lungs helps us to breathe, stomach turns food to energy, etc.)

Playdough : My Body

Objective/Competency: To identify the different body parts

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let the children form the whole body of a person.
3. Ask them to identify the different body parts as they create.

Body Lotto

Objective/Competency: body part recognition

Materials: body part lotto cards, individual body parts cards

Number of players/participant: 3-4 players or it can also be played by just one child

Procedure:

1. Distribute lotto cards and individual body part cards that correspond to the ones in the lotto card.
2. Ask children to match body parts.
3. Have them identify the body part as they match the cards.

Hand Print

Materials: paint, water, tissue paper, manila paper

Number of Players/Participants: 8 children

Procedure

1. Dilute paint in water.
2. Pour a small amount of this on paper plate.

3. Put tissue paper on the paper plate. (This will prevent the paint from splashing once the children start dipping their hands into the paint.
4. Have each child dip his hand into the paint then d let him stamp this on the manila paper.
5. Ask the child to label her hand.
6. Write the title " This my handprint !! "

Hand Tracing

Objective/Competency: tracing

Materials. construction paper or bond paper, scissors, glue, manila paper

Procedure:

1. Give each a child a piece of paper.
2. Have him trace his hand on it.
3. Teacher cuts this out.
4. Ask children to glue their hand cut-out on manila paper.

Hand Fan

Materials: pencil , crayons ,cardboard, popsicle stick

Number of Players/Participants: 8 children

Procedure:

1. Help each child trace his/her hand on a cardboard.
2. Cut the outline of the hand.
3. Stick to this to a cardboard
4. Have the child design his/her hand fan.

Hand Shape Book – I Feel With My Hands

Objective/Competency: To identify things we can touch

Materials: 6-8 pages of ½ crosswise paper, pencils, crayons, stapler (Teacher writes the title on each of the booklets.)

Number of Players/Participants: 8 children

Procedure:

1. Teacher traces the handprint of each child and cuts out at least 6-8 pages of that handprint. She staples the pages together.
2. Let the children write their name on the cover page of the booklet.
3. Ask each child to think of things that he can touch.
4. For every page in the booklet, each child will draw an object that he can touch.
5. Take down dictation as each child describes his drawing.

Foot Tracing

Objective/Competency: tracing

Materials. construction paper or bond paper, scissors, glue, manila paper

Procedure:

5. Give each a child a piece of paper.
6. Have him trace his foot on it.
7. Teacher cuts this out.
8. Ask children to glue their hand cut-out on manila paper.

Foot Print

Materials: paint, water, tissue paper, manila paper

Number of Players/Participants: 8 children

Procedure

1. Dilute paint in water.
2. Pour a small amount of this on paper plate.
3. Put tissue paper on the paper plate. (This will prevent the paint from splashing once the children start dipping their hands into the paint.
4. Have each child dip his hand into the paint then d let him stamp this on the manila paper.
5. Ask the child to label her foot.
6. Write the title " This my footprint !! "

B. OTHER MATH ACTIVITIES

Block Play

Objective: to explore the attributes of 3-dimensional or space figures
to understand the relationship between figures
to build structures using blocks

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Same and Different (geometric figures/designs)

Objective/ Competency: to identify similar objects

Materials: picture cards, category cards

Number of players/ participants: 2-4

Preparation: Prepare several cards with similar geometric figures/ designs as well as different geometric figures/ designs

Procedure:

1. Have each child pick out 2 picture cards and tell whether the pictures are the same or different from one another/
2. If they are the same, have him place this under the category card "SAME". Let the child explain why the geometric figures/designs are the same.
3. If the pictures are different from each other, have him place this under the category card "DIFFERENT".
4. Let the child explain why the geometric figures/designs are different from each other.

Blue Hunt

Objective/Competency: color recognition

Materials: several blue objects, 1/8 manila paper, ¼ newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to look for blue objects in the classroom.
2. Ask children to identify the objects that he/she found.
3. Have them draw the blue objects that they find in small strips of paper.
4. Paste this on 1/8 Manila paper.

Poster: Blue Things in the Classroom

Objectives: color recognition

Materials: ¼ manila paper, 1/6 newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to think of blue objects in their environment.
2. Ask each one to choose at least 2-3 blue objects they would like to draw.
3. Have them draw each blue object in a small strip of paper.
4. Paste these on the pages on the manila paper.
5. Show the poster to the whole class during Meeting Time.

Mini-book : I See Blue Things Around Me

Objectives: color recognition

Materials: individual booklets, pencil, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Ask children to look for blue objects in the classroom.
2. Have them draw each of these objects on the pages of the booklet.
3. Let them label their drawings. Take down dictation as needed.

Classification: Color

Objective: to classify objects according to color

Materials: objects of different colors: red, blue and yellow
3 boxes, 1 labeled RED, 1 labeled BLUE, 1 labeled YELLOW

No. of Participants: 1-4

Procedure:

1. Children are given a junk box filled with objects that come in 3 colors: red, blue and yellow.
2. Children determine which box to place each object in depending on its color

Color Pattern: Red-Blue-Yellow

Objective: to extend and reproduce a pattern

Materials: block or cards of 3 different colors: red, blue and yellow

No. of Participants: 2-4

Procedure:

1. Children take turns using the blocks or card to make color patterns.
2. Other children in the group reproduce or extend the pattern made

Shape Lotto

Objective: to match shapes of the same color

Materials: playing board with drawings of different shapes, calling cards with shapes that match playing board

Procedure:

1. Make some boards with shapes drawn on them and cut some shapes out card to match.
2. Teacher holds up each shape in turn for the players to claim.
3. Continue until someone fills up his or her board.

Shape Puzzles

Objective/Competency: fine motor coordination; shape recognition

Materials: 6-8 sets of shape puzzles

Preparation: Make shape boards cut out in 3-4 puzzle pieces.

Number of Players/Participants: 2-4 children

Procedure:

1. Distribute one set of shape puzzle to each child.
2. Have him assemble the pieces to form a shape.
3. Ask him to draw each shape he has formed on his paper.

Spot the Odd Out (geometric figures and designs)

Objective/Competency: To identify the picture that does not belong in a given series

Materials: picture cards shapes and designs, counters

Participants: 8 children

Procedure:

1. Distribute "a spot the odd one out card" to each child.
2. Let him identify the picture in the cards.
3. Ask each child to put a counter over the picture that is different from the rest.

Who Has More?

Objective: to compare quantities up to 3

Materials: assorted materials such as toothpicks, buttons, marbles

No. of Participants: 1 or more

Procedure:

1. Put out about three saucers, each with a different number of things in, for example, three peas, two pebbles, one marble.
2. The child points at two saucers and chooses without counting out, which has more.
3. Child then checks by pairing up the contents of the two saucers.

Variations:

1. Put the same number of things in two of the saucers.
2. Put three big things and three small things in another saucer.
3. Put out bigger number of things.

Comparing Numbers – A Game For Partners

Objective: Compares quantities

Number of Players/ Participants: 3 pairs

Materials: clothespins, small card numbers, More/less spinner

1. Each player draws a numeral card from a pile of cards.
2. They each build the appropriate clothespin stack to match their cards.
3. One child turns the more/less spinner. If it lands on less, the partner whose stack has lesser clothespins wins both stacks. If the spinner lands on more, the partner with more clothespins wins both stacks.
4. They continue to take turns, each accumulating clothespins.
5. When the time is up or the children decide to end the game, they snap together all the clothespins. They turn the spinner to see if the person who has accumulated more or less clothespins is the winner.

Playdough Numerals (1-3)

Objective/Competency: To identify the numerals 1, 2 and 3

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them to form the numerals 1, 2 and 3.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

Writing Papers (1)

Objective: to learn sequence
To observe the form of each numeral
To develop eye-hand coordination

Materials: writing papers (with number dot patterns for each numeral)
crayon

Number of participants: individual

Procedure:

- Each child is given a writing paper with the numeral he is working on, in this case 1.
- Children use a crayon to connect the dots of the number pattern.

Number Stations (quantities of 3)

Objective/Competency: To count up to quantities of 3
To see that despite differences in appearance quantities remain the same (conservation)
To develop fine motor coordination

Materials: 1"x1" pieces of squares or inch cubes

Number of Players/Participants: 8 children

Procedure:

1. Teacher chooses a number to work with for the day, in this case 3.
2. Children work together exploring a given quantity of toothpicks, in this case 3, making as many arrangements as possible. Then let the children write the number on their paper.
3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.

(Variation: children can explore other materials such as pebbles, popsicle sticks, blocks and others.)

Number Books (quantities of 3)

Objective/Competency: To use numerals to describe and record quantities

Materials: 1"x1" pieces of squares

Procedure:

Glue the designs from the Number Stations activity on sheets of paper. Bind the paper to make a book

Variation: Help your child to draw pictures or glue in pictures from magazines of things that are important to him and write a number caption underneath (e.g. 3 pairs of shoes, 3 bottles of juice)

Number Lotto

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: lotto boards, 2 sets of number cards, 0-3

Procedure:

1. Give each player a lotto board.
2. Players take turns to pick up a card from the deck.
3. If the number appears on their board they use this to cover the number up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a bingo game. She holds the number cards and players have to shout out the name of the number in order to claim it to put on their board.

Number Concentration

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-3

Procedure:

1. Lay the cards down, either in rows or just anyhow.
2. Take turns turning over 2 cards.
3. If the cards match, you win them. If not, turn them face down again.
4. Player with most number of cards win.

Fishing Game: Numbers

Objective: to recognize and identify numerals

Number of Players/ Participants: 2-4

Materials: fish cut-outs (that have the numbers 0-3 written on them) with paper clip, fishing rod with magnet

Procedure:

1. Set up a "fishing area" where fish with shapes are placed on the floor.
2. Children take turns using the fishing rod to catch a 'fish'.
3. When a child catches a 'fish' he identifies the number written on the fish.
4. The next child takes his turn.

Bingo: Numbers (0-3)

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials : bingo card for each player calling cards tokens

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Snap

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 3 sets of number cards, 0-3

Procedure:

1. Shuffle and deal the cards.
2. The players take it in turns to turn over their top card.
3. If two matching cards are turned over, the first player to shout "snap" wins both the piles concerned.
4. Continue until only one player is left.

Variation: Make a set of cards with the numbers shown in different ways.

Height Chart: Gaano Ka Katangkad

Objective: to measure height using nonstandard units and tools

Number of players/ participants: 6-8 at a time

Materials: strips of old newspaper about 1 inch thick glue Manila paper

Procedure:

1. Ask the children to form a line from shortest to tallest. Encourage them to compare heights among themselves
2. Children get strips of newspaper and glue about 2 or more strips together.
3. By pairs, children measure each other's height using the newspaper strips.

4. Glue the newspaper strips on the sheet of Manila paper from shortest to longest. Label the strip with each child's name.
5. Now compare the result of the Height Chart with the results of the discussion earlier when the children formed a line.

C. OTHER LANGUAGE ARTS ACTIVITIES

Writer's Workshop

Objective/Competency: to develop expressing language skills

Materials: individual booklets, pencil, crayons or markers

Number of Players/Participants: any number

Procedure:

1. Distribute individual booklets or loose pages to each child.
2. Have him draw on the pages of this booklet.
3. Let him color his work.
4. Ask him to write/dictate to you the title of his story.

Note: In the initial stages of writer's workshop, the child must be allowed to draw whatever he wants on the pages of this booklet. Have him tell you what he drew and take down dictation as needed OR if the child can already write letters, encourage him to write key words to describe what he drew.

As the child gains more confidence in writing, he can be encouraged to write his own stories. It could be about a personal experience or something he read about or an original one. Have him think about what happens in the beginning, middle and end of his story.

Writer's Workshop must be done at least 3x a week.

Lit-based Activity: Name the Body Part

Objective/Competency: To make personal connections

Materials: ½ sheet crosswise white paper, pencils, crayons

Number of Players/Participants: 10 children

Procedure:

1. Ask the children to give one body part mentioned in the story and tell us what that body part can do.
2. Give each child a piece of paper and ask him to draw his answer
3. Take down dictation as needed.
4. Compile the stories and make it into a book. Write the title of the book.

Letter Lotto

Objective/Competency: letter recognition

Materials: lotto cards

Number of players/participant: 3-4 players or it can also be played by just one child

Procedure:

1. Distribute lotto cards and individual letter cards that correspond with the letters on the lotto cards.
2. Students match individual letter cards with the letters on the lotto board.
3. Students exchange cards after. Give each child a chance with all the lotto cards.

Variation : You can do this for lower case letters as well. At a later stage of the school year, you may also provide upper/lower case lotto where children will match upper and lower case letters instead of just matching identical letters.

Find a Match (letters)

Objective/Competency: matching letters

Materials: 15 pairs of identical letters

Number of players/participant: 3-4 players or it can also be played by just one child

Procedure:

1. Spread individual letter cards upside down on the table (or floor) .
2. Each one in the group takes turns looking for pairs of identical letters.
3. As each one picks a pair, the group sounds out the letter, give its letter name and thinks of one word that begins with this particular letter.

Picture Memory Game

Objective: to match identical pictures

Material : 10 pairs of upper case letters

Number of players/participant: 5-6

Procedure:

1. Place all cards on the table face down.
2. Each player turns over two cards during his turn. If he gets a pair of identical picture cards, he gets to keep the pair and takes another turn.
3. If the picture cards do not match, the player puts back the cards into their original places.
4. The player who is able to get the most number of pairs wins the game.

D. SONGS/POEMS/ RHYMES

My Toes, My Knees, My Shoulders, My Head

My toes, my knees, my shoulders, my head (3x)
Let's clap our hands together.

Head, Shoulders, Knees And Toes

Head, shoulders, knees and toes
Knees and toes
Head, shoulders, knees and toes
Knees and toes
Eyes and ears and mouth and nose
Head, shoulders, knees and toes
Knees and toes

Reaching with my Arms

I reach with my one arm, then with the **other**
I reach for my sister, I reach for my **brother**,
I reach for my ceiling, I reach for the **wall**,
I reach for so many things, I reach for them **all**.

Hokey, Pokey

Put your right hand in
Put your right hand out
Put your right hand in
And shake it all about
And do the hokey, pokey
And you turn yourself around
That's what it's all about.

Change right hand with: left hand, right foot, left foot, head, body

Everybody Do This...Just Like This

Everybody do this, do this, do this (2x)
Just like this.

Teacher makes a body movement, example, clapping hands, and the children imitate her while they are singing.

Paa, Tuhod, Balikat, Ulo

Paa, tuhod, balikat, ulo (3x)
Magpalakpakan tayo.

Sampung Mga Daliri

Sampung mga daliri
Kamay at paa
Dalawang tainga
Dalawang mata
Ilong na maganda

The Two Parts Of Me

I have two hands to clap (clap) when I am happy,
I have two lungs to breath (take a deep breath) for me to live,
I have two eyes to see (point to eyes)the beauty that surrounds me,
I have two legs to run and jump (jog in place) with playmates,
I have two ears to hear (cup hands to ears) what teacher will tell me

Kanang Kamay

Kanang kamay
Sa harap ilagay
Kanang kamay sa likod
Kanang kamay
Sa harap ilagay
Kumendeng-kendeng at umikot-ikot

Baguhin ang kanang kamay nang: kaliwang kamay, kanang paa, kaliwang paa, ulo, buong katawan

| BATANG MUNTI | BISIG | BALIKAT | BUHOK |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Ako'y batang munti Na may laging mithi Maganda ang ugali Mabuti ang gawi Kahit batang munti | Itong ating bisig Matatag, makisig Kung magkakabigkis Lahat makakamit Dito sa daigdig | Sukatan ng lakas Ang ating balikat Kung may binubuhat Bagay na mabigat Dito sumasadlak | Itong ating buhok Tuwid man o kulot Sa ulo ay suklob Pampagandang lubos Kaloob ng Diyos |

Instructions for Meeting Time 2

Starting this week you will start introducing rhyming poems, songs and jingles for rhyme play. Every week, try to introduce 1-2 rhymes that children can learn well. In introducing a new poem or song, first read or recite it for the children first, emphasizing its rhythm and exaggerating its rhymes. Then have children repeat each line in unison.

Introduce the following variations when reciting the poems.

*Recite the poem in whispers but say the rhyming words aloud.
Recite the poem in very loud voices, but whisper the rhyming words.
Recite the poem in crescendoing voices, getting louder and louder as you go.
Recite the poem in decrescendoing voices, getting softer and softer as you go.
Recite the poem in a round.
Seat the children in a circle and ask them to recite successive lines of the poem, one at a time, in turn.
Seat the children in a circle, and ask them to recite successive words of the poem one at a time, in turn.*

Source: Phonemic Awareness in Young children by Marilyn Adams, Barbara Foorman, Ingvar Lundberg and Terri Beeler

One, Two, How do you do ? (POEM)

1,2, how do you do ?
1,2,3, clap with me
1,2,3,4, jump on the floor
1,2,3,4,5, look bright and alive
1,2,3,4, 5,6, your shoe to fix
1,2,3,4,5,6,7, to look up to heaven
1,2,3,4,5,6,7,8, draw a round plate
1,2,3,4,5,6,7,8,9, get in line.

E. INDOOR/OUTDOOR GAMES

Move That Body

Objective/Competency: To demonstrate movement of different body parts

Materials: CD player, CD (music)

Procedure:

- Children and teacher do deep breathing and other simple stretching exercises to loosen tight muscles, concentrating on certain body parts. Example: hand, feet, head
- The teacher starts the music and tells the children: "Move your hand...feet...etc" in any way you want.
- Children move their body parts with music.
- End the activity with deep-breathing exercise.

(Note: Direction of the movement varies – example: up and down, back and forth, etc. The quality of movement can also be varied – example: slow and fast, quiet and loud, light and heavy, happy and sad. Different kinds of music can be used in various movements.)

Sabi ni Pedro

Objective/Competency: To learn to hear discriminately and able to follow instruction.

Materials: wala

Number of Players/Participants: buong klase

Procedure:

- Hatiin ang klase sa dalawang pangkat. layos nang pabilog ang bawat pangkat.
- Pansamantalang magtalaga ng "Pedro" sa bawat pangkat at patayuin siya sa gitna ng bilog.
- Magbibigay siya ng mga utos tulad ng "Hawakan ang ilong," "Hawakan ang mata," at iba pa.
- Ang utos ay maaring pangunahan o hindi ng mga salitang "Sabi ni Pedro." Hindi dapat sundin si "Pedro" kapag ang utos ay walang pang-unang salitang "Sabi ni Pedro". Halimbawa: "Hawakan ang leeg." (Hindi dapat sundin.) "Sabi ni Pedro, hawakan ang leeg." (Sundin ito.)
- Maaring ibang bahagi ng katawan ang hawakan ni Pedro kaysa sa kanyang sinasabi upang lituhin ang mga bata.
- Ang batang magkamali ang magiging bagong "Pedro."

Circle Blind Guess

Arrange all but one of the group of players in a single circle, players, holding hands and facing in. Appoint the extra player X, blindfold him and place him in the center of the circle. At a signal, X runs after the players in the circle, attempting to catch one. The circle may move to prevent X from catching one of its members, accommodating its movements to those of X. The players, however, must continue clasping each others hands. The chase continues until a player, attempting to discover who he is. He has two guesses as to reveal the identity of the caught player. If he fails, he remains X and returns to the center of the circle. At another signal, the game is restated. If he succeeds in identifying the player, the two exchange offices and the game continues.

Movement Exploration (PEHT p. 219)

Don't Touch (PEHT p. 53)

KINDERGARTEN CLASS FIRST GRADING DAILY PLANS

WEEK 5: _____

| Monday | Tuesday | Wednesday |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: I have a body. I have senses that help me learn | | |
| MEETING TIME 1: Message: I use my feet to do different things. Questions: What do you think will happen if you do not have feet? | MEETING TIME 1: Message: I have two eyes. I see with my eyes. Questions: What can we see around us? | MEETING TIME 1: Message: I have two eyes. I see with my eyes. Questions: What will happen if you cannot see well in class? How can poor eyesight affect learning? What can you do if you have poor eyesight? |
| WORK PERIOD 1 Teacher-Supervised: Foot Poster Independent: <ul style="list-style-type: none"> • Fingerpainting: Exploration • Foot Tracing • Foot Printing • Foot Shape Book • Shape Lacing : Circles • Letter Fishing Game • Same and Different: Letters • Writers' Workshop | WORK PERIOD 1 Teacher-Supervised: Silly Faces Literature-based: Character Mask Independent: <ul style="list-style-type: none"> • Mga Mata PEHT p. 50 • Mini-book: I see things around me • Circle Hunt • Shape Poster: Circles • Shape Lacing Cards • Same and Different: Letters • Letter Fishing Game | WORK PERIOD 1 Teacher-Supervised: Literature-based: What Did You See? Independent: <ul style="list-style-type: none"> • Shape Book: Circles • Use Your Eyes PEHT p. 95 • Chart: Things I See at Home/ In School • Spin a Bottle (colors) • Writers' Workshop |
| MEETING TIME 2: Message: We see round objects around us. A circle does not have straight sides and pointed corners. Questions: What round objects do you see around us? | MEETING TIME 2: Tula: Mata <i>Pag-usapan ang gamit ng mga mata sa tula.</i> | MEETING TIME 2: Song: Do You Know? ... Activity: Does It Rhyme? |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: Ang Bilog na Itlog | STORY: Ang Mukha ni Bito | STORY: Si Dilat, Si Pikit, Si Kindat, Si Kurap |
| WORK PERIOD 2: Teacher-Supervised: Literature-based: Story Map: Saan pumunta ang bilog na itlog ? Independent:: <ul style="list-style-type: none"> • Mobile: Mga bagay na nakita ng bilog na itlog • Block Play • Playdough • Bead stringing • Number Books : Mga Bilog na Itlog • It's a Match | WORK PERIOD 2: Teacher-Supervised: Scrapbook Independent:: <ul style="list-style-type: none"> • Block Play • Playdough • Bead stringing • Number Stations/ Number Books • Writing Papers (2) • Number Concentration (0-3)/ Number Lotto (0-3)/ Fishing Game: Numbers (0-3)/ Bingo: Numbers (0-3)/ Number Snap (0-3) | WORK PERIOD 2: Teacher-Supervised: Character Mask Independent:: <ul style="list-style-type: none"> • Literature-based: What did you see ? • Block Play • Playdough • Number Stations/ Number Books • Writing Papers (2) |
| INDOOR/OUTDOOR ACTIVITY: People Counting Games: Hopping Forward and Bouncing Ball (1, 2, 3) | INDOOR/OUTDOOR ACTIVITY: Let's See PEHT p. 48 | INDOOR/OUTDOOR ACTIVITY: Circle Game |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| CONTENT FOCUS: I have a body. I have senses that help me learn. | | |
| MEETING TIME 1: Tula: Pandinig Message: I have 2 ears. I hear with my ears. Questions: What sounds can we hear? | MEETING TIME 1: Message: I have 2 ears. I hear with my ears. Questions: What will happen if you cannot hear well in school? At home? What do some sounds mean? (ex. sirens, bells) | |
| WORK PERIOD 1 Teacher-Supervised: Sensory Walk: Listening to Sounds Around Us Poster: Sounds We Hear In School Independent: <ul style="list-style-type: none"> • Finger painting Exploration • Spin a Bottle (colors) • Sound tracks • Sound Cans • Color Memory Game • Letter Fishing Game • Senses PEHT p. 47-48 | WORK PERIOD 1 Teacher-Supervised: Poster: What objects make sounds? Independent: <ul style="list-style-type: none"> • Finger painting Exploration • Sound cans • Ear Book: I can hear different sounds • Toss a Rubber (colors) • Color Memory Game • Writers' Workshop | |
| MEETING TIME 2: Activity: Making Sense of Sentences | MEETING TIME 2: Message: Some sounds are high and some are low. Some sounds are soft and some are loud. Activity: Sound Trip: Two Little and Ikot-ikot | |
| Supervised Recess | Supervised Recess | |
| STORY: We Hear with Our Ears | STORY: Ang Kuya ni Karina | |
| WORK PERIOD 2: Teacher-Supervised: Ribbon Me Independent:: <ul style="list-style-type: none"> • Matching Lids with Boxes • Number Stations/ Number Books • Number Concentration (0-3)/ Number Lotto (0-3)/ Fishing Game: Numbers (0-3)/ Bingo: Numbers (0-3)/ Number Snap (0-3)/ Mixed Up Numbers (0-3) | WORK PERIOD 2: Teacher-Supervised: Fruit and Vegetable Patterns Independent:: <ul style="list-style-type: none"> • Matching Lids with Boxes • Number Stations/ Number Books • Number Concentration (0-3)/ Number Lotto (0-3)/ Fishing Game: Numbers (0-3)/ Bingo: Numbers (0-3)/ Number Snap (0-3) | |
| INDOOR/OUTDOOR ACTIVITY: Where's the Sound? | INDOOR/OUTDOOR ACTIVITY: Here I Am | |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | |

APPENDIX: WEEK 5

A. THEME-RELATED ACTIVITIES

Foot Poster: We use our feet to do different things.

Objectives: tracing

Number of Players/Participants: 6-8 students

Materials. construction paper or bond paper, scissors, glue, manila paper

Procedure:

1. On each foot cut-out, have a child draw/write about one thing he/she can do using her feet e.g. dance, climb, jump
2. Have children paste their drawings on the manila paper.
3. Write the title "We use our feet to do different things."

Foot Tracing

Objectives: tracing

Materials construction paper or bond paper, scissors, glue, manila paper

Procedure:

1. Give each a child a piece of paper.
2. Have him trace his foot on it.
3. Teacher cuts this out.
4. Ask children to glue their hand cut-out on manila paper.

Foot Print

Materials: paint, water, tissue paper, manila paper

Number of Players/Participants: 8 children

Procedure

1. Dilute paint in water.
2. Pour a small amount of this on a small basin.
3. Put tissue paper on the basin. (This will prevent the paint from splashing once the children start dipping their foot into the paint.
4. Have each child dip his foot into the paint then let him stamp this on the manila paper.
5. Ask the child to label her foot.
6. Write the title " This my footprint !! "

Foot Shape Book

Objectives: identify things we can do with our feet

Materials: 6-8 pages of ½ crosswise paper, pencils, crayons, stapler (Teacher writes the title on each of the booklets.)

Number of Players/Participants: 8 children

Procedure:

- Teacher traces the footprint of each child and cuts out at least 6-8 pages of that footprint. She staples the pages together.
- Let the children write their name on the cover page of the booklet.
- ON each page of the booklet, have them draw things that they can do with their feet..
- Take down dictation as needed.

Silly Faces

Objectives: To identify the different parts of the face

Materials: big cut-out circle from a white paper, old magazines, scissors, paste/glue

Number of Players/Participants: 8 children

Procedure:

1. Look for the different facial features in the magazines and cut them out.
2. Paste them on the white paper to form a face.

Mini-book – I can see many things around me.

Objectives: To identify and describe the things in the environment

Materials: mini-books, pencil, crayons, paste/glue,

Participants: 8 children

Procedure:

1. Distribute the booklets to each child.
2. On the first page, have the child draw objects of different colors.
3. On the second page, let the child draw objects of different shapes.
4. On the third page, let the child draw objects of different sizes.
5. Take down dictation as needed.

Mga Mata PEHT p.50

Use your eyes PEHT p.95

Senses PEHT p.47-48

Chart: Things I See at Home/In school

Objectives: to identify things in the environment

Materials: ½ bond paper or pad paper

Number of Players/Participants: any number

Procedure:

1. Ask each child to make a chart like the one below. On the left column, have HIM write “HOME” and on the other column, have him write “SCHOOL”

| <u>HOME</u> | <u>SCHOOL</u> |
|-------------|---------------|
| | |

2. Have him/her draw things that he/she sees at home and in school on the respective columns.

Sound cans

Objectives: To match identical sounds

Materials: yakult bottles(cover it with art paper), or yogurt cups, a little amount of sand, mongo seeds, stones, buttons,

Preparation: Prepare sound cans using yakult bottles. For each pair of bottles, put in a particular object/objects that make a sound.

e.g. mongo seeds, sand, pebbles

Participants: 8 children

Procedure:

1. Ask a child to shake a bottle and guess what is inside.
2. Then have him look for a bottle that matches with the one he is holding.
3. After he has found one, let another child do the same thing.
4. Activity continues until everyone has tried finding a match.

Sound tracks

Objectives: To identify environmental sounds

Materials: tape recorder (Teacher will record different sounds e.g. doorbell, telephone, clap, etc.)

Preparation: Teacher records different environmental sounds e.g. animal sounds, bell, dripping of water, telephone/cellphone

Participants: 8 children

Procedure:

1. Teacher plays the recorder.
2. Children listen to a particular sound and identify what it is.
3. After the activity, have children draw things that make sounds.

Sensory Walk – Listening to sounds around us

Objectives: To identify the different sounds around us

Materials: notebook and pen for Teacher’s use only (Teacher brings a notebook and pen to take down notes of the things that the children will see).

Number of Players/Participants: 8 children

Procedure:

1. Teacher tells the children that they are going on a listening walk.

2. Ask this question "What body part do we need to be able to listen to the sounds around us?" Remind the children to refrain from talking to be able to hear the sounds very well.
3. Walk around the school and stop at certain spots where there are distinctive sounds – children shouting, music playing, etc.
4. Teacher asks them what they can hear around them.
5. Teacher takes note of their answers. This list will be used in other activities.

Poster : Sounds We Hear In School

Objectives: To differentiate the different sounds around us

Materials: manila paper, scratch papers, pencil, crayons, paste/glue

Participants: 8 children

Procedure:

1. Ask the children to recall the things they heard when they went around the school.
2. Give each child a piece of paper and ask him to draw his answer
3. Take down dictation as each child tells you what he drew or you can sound out the letters while guiding him how to write the letters.
4. Paste their answers in the manila paper. Write the title of the activity.

Ear Book: I can hear different sounds

Objectives: To differentiate the different sounds around us

Materials: shape booklets (ear shape), markers, crayons, pencils

Participants: 8 children

Procedure:

1. On each page, ask children to list down things that make sounds in the environment.
2. Take down dictation as needed.
3. Write the title " I can hear different sounds. "

B. OTHER MATH ACTIVITIES

Circle Hunt

Objectives: to identify round objects in the environment

Materials: several square objects, 1/8 manila paper, ¼ newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to look for triangular objects in the classroom.
2. Ask children to identify the objects that they found.
3. Have them draw the round objects in small strips of paper.
4. Paste these on 1/8 Manila paper.
5. Write the title " There are round objects around us. "

Shape Lacing: Circle

Objectives: shape recognition; eye-hand coordination

Materials: pre cut circle shape cardboard, puncher, yarn

Participants: 8 children

Procedure:

1. Distribute the shape cards.
2. Using the yarn attached to the shape card, have each child lace the edges of the shape card he is holding.

Shape Book: Circles

Objectives: shape recognition

Materials: shape booklets (round) , pencil, crayons or markers

Number of Players/Participants: 8 children

Procedure:

- Ask children to draw round objects they know of in their individual booklets
- Let them label their drawings.
- Have them design the cover of their booklets.

Shape Poster: Circles

Objective: to recognize shapes

Materials: ¼ manila paper , strips of paper (1/8 of bond paper)

Number of players/participant: 6-8 participants

Procedure:

1. Draw the shape on top of the page. Then write the title, "I see round objects around me ."
2. Ask each child to draw round objects that they see around them. Start with the ones in the classroom.
3. Children name the objects in the poster.
4. Children stick their drawings into the manila paper.
5. Teacher presents their poster to the whole class during Meeting time 2.

Color Memory Game

Objective: to identify color cards

Material : 6-8 pairs of color cards

Number of players/participant: 4-6

Procedure:

1. Place all cards on the table face down.
2. Each player turns over two cards during his turn. If he gets a pair of identical color cards, he gets to keep the pair and takes another turn.
3. If the color cards do not match, the player puts back the cards into their original place.
4. The player who is able to get the most number of pairs wins the game.

Toss the Rubber (colors)

Objectives: to identify color recognition

Materials: rubber band, color cards

Number of Players/Participants: 8 children

Procedure:

1. Scatter color cards on the floor.
2. Children take turns in tossing the rubber band.
3. Have them identify the color of the card on which the rubber band landed.

Spin the Bottle (colors)

Objectives: color recognition

Materials: mineral water bottle, color cards , color graph

Number of Players/Participants: 8 children

Preparation:

Make a graph like the one below:

How many times did it land on ?

| RED | BLUE | YELLOW |
|-----|------|--------|
| | | |

Procedure:

1. Arrange the color cards around the circle.
2. At each turn, a child spins the bottle.
3. Have the child identify the color of the card to which the top part of the bottle is pointing to.
4. Let them record how many times the spinner landed on a particular color by drawing sticks on each column.

Color Fishing Game

Objectives: to identify colors

Materials: colored fish, fishing rod

Number of Players/Participants: 2-6 children

Procedure:

1. Children take turns using the fishing rod to "catch" a fish.
2. Ask each child to name the color of the fish that he/she catches at each turn.
3. At the end of the game, have them record on paper how many of each color were they able to catch.

Scrapbook

Objective: to classify objects based on a given attribute

Number of Players/ Participants: 6-8

Materials: old magazines Manila paper scissors glue/paste

Preparation: Make a scrapbook by binding ¼ sheets of Manila paper

Procedure:

1. Cut out pictures from old magazines, newspapers and catalogues.
2. Make a scrapbook divided up into different categories such as animals, cars, food, people (girls/ boys or adults/ children). You could also incorporate numbers.

Matching Lids With Boxes

Objective: to notice size, shape of various boxes

Number of players/ Participants: 4

Materials: boxes of various sizes and shapes (with and without lids or covers)

Procedure:

Teacher supervised:

1. To help children focus their attention on the geometric attributes of boxes, begin by saying such things as, "I see a square on this box. Do you see any other boxes that have square faces? Or "I see this box has two long rectangles and two short rectangles. Do you see any other boxes that have those kinds of faces?" Or "What do you notice about the boxes?"
2. Pick up one box and ask, "Which of those lid can be used to cover this box?"

Independent work:

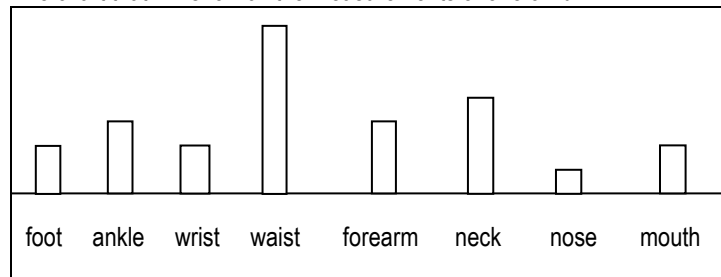
1. Give the children several boxes of various sizes and shapes
2. Ask the children to match the boxes with their lids or covers.
3. Discuss with the children how they knew which boxes and lids went together

Ribbon Me

Materials: a reel of ribbon, scissors, Manila or kraft paper, glue, pencil

Procedure:

- Use lengths of ribbons to measure the different parts of the body
- Make a Ribbon Me chart that will show all the measurements of one child.



- A Ribbon Me chart can also show the measurements of the wrists of all children.
Note: It is always important to note that all ribbons should start at the same base line so that the children do not get fooled by what they see.

Fruit and Vegetable Patterns

Objective: to describe patterns

To connect an abstract idea to the real world

Number of Players/ Participants: 6-8

Materials: variety of fruits and vegetables such as onion, orange, apple, banana, cabbage

Bond or scratch paper pencil crayon

Procedure:

1. Have the children look outside each piece of fruit or vegetable. Encourage them to describe the shape, texture and markings.
2. Ask the children questions to force them to examine each piece carefully: Which is green? Yellow? Orange? Which ones are smooth? Bumpy? Which ones pull apart? Which one feels like paper? Which ones have tiny spots on the skin?
3. Ask the children to draw each item
4. Ask the children what they think each fruit or vegetable looks like inside. Ask them to predict if these would have the same color on the inside. Ask if they expect to find seeds – few or many. Discuss the lines, the shade of color.
5. Cut each item open and talk about what you discover. Look at the different patterns in each piece.

6. Ask the children to draw what they see in the inside.

Writing Papers (2)

Objective: to learn sequence
To observe the form of each numeral
To develop eye-hand coordination

Materials: writing papers (with number dot patterns for each numeral)
crayon

Number of participants: individual

Procedure:

- Each child is given a writing paper with the numeral he is working on, in this case 2.
- Children use a crayon to connect the dots of the number pattern.

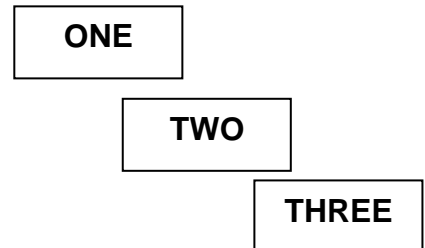
Mixed Up Numbers

Objectives: To read and recognize number words
To recognize the sequence of numbers

Players: small group

Materials: vocabulary cards of number words

1. Place the word cards at random in the chalk tray.
2. Ask the students to say each word with you.
3. Ask the children to help you place them in correct sequence.
4. Tell the children to hide their eyes while a mischievous kitten (you) comes and change the order of the cards.
5. The children close their eyes and lower their heads on their desk.
6. The teacher switches cards and then calls on a pupil to return them to the correct places.



Variation: Distribute the cards to the children. Call one of the word names. A student with the corresponding card is invited to stand.

Number Stations (quantities of 3)

Objectives: To count up to quantities of 3
To see that despite differences in appearance quantities remain the same (conservation)
To develop fine motor coordination

Materials: assorted materials such as pebbles, popsicle sticks, old keys

Number of Players/Participants: 8 children

Procedure:

1. Teacher chooses a number to work with for the day, in this case 3.
2. Children work together exploring a given quantity of objects, in this case 3, making as many arrangements as possible. Then let the children write the number on their paper.
3. Teacher encourages the children to describe the patterns in a variety of ways.

Number Books (quantities of 3)

Objectives: To use numerals to describe and record quantities

Materials: cut outs from magazines scratch or bond paper

Preparation: Make number books by cutting paper in half and binding these together.

Procedure:

1. Find pictures of familiar objects such as shoes, toys, food items.
2. Cut and paste 3 of each object/ item on 1 page. Label each page "3 _____"

Number Lotto

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: lotto boards, 2 sets of number cards, 0-3

Procedure:

1. Give each player a lotto board.
2. Players take turns to pick up a card from the deck.
3. If the number appears on their board they use this to cover the number up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a bingo game. She holds up the number cards and players have to shout out the name of the number in order to claim it to put on their board.

Number Concentration

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-3

Procedure:

1. Lay the cards down, either in rows or just anyhow.
2. Take turns turning over 2 cards.
3. If the cards match, you win them. If not, turn them face down again.
4. Player with most number of cards win.

Fishing Game: Numbers

Objective: to recognize and identify numerals

Number of Players/ Participants: 2-4

Materials: fish cut-outs (that have the numbers 0-3 written on them) with paper clip, fishing rod with magnet

Procedure:

1. Set up a "fishing area" where fish with shapes are placed on the floor.
2. Children take turns using the fishing rod to catch a 'fish'.
3. When a child catches a 'fish' he identifies the number written on the fish.
4. The next child takes his turn.

Bingo: Numbers (0-3)

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: bingo card for each player calling cards tokens

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Snap

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 3 sets of number cards, 0-3

Procedure:

1. Shuffle and deal the cards.
2. The players take it in turns to turn over their top card.
3. If two matching cards are turned over, the first player to shout "snap" wins both the piles concerned.
4. Continue until only one player is left.

Variation: Make a set of cards with the numbers shown in different ways.

Junk Box Sorting (grouping things into 3 or more groups)

Objectives: to sort objects based on similarities and differences

Number of Players/ Participants: 4-8

Materials: box of a variety of objects

Procedure:

To give your child the idea of sorting in play, you may need to start casually sorting things out yourself. Keep a box full of small objects like buttons, paperclips, beads, dried beans, coins, nuts and bolts. Your child may like to have an egg tray to sort them into.

Spin the Bottle (colors)

Objectives: color recognition

Number of Players/Participants: 8 children

Materials: mineral water bottle, color cards, color graph

Preparation: Make a graph like the one below:

How many times did it land on ?

| RED | BLUE | YELLOW |
|-----|------|--------|
| | | |

Procedure:

1. Arrange the color cards around the circle.
2. At each turn, a child spins the bottle.
3. Have the child identify the color of the card to which the top part of the bottle is pointing to.
4. Let them record how many times the spinner landed on a particular color by drawing sticks on each column.

C. OTHER LANGUAGE ARTS ACTIVITIES

Writer's Workshop

Objectives: to develop expressing language skills

Materials: individual booklets, pencil, crayons or markers

Number of Players/Participants: any number

Procedure:

1. Distribute individual booklets or loose pages to each child.
2. Have him draw on the pages of this booklet.
3. Let him color his work.
4. Ask him to write/dictate to you the title of his story.

Note: In the initial stages of writer's workshop, the child must be allowed to draw whatever he wants on the pages of this booklet. Have him tell you what he drew and take down dictation as needed OR if the child can already write letters, encourage him to write key words to describe what he drew.

As the child gains more confidence in writing, he can be encouraged to write his own stories. It could be about a personal experience or something he read about or an original one. Have him think about what happens in the beginning, middle and end of his story.

Writer's Workshop must be done at least 3x a week.

Title of Activity: Story Map

"Ang Itlog na Bilog - Kwento ni Al Santos at Guhit ni Josefina Sanchez"

Objective/Competency: to retell the story using locations on the map

Materials: large sheet of manila paper, half-size bond papers, white cardboards, marker/pencils, masking tape, barbecue sticks

Procedure:

1. List down the different places that the main character visited.
2. Ask the students to draw, color and label the different places that the main character visited.
3. Paste the drawings on the manila paper. Make it look like a map.
4. On a white cardboard, ask the children to draw, color and label the main character and the other characters he met in the story. Cut them out and tape a barbecue stick at the back to make puppets.
5. As you and the whole class read through the story, place the character figures at the appropriate setting locations on the map.

Lit-based Activity: Mobile: Mga bagay na nakita ng bilog na itlog

Objectives: identify round objects; recall story details

Materials: cardboard or construction paper, crayons, scissors, paste/glue, yarn, hanger

Number of Players/Participants: 6 children

Procedure:

1. Have each one draw one thing that the round egg saw as depicted in the story.
2. Let them hang their drawings on the hanger.

Lit-based Activity: Character Mask

Objectives: To identify the different facial features

Materials: paper plate, cut-out shapes from colored papers, scissors, paste/glue

Number of Players/Participants: 8 children

Procedure:

1. Ask children to recall the characters in the story and choose one they will make a mask for.
2. Give each child a paper plate and help him lay-out the shapes on the paper plate to form a face.
3. Ask each child to identify the different facial features.
4. Have them show the masks to the rest of the class during Meeting Time 2.

Literature-based: What did you see ?

Number of participants: 4-6 children

Procedure:

3. Distribute ½ lengthwise bond paper or construction paper to each child.
4. Ask them to divide their paper into three parts to correspond to the beginning, middle and end part of the story.
5. Have them draw things/places that they saw at the beginning, middle and end of the story.

Fingerpainting – free exploration

Objectives: To develop self-expression

Materials: fingerpaint (red, blue, yellow), white paper, tape, markers, wet cloth for wiping fingers

Number of Players/Participants: 6 children

Procedure:

- Tape the paper on the table so that it will not move or fly away while the child is painting.
- Ask each child to write his name on the paper with a marker.
- Invite each child to dip his fingers in a tub of fingerpaint and apply the fingerpaint on his white paper to paint pictures.
- Teach the children to wipe his fingers clean before dipping in another colored paint.
- When a child has finished painting, teacher asks him about his drawing and writes his answer on the paper.
- Teacher hangs the painting up to dry.

Letter Fishing Game

Objective: to identify upper case letters

Material : fishing hook

24 letter cards

Number of players/participant: 5-6

Procedure:

1. Arrange the chairs in a circle.
2. Place the letter fish cards inside the circle.
3. Ask players to sit on each chair.
4. Each player takes turns fishing a card.
5. Ask the child to identify the letter that he fishes out.
6. Ask everyone from the group to sound out the letter.
7. Invite the children to think of 2-3 words that begin with that letter.
8. At the end of the game, ask children to count the number of fishes that they caught.

Same and Different (Letters)

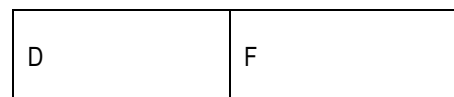
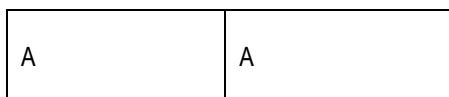
Objective/ Competency: to identify similar objects

Number of players/ participants: 2-4

Materials: picture cards, category cards

Preparation: Prepare several cards which contain a mix of identical letters and different letters mounted on boards. The figure below shows how the boards must be mounted.

Ex.



Procedure:

1. Have each child pick out a letter card and tell whether the letters are the same or different from one another.

2. If they are the same, have him place the card under the category card " SAME".
3. If the pictures are different from each other, have him place this card under the category card "DIFFERENT".
4. On each turn, introduce the letter names on each card.

ACTIVITIES FOR MEETING TIME 2

Does It Rhyme? (Day 3)

Objectives: identify words that rhyme

Materials: none

Number of players/participants: whole class during circle time or in half groups

Procedure:

1. Read out two words to the group.
2. Ask the children to put their thumbs up if these two words rhyme –ex. pail- tail cow- pig.
3. Continue to activity until you have read/called out at least 10 pairs of words.

Making Sense of Sentences (Day 4)

Objective: to understand the notion of sentences

Materials: blackboard/chalk or manila paper and marker

Number of Participants: whole or half class

Procedure:

1. Explain that a sentence is also like a short story and just like any story, it has to tell something and has to name who or what it is telling about.
2. Give examples of sentences using people in class as subjects e.g. Nenita eats mangoes. Luis carries a heavy bag.
3. After each example, have the children repeat the word sentence loudly in unison.
4. Then pick out some sentences from a book. Talk about what it tells us.
5. To help children make a distinction, give examples of groups of words without a subject e.g. is wearing a blue shirt.
draws a picture
6. After asking if each group of words is a sentence, explain that phrases cannot be called sentences because they do not tell who
is being talked about.
7. Invite children to complete the sentence.
8. Similarly, give children examples of groups of words that tell who but do not tell what is being talked about e.g. Anna is _____.

The book is _____.

Tell children that these phrases , too, cannot be considered as sentences as they do not tell what is being talked about.

Note: Throughout the week and in the succeeding weeks, invite children to construct their own sentences about people and things in school or characters in stories read in class.

Discuss whether their sentences name who and what is being talked about.

Sound Trip (Day 5)

A. Two Little

1. Introduce the poem "Two Little" .
2. Recite the poem in whispers.
3. Introduce the term "whisper " and "soft" and discuss what they mean.
4. Recite the poem in a very loud voice.
5. Introduce the term "loud" . Ask them to think of other sounds that are loud.

Two Little

Two little feet go tap, tap
 Two little hands go clap, clap, clap
 A quiet little leap up from my chair
 Two little arms reach up in the air
 Two little feet go jump, jump, jump
 Two little fists go thump, thump, thump

One little body goes round, round, round
And one little child sits quietly down

B. Ikot-ikot

1. Introduce the song " Ikot, Ikot ... "
2. First, have them sing the song using a normal pitch.
3. Then let them try using a high pitch.
4. Then let them try using a low pitch.

Ikot-ikot

Ikot-ikot, ikot, ikot
ikot, ikot,
Hila, hila
Pok, pok, pok
(repeat)

Gupit ng gupit
At tahi ng tahi
Gupit ng gupit
at tahi ng tahi

(repeat first stanza)

D. STORIES

ANG MUKHA NI BITOY

ni Minda Ona

Questions Before Reading the Story

- Kung pamimiliin kayo ng inyong katawan ang paborito mo?
- Ano ang nararamdaman mo kung mawal ang isang bahago ng inyong katawan?
- Aalamin natin kung ano ang nangyari sa pangunahing tauhan sa kuwento

Questions While Reading the Story

- Sino ang pangunahing tauhan sa kwento?
- Ano ang nangyari sa kanya?
- Bakit nawawala ang kanyang mukha?

Questions After Reading the Story

- Paano naibalik ang nawawalang mukha ni Bitoy?
- Ano ang aral na natutuhan sa kwento

Alam ni Bitoy na umaga na pero wala siyang makita. Hindi rin niya naririnig ang tunog ng orasan na gumigising sa kanya. Hindi rin niya maamoy ang masarap naluto ni Nanay. Gusto niyang magsalita pero hindi niya magawa.

Dahan-dahan niyang itinaas ang dalawa niyang kamay. Hinawakan ang kanyang mukha. Nagpapadyak siya at nag-iiling. Para bang sinasabi, nasaan ang mukha ko? Nasaan ang mga mata ko? Nasaan ang mga taynga ko? Nasaan ang ilong ko? Nasaan ang bibig ko? "Naririto kami," ang sabay-sabay na wika ng mga bahagi ng mukha. Hindi mo kasi nililinis! Pinababayaan mo kami! Umiiling-iling si Bitoy na para bang sinasabi na "Mula ngayon hindi ko na kayo pababayaan. Lilinisin ko na kayo.

Maya-maya pa nagtakbuhan sa mukha ni Bitoy ang dalawang mata, ang dalawang taynga, ang ilong at ang bibig.

Tuwang-tuwa si Bitoy nang humarap sa salamin.

Nakakakita na siya. Nakakarinig na siya at naaamoy na niya ang masarap na niluluto ni Nanay. Pagkaraan tuluy-tuloy si Bitoy sa banyo.

E. SONGS/POEMS/ RHYMES

Igalaw Mga Mata

Sung to the tune of Twinkle Little Star

Halina ating igalaw,
Dalawang matang malilinaw.
Idilat at ipikit
At sundan nang } Repeat
Pakurap-kurap. }

Mata (TULA)

Mata ay itingin
Sa mga tanawin
Nitong mundo natin
Mata'y ilaw na rin
Sa ating landasin

Mata ay itingin
Sa mga tanawin
Nitong mundo natin
Mata'y ilaw na rin
Sa ating landasin

Do You Know? (sung to the tune of "The Muffin Man")

Do you know two rhyming words,
Two rhyming words,
Two rhyming words?
O, do you know two rhyming words?
They sound a lot alike.

King and ring are

Two rhyming words,
Two rhyming words?
They sound a lot alike.

(variation: replace the underline words with another pair of rhyming words)

Pandinig

Tainga ang pandinig
Sa ating paligid
Ligaya ang hatid
O kung may panganib
Nagpapahiwatig

F. INDOOR/OUTDOOR GAMES

Where is the sound?

Objective To listen sensitively and thoughtfully

Procedure:

- Let the children sit quietly in a circle. He/She should sit on a chair in the center of the circle with his/her eyes covered.
- Another child is sent to another part of the room and makes an animal sound. The child in the center of the circle must try to point to where the sound is coming from
- When the child in the middle of the circle has figured out from where the sound is coming, the child who was hiding goes into the middle and a new one is chosen.

Variation: Children may use sounds other than animal sounds, perhaps sounds tied to a particular theme being studied in the classroom.

People Counting Games (1,2,3)

Objectives : To count in sequence
To learn one-to-one correspondence
To develop body coordination
To develop a sense of rhythm

Materials: ball or jump rope

Number of participants: whole or small group

Procedure:

Hopping Forward: "One, Two, Three" (change direction)

"One, Two, Three" (change direction)

Bouncing Ball: "One, Two, Three" (bounce the ball)

Circle Game

Objectives: To count in sequence
To learn one-to-one correspondence
To develop body coordination
To solve problems
To predict outcomes

Materials: chairs for each player

Players: 6-8 players

Procedure:

Children stand in a circle with their chairs behind them. One child is designated to start the counting, and this child wears a hat to clearly delineate his or her from the others. The starter begins the counting and each child counts off in sequence. The child who says the last number in the sequence sits down. The children go around and around the circle, skipping over those sitting down, until only one child is left standing.

Repeat the activity exactly, starting with the same child and going in the same direction, using the same sequence, and neither adding nor removing any children. Ask the children to predict who they think will be the last one standing.

Let's See PEHT p.48

Objectives: To recall the location of people in the room

Materials: none

Number of Players/Participants: whole class

Procedure:

1. Ask the children to walk around the room with their eyes open.
2. Ask them to stop walking and stand still.
3. Ask them to tell who standing next to them. Ask them how they know.
4. Ask the children to close their eyes and walk around the room.
5. Tell them to stop walking and stand still.
6. Tell them not to open their eyes and try to guess who is standing next to them.
7. Tell them to open their eyes and check if their guess is correct.
8. Ask the children if they were able to guess correctly. If not, discuss what this caused the difficulty.

Here I Am

Objectives: To discriminate animal sounds
To follow directions of the game

Materials: mask or neckerchief

Participants: whole class

Procedure:

1. Divide the class into groups. The group members are assigned an animal sound. One will be the group leader who will make the animal sound.
2. Then the members are blindfolded and scattered around the room. They do not know where their group leader is.
3. On signal start, the leader starts and continuously make the sound of the animal they represent.
4. The group members listen carefully to their sound and start walking to source of their assigned animal sound.
5. The first group to assemble all its members around the leader will win the game.

Variation: Assign another name to the groups. Materials to be used will depend on what the group represents. Change the leader of the group from time to time.

KINDERGARTEN CLASS FIRST GRADING DAILY PLANS

WEEK 6: _____

| Monday | Tuesday | Wednesday |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: I have senses that help me learn. | | |
| MEETING TIME 1: Message: I have a nose. I smell with my nose. Questions: What can we smell with our nose? | MEETING TIME 1: Message: I have a nose. I smell with my nose. Questions: Why is it that sometimes we cannot smell anything? | MEETING TIME 1: Message: I use my tongue to taste. Questions: What does ____ (sugar, unripe mango, etc) taste like? Song: Five Senses |
| WORK PERIOD 1 Teacher-Supervised: Smelling Jars Independent: <ul style="list-style-type: none"> • Letter Shapes • Picture/Word/Letter Sort • Lacing Shapes: Circles • Circle Collage • Writer's Workshop | WORK PERIOD 1 Teacher-Supervised: Hearing Words in Sentences Independent: <ul style="list-style-type: none"> • Same and Different (smell) • Smell and Match • Picture/Word/Letter Sort • Lacing Shapes: Circles • Spot the Odd One Out (letters) | WORK PERIOD 1 Teacher-Supervised: Taste and Tell Independent: <ul style="list-style-type: none"> • Mini-book: Foods I like to Eat • Food Picture Cards Sort • Square Hunt • Shape Poster: Squares • Letter Shapes • Writer's Workshop |
| MEETING TIME 2: Song: Sound Song Activities: Make the Sound Tell Me About It | MEETING TIME 2: Message: There are square objects around us. A square has 4 straight sides and 4 corners. <i>Show a square and a circle. Have children compare these shapes and tell how they are different.</i> | MEETING TIME 2: Song: Long and Short Words |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: Si Roy at ang Pabango ni Nanay | STORY: The Nose Book | STORY: Gusto Ko ng Pansit |
| WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete up to quantities of 3) Independent: <ul style="list-style-type: none"> • Block Play • Sand Play • Comparing Numbers • Writing Papers (3) • Number Concentration (0-3)/ Number Lotto (0-3)/ Fishing Game: Numbers (0-3)/ Bingo: Numbers (0-3) | WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete up to quantities of 3) Independent: <ul style="list-style-type: none"> • Block Play • Sand Play • Comparing Numbers • Writing Papers (3) • Fishing Game: Numbers (0-3)/ Bingo: Numbers (0-3)/ Number Snap (0-3)/ Mixed Up Numbers (0-3) | WORK PERIOD 2: Teacher-Supervised: Literature-based: Graphing: My Favorite Fruit Independent: <ul style="list-style-type: none"> • Stuffing : My Favorite Vegetable Mobile • Food Memory Game • Counting Boards (up to quantities of 3) • Number Concentration (0-3)/ Number Lotto (0-3)/ Number Snap (0-3)/ Mixed Up Numbers (0-3) |
| INDOOR/OUTDOOR ACTIVITY: Pin the Nose | INDOOR/OUTDOOR ACTIVITY: I Smell A Mouse PEHT p. 219 | INDOOR/OUTDOOR ACTIVITY: Here I Am |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| CONTENT FOCUS: I have senses that help me learn. | | |
| MEETING TIME 1: Message: I use my tongue to taste. Questions: What food tastes sweet? What food tastes sour? What food tastes salty? What food tastes bitter? | MEETING TIME 1: Message: I feel and touch with my hands. My hands help me tell if objects are rough or smooth, soft or hard, cold or hot. Questions: What part of you body is smooth? Rough? What part of your body is hard? Soft? | |
| WORK PERIOD 1 Teacher-Supervised: Name the Taste Same and Different (Taste) Independent: <ul style="list-style-type: none"> • Big Book : Square Things Around Us • Square Designs • Food Domino • Mobbille: Mga Paboritong Pagkain ni Diding • Letter Shapes | WORK PERIOD 1 Teacher-Supervised: Touch and Tell Independent: <ul style="list-style-type: none"> • Feely Bag • Texture Cards Concentration Game/Feely Boards Matching Game • Shape Designs • Sand Paper Letters • Writer's Workshop | |
| MEETING TIME 2: Poem: Hands on Shoulders Activity: Syllable Clap | MEETING TIME 2: Song: I Use My Five Senses Activity: Listen and Look | |
| Supervised Recess | Supervised Recess | |
| STORY: Halo-Halo Espesyal | STORY: Papel de Liha | |
| WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (concrete up to quantities of 3) Independent:: <ul style="list-style-type: none"> • Block Play • Sand Play • Build A House • Pattern Rubbings • Hand Game/ Cave Game (up to quantities of 3) • Counting Boards (up to quantities of 3) • Number Concentration (0-3/ Bingo: Numbers (0-3)/ Number Snap (0-3)/ Mixed Up Numbers (0-3) | WORK PERIOD 2: Teacher-Supervised: Senses Chart Independent:: <ul style="list-style-type: none"> • Literature-based: Anong nililinis ni nanay doon sa kuwentong binasa ? (PApel de Liha) • Texture Boards –matching, sorting • Pattern Rubbings • Hand Game/ Cave Game (up to quantities of 3) • Number Concentration (0-3)/ Number Lotto (0-3)/ Fishing Game: Numbers (0-3)/ Number Snap (0-3) | |
| INDOOR/OUTDOOR ACTIVITY: Finger and Whistle Command | INDOOR/OUTDOOR ACTIVITY: What's On My Back | |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | |

APPENDIX: WEEK 6

A. THEME-RELATED ACTIVITIES

Smelling Jars

Objectives: observe, compare and use language to describe scented items

Materials: jars or film canisters with pinholes in the top for each of the following scented items: (use cotton balls for the liquid scents)

| | | |
|-----------------|-----------------|--------------|
| vanilla extract | rubbing alcohol | banana chunk |
| vinegar | coffee grounds | lemon oil |
| cinnamon | perfume | |

Preparation: Put a scented item or scented cotton ball in each jar. Put pinholes on top of each jar or film canister

1. Ask children to close their eyes and then spray a little perfume into the air.
2. Ask them what they smell when they open their eyes. Talk about how our noses help us smell things.
3. Show one jar or canister and have each child smell it. Talk about what it smells like.
4. Encourage them to use descriptive words.
5. Next, introduce the other jars or film canisters, making certain each child has one.
6. Give children time to talk about the smells and encourage older youngsters to exchange canister. Ask, "Can you guess what it is by the way it smells?"
7. After children have opportunities to guess, open each jar or canister. Show them how you poured the liquid onto cotton balls.

Note: You may lace the closed jars or canisters in one area of the classroom for future smell investigations.

Smell and Match

Objectives: To identify and differentiate different scents

Materials: several small jars with cotton balls dipped in different scents Picture cards of the object with each corresponding scent (example: Teacher puts talc inside a small jar – picture of baby powder)

Number of players/participants: 8 children

Procedure:

1. Put the small jars in a tray.
2. Each child take turns smelling a jar.
3. When they have identified a scent, let them look for the picture of the object that has that smell/scent. Ask them to put the picture card on top of its matching smelling jar.
4. Teacher looks at the number on the jar and checks with her list if they match. If they match, the child gets to keep the picture card. If they do not match, the player puts back the jar and picture card into the piles.
5. The activity continues until all the jars and picture cards have matched.
6. The child with the most number of picture cards wins.

Same or Different (smell)

Objective/Competency: To match identical scents

Materials: jars or film canisters with pinholes in the top for each of the following scented items: (use cotton balls for the liquid scents)

| | | |
|-----------------|-----------------|--------------|
| vanilla extract | rubbing alcohol | banana chunk |
| vinegar | coffee grounds | lemon oil |
| cinnamon | perfume | |

Preparation: Prepare pairs of canisters or jars with identical scents.

Participants: 8 children

Procedure:

1. Blindfold each child on his turn to smell.
2. Once the blindfold has been securely placed, have the child smell two canisters at a time and tell if they have the same scent or not.

Variation: Have a child look for the pair of canisters that have identical scents.

Taste and Tell

Objectives: To identify the different tastes

Materials: different kinds of food (kamias, ampalaya, sweet mango, green mango, salt, sugar, sweetened juice, coffee, chocolate drink, milk, catsup)

Number of Participants: 8 children

Procedure:

1. Gather a selection of foods that taste radically different. Avoid using things that taste unpleasant. Use items that can be swallowed without being chewed or cut things up into very small pieces.
2. Blindfold the players.
3. Place a sample on one's player's tongue and ask that he or she guess what the item is.
4. Go to the next player with the same item if it was not guessed correctly.
5. Continue until all food items have been identified.

Name the Taste

Objectives: To discriminate tastes

Materials: potato chips (salty), coffee granules (bitter), kamias or calamansi (sour), sugar (sweet)

Number of Players/Participants: 8 children

Procedure:

1. At each turn, blindfold a child and have him taste one food item at a time.
2. Ask "How does it taste ?" Is it sweet, sour, bitter, salty ? "
3. Ask him to think of other food items that have a similar taste

Same or Different (taste)

Objectives: To match identical tastes

Materials: paper plate, assorted food items with distinctly different tastes

Preparation: Put one food item on each paper plate or saucer.

Participants: 8 children

Procedure:

3. Blindfold each child on his turn to taste.
4. Once the blindfold has been securely placed, place two samples on one's player's tongue one after the other.
5. Ask the child if the two food items are the same or different from each other. .
6. Activity continues until everyone has gone through at least 4 rounds.

Note: Make sure you give him a mix sample of food items that are identical and different from each other to give children a chance to practice discriminating tastes.

Mini-book: Foods I like to Eat

Objectives: develop eye-hand coordination and expressive language skills

Materials: booklets, crayons, markers

Participants: any number of children

Procedure:

1. Distribute booklets or mini-books to the children.
2. Ask children to draw their favorite foods on the pages of their book.
3. After everyone is done, let them show their books to one another.
4. Have them identify their common favorite foods.

Food Picture Card Sort

Objectives: To discriminate taste

To sort pictures according to a given attribute

Materials: picture cards of familiar food items, category cards(sweet, sour, salty, bitter) scratch papers, pencil, crayons, paste/glue

Participants: 8 children

Procedure:

1. Show each food card to the children.
2. Have them identify the food item and describe its taste.
3. Have them sort these pictures according to their distinctive taste.

Touch and Tell

Objectives: To identify the texture of objects (example: soft, hard, rough, smooth)

Materials: a tray with materials of different textures, manila paper with columns of the different texture, pieces of papers, pencils, crayons, paste/glue

Number of Players/Participants: 10 children

Procedure:

- Have the children explore the texture of the different materials in the tray.
- Ask them to identify the texture of each object and help them describe what they feel.
- Give each child a piece of paper and ask him/her to draw and color the object he described.
- Help him label his/drawing.
- Have him paste it on the appropriate column on the texture chart.

Feely Bag

Objectives: To identify the different textures

Materials: assorted materials

Number of Players/Participants: 8 children

Procedure:

1. Blindfold each child on his turn.
2. Have him put his inside the feely bag or box.
3. Let him pick one object and guess what it is before bringing it out of the bag or box
4. Children take turns doing this.
5. Do this several times to give children practice in identifying objects by touch.

Texture Cards Concentration Game /Feely Boards Matching Game

Objectives: To match identical texture cards

Materials: 2 sets of texture cards (small cardboards with sandpaper, cloth, aluminum foil, plastic cover, corrugated carton, etc.)

Procedure:

1. Lay the cards down, either in rows or just anyhow.
2. Take turns turning over 2 cards.
3. If the cards match, you win them. If not, turn them face down again.
4. Player with most number of cards win.

Senses Chart

Objectives: To identify words or objects for each sense chart (example: sweet – tongue –tasting, radio/music – ears – hearing, etc.)

Materials: manila paper (Teacher prepares 5 medium-sized posters with a big drawing (outline only) of each of the body parts related to the senses: eyes – sight, ears- hearing, nose- smelling, tongue – tasting, hands – touching/feeling), small pieces of paper, pencils, crayons (Each group will work on one Sense Chart only at a time.)

Number of Players/Participants: 8 children

Procedure:

1. Let the group choose a Sense Chart to work on, example - tongue – tasting.
2. Ask the children to name words or objects associated with taste.
3. Give each child a scratch paper and ask him to draw that object.
4. Ask him to color his drawings and take down dictation as he tells you what he drew.
5. Paste on the manila paper and post it on your wall. Write the title of each chart.

B. OTHER MATH ACTIVITIES

Block Play

Objective: to explore the attributes of 3-dimensional or space figures
to understand the relationship between figures
to build structures using blocks

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Sand Play

Objective: to explore the attributes of sand
to explore capacity of containers
to practice measuring capacity using nonstandard tools and units

Materials: basin of sand variety of plastic containers (e.g. plastic bottles, cups, spoons)

Number of Players/ Participants: 4

Procedure:

- Children can use sand in a variety of ways:
- They can use sand to explore the capacity of containers.
- They can also use this material for dramatic play activities (e.g. cooking, baking)
- They can also practice writing numbers and letters on the sand.

Pattern Rubbings

Objective: to explore textured surfaces
to observe patterns in the environment

Materials: crayons paper textured objects (e.g. bricks, leaves, tree trunks, shoe soles)

Procedure:

- Children often enjoy looking for things to take rubbings from.
- Tell children to put a piece a paper over the objects with a textured surface and rub with a crayon.

Lacing Shapes: Circles

Objectives: To identify shape, develop eye hand coordination and fine motor skills

Materials: pre cut circle shape cardboard of different sizes, puncher, yarn

Participants: 8 children

Procedure:

- Have children lace the outline of the shape board using yarn.

Circle Collage

Objectives: fine-motor coordination

Materials/Preparation: small pieces of art paper or colored magazines, glue

Number of players/participant: 6-8 children

Procedure:

1. Distribute one sheet of paper with a circle template on it to each child.
2. Have children tear small pieces of art paper or colored magazines. (either one only)
3. Let them glue these pieces of paper within the circle template.

Square Hunt

Objectives: to recognize square objects in the environment

Materials: several square objects, 1/8 manila paper, 1/4 newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to look for square objects in the classroom.
2. Ask children to identify the objects that they found.
3. Have them draw the square objects in small strips of paper.
4. Paste these on 1/8 Manila paper.
5. Write the title " There are square objects around us. "

Shape Poster: Squares

Objective: to recognize shapes

Materials: 1/4 manila paper , strips of paper (1/8 of bond paper)

Number of players/participant: 6-8 participants

Procedure:

1. Draw the shape on top of the page. Then write the title, "I see square objects around me ."
2. Ask each child to draw square objects that they see around them. Start with the ones in the classroom.

3. Children name the objects in the poster.
4. Children stick their drawings into the Manila paper.
5. Teacher presents their poster to the whole class during Meeting time 2.

Big Book: Square Things Around Us

Objectives: shape recognition

Materials: stapled pages of manila paper cut out into squares, crayons, pencil, markers

Number of Players/Participants: 8 children

Procedure:

1. Ask children to think of square objects in their environment.
2. Ask each one to choose at least 3-4 square objects they would like to draw.
3. Have them draw each square object on a small strip of paper.
4. Paste these on the pages of the Big Book.
5. Have children design the cover of the book.
6. Show to the whole class during Meeting Time.

Square Designs

Objectives: shape recognition

Materials: square cut-outs, glue, bond paper or newsprint

Number of Players/Participants: 8 children

Procedure:

1. Give each child $\frac{1}{2}$ bond paper or newsprint
2. Ask each one to make a design using the square cut-outs e.g. house, garden, building
3. Have them glue their design on their

Build A House

Objective: to match shapes

Materials: playing board, shape spinner

Procedure:

1. Make some boards with a picture of a house drawn on them.
2. Make a spinner with the shapes used in the picture.
3. Cut out shapes that will fit the picture.
4. Players take turns to spin and pick up a corresponding shape to put on their board. If the player gets a shape he does not need, the player passes.

Writing Papers (3)

Objective: to learn sequence
To observe the form of each numeral
To develop eye-hand coordination

Materials: writing papers (with number dot patterns for each numeral)
crayon

Number of participants: individual

Procedure:

1. Each child is given a writing paper with the numeral he is working on, in this case 2.
2. Children use a crayon to connect the dots of the number pattern.

Comparing Numbers – A Game For Partners (up to quantities of 3)

Objective: Compares quantities

Number of Players/ Participants: 3 pairs

Materials: clothespins, small card numbers, More/less spinner

1. Each player draws a numeral card from a pile of cards.
2. They each build the appropriate clothespin stack to match their cards.
3. One child turns the more/less spinner. If it lands on less, the partner whose stack has lesser clothespins wins both stacks. If the spinner lands on more, the partner with more clothespins wins both stacks.
4. They continue to take turns, each accumulating clothespins.
5. When the time is up or the children decide to end the game, they snap together all the clothespins. They turn the spinner to see if the person who has accumulated more or less clothespins is the winner.

Mixed Up Numbers

Objectives: To read and recognize number words
To recognize the sequence of numbers

Players: small group

Materials: vocabulary cards of number words

ONE

TWO

THREE

1. Place the word cards at random in the chalk tray.
2. Ask the students to say each word with you.
3. Ask the children to help you place them in correct sequence.
4. Tell the children to hide their eyes while a mischievous kitten (you) comes and change the order of the cards.
5. The children close their eyes and lower their heads on their desk.
6. The teacher switches cards and then calls on a pupil to return them to the correct places.

Variation: Distribute the cards to the children. Call one of the word names. A student with the corresponding card is invited to stand.

Number Lotto

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: lotto boards, 2 sets of number cards, 0-3

Procedure:

1. Give each player a lotto board.
2. Players take turns to pick up a card from the deck.
3. If the number appears on their board they use this to cover the number up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a bingo game. She holds up the number cards and players have to shout out the name of the number in order to claim it to put on their board.

Number Concentration

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-3

Procedure:

1. Lay the cards down, either in rows or just anyhow.
2. Take turns turning over 2 cards.
3. If the cards match, you win them. If not, turn them face down again.
4. Player with most number of cards win.

Fishing Game: Numbers

Objective: to recognize and identify numerals

Number of Players/ Participants: 2-4

Materials: fish cut-outs (that have the numbers 0-3 written on them) with paper clip, fishing rod with magnet

Procedure:

1. Set up a "fishing area" where fish with shapes are placed on the floor.
2. Children take turns using the fishing rod to catch a 'fish'.
3. When a child catches a 'fish' he identifies the number written on the fish.
4. The next child takes his turn.

Bingo: Numbers (0-3)

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: bingo card for each player calling cards tokens

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Snap

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 3 sets of number cards, 0-3

Procedure:

1. Shuffle and deal the cards.
2. The players take it in turns to turn over their top card.
3. If two matching cards are turned over, the first player to shout "snap" wins both the piles concerned.
4. Continue until only one player is left.

Variation: Make a set of cards with the numbers shown in different ways.

Children need to do their adding and subtracting in a very practical way, for a real purpose, with real objects in front of them. It is very important NOT to rush children through this stage and on to doing calculations. They need to add one object to two objects to make three many, many times before they realize that $1 + 2 = 3$.

At the concrete or concept level children manipulate counters and other countable objects while the teacher gives number stories or problems to work on.

It is essential that children understand concepts BEFORE they are asked to deal with symbols representing those concepts. Thus, NO WRITTEN SYMBOLS are used at the start.

Hand Game (concrete, up to quantities of 3)

Objective: to explore different combinations that make a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks

No. of Participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 3.
3. Children separate counters in different ways and verbalize the combinations that result.

| Teacher says: | | Children say: |
|-------------------------------------------|--|-------------------------------------------------------------|
| "Place four sticks in your right hand." | | "None and three is three." or "Zero and three is three." |
| "Place one stick in your left hand." | | "One and two is three." |
| "Place one more stick in your left hand." | | "Two and one is three." |
| "Place one more stick in your left hand." | | "Three and none is three." or "Three and zero is three" |

Variation: ☺ **CAVE GAME (concrete)**: The game proceeds as Hand Game but the position of hands is varied.

Lift The Bowl (concrete, up to quantities of 3)

Objective: to explore different combinations that make a given quantity

Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

No. of Participants: small group

Procedure:

Game proceeds as Hand Game but bowls are used for separating quantities.

| Teacher says: | | Children say: |
|--------------------------------------|--|-------------------------------------------------------------|
| "Place three blocks under the bowl." | | "None and three is three." or "Zero and three is three." |
| "Place one block on the bowl." | | "One and two is three." |
| "Place two blocks on the bowl." | | "Two and one is three." |
| "Place three blocks on the bowl." | | "Three and none is three." or "Three and zero is three" |

Counting Boards (concrete, up to quantities of 3)

Objective: to explore different combinations that make a given quantity

Materials: counting boards & counters (example: webs & spiders, rivers & fish, stores & hats, tables & chairs, sinks & plates)

Procedure:

1. Give each child one counting board.
2. Have the children take the number of counters being worked with for the day and decide what they want to represent.
3. Take turns in telling a story to go with the counters.

Ex: Three fish were swimming. Three more came. That makes six fish swimming.

I saw seven mangoes in the tree. I climbed the tree and got two mangoes. Five mangoes were left.

C. OTHER LANGUAGE ARTS ACTIVITIES

Hearing Words in Sentences

Objectives: recognize words in sentences

Materials: blocks or squares of heavy paper

Number of Participants: 8-10 students

Procedure:

1. Distribute 6-8 inch cubes, counters or squares of heavy paper which children will use to represent the words in a sentence that teacher will read out to them.
2. Show the child how to use one block to represent a word in a sentence. Give an example of a sentence and lay down a block for each word in your sentence.
Ex. Tony has a red shirt. (5 blocks)
3. Have children compose simple sentences orally. Let them lay down a block or square paper for every word in their sentence.

Note: At first, all sentences should be short (two to three words). Once they have become comfortable composing sentences, they can begin to explore longer sentences.

Picture/Letter/Word Sort

Objectives: distinguish between letters, words and pictures

Materials/Preparation: letter cards, word cards, picture, category cards (letters, words, pictures)

Number of players/participant: 4-6 children

Procedure:

1. Spread the letters, pictures and words on the floor or table.
2. Lay down the category cards.
3. Have them sort the cards and place these under the appropriate category.
4. Ask children how these set of cards are different from one another..

Letter Shapes

Objectives: distinguish shapes that make up letters ; develop motor skills for writing

Materials/Preparation: cardboard, yarn

On separate pieces of cardboard draw and cut-out following shapes : a slanted line, a tunnel, a straight line, a circle, a curved line and a straight and slanted line together. Punch holes in the cardboard pieces

Number of players/participant: 3-4 children or it can also be played by just one child

Procedure:

1. Ask students to get one cardboard piece at a time.
2. Each student pulls the yarn through the holes

Spot the Odd One Out (Letters)

Objectives: To identify which letter does not belong in a given set of letters

Materials: odd one out cards (please see sample below), counters

| | | | |
|---|---|---|---|
| M | M | L | M |
|---|---|---|---|

Number of Players/Participants: 8 children

Procedure:

1. Give each child a card and ask him to look at the letters and try to find out the letter that is different from the group.
2. Ask him to put a counter on top of the letter that he thinks is different.
3. Go over the letters together by looking at the similarities and differences of the letters to check if his answer is correct.

Sand Paper Letters

Objectives: letter formation

Materials/Preparation: pre-cut sand paper letters

Number of players/participant: 4-6 (or depending on number of letters available)

Procedure:

1. Distribute the letter cut-outs.
2. Have children trace each letter using their forefinger.
3. Then have them try forming the letter on air then on the back of a classmate.

ACTIVITIES FOR MEETING TIME 2:

Make the Sounds (Day 1)

Objective: reproduce sequences of sounds

Procedure:

1. Have children identify single sounds first.
2. Then let them identify each one in a given sequence of sounds.
3. Have children cover their eyes with their hands while you make a familiar noise such as closing the door, sneezing, or playing a key on the piano. By listening carefully and without peeking, the children are to try to identify the noise.
4. Once children have caught on the game, make two more noises, one after the other.
5. Without looking, have children guess the two sounds in sequence saying, “

Once the children have caught on to the game, make two noises, one after the other. Without looking, have children identify the sequence of sounds by saying “There were two sounds. First we heard a _____, and then we heard a _____.”

Variation: After they have mastered this, produce series of more than two for them to identify and report in sequence. Again, complete sentences should be encouraged.

Tell Me About It (Day 1)

Objective: practice making sentences

Procedure:

1. Show pictures to the class.
2. Have them make simple sentences to describe each picture.
3. Write each sentence on the board.
4. Have them tell whether the sentence tells what or who is being talked about.
5. Ask them if the sentence tells us something about the person or thing being talked about.
6. Count the number of words in a sentence and write the number beside the sentence.
7. Have them compare the number of words in each sentence. .

Long and Short Words (Day 3)

Objective : to refine the children’s awareness of words

to help them realize that words are defined by meaning and that they can be long or short independently of their meaning

Materials: Chalk/chalkboard Magnetic letters or word cards
Storybook (optional)

Procedure:

To play the game, pronounce a pair of words (e.g., *car* and *ambulance*) and ask the children which word they think is longer. When the children have answered, show them the words in print so that they can see if their judgments were correct. Useful pairs of words include the following.

ant – brontosaurus
bee – butterfly
bus – motorcycle
car – automobile
cow – ladybug

dog – giraffe
elephant – cat
mosquito – truck
tree – flower

Note: Remember that the objective is for children to learn to hear the differences in the lengths of the words. In support of this objective, the print should not be revealed until the children have judged “Longer” or “shorter” through listening.

Syllable Clap (Day 4)

Objectives: orally segment words

Number of players/participant: whole or half groups

Procedure:

Ask them to clap with you as you say these words:

| | | | |
|-----------|-----------|----------------|-----------|
| Sunshine | vacation | delicious | dinner |
| furniture | alphabet | Transportation | calendar |
| school | wonderful | playground | community |

Note: you may also begin with clapping the names of your students, things in the classroom and school

Listen and Look (Day 5)

Objective: blend syllables to form words

Materials: pictures of objects familiar to the children (Note: Choose pictures of objects that have names of differing syllables.)

Procedure:

1. Hold up your stack of pictures and explain that you will say the name of each but in a very strange way – one syllable at a time.
2. Tell the children to listen carefully and to figure out each picture named.
3. In naming each picture, speak in a strict monotone and insert a clear pause between each syllable (e.g., tel-e-phone).
4. When the children figure out each word, hold up the picture and have the children repeat the word in both normal and syllable-by-syllable fashion.

D. STORIES

Si Roy At Ang Pabango Ni Nanay

(Kuwento ni Minda L. Ona)

Questions before reading the story:

- Ano ang karanasan ninyo na natakot/ nagulat o kinabahan kayo. Bakit?

Questions while reading the story:

- Sino ang pangunahing tauhan sa kuwento?
- Ilarawan mo siya. Bakit mo nasabi?
- Ano ang di magandang nangyari?
- Ano kaya ang naramdaman ni Roy? Bakit mo nasabi?
- Ano ang magandang nangyari?
- Paano nailigtas ni Roy ang pabango ni Nanay?
- Anong katangian ang ipinakita niya?

Questions before reading the story:

- Kung kayo si Roy ililigtas ba ninyo ang pabango ni Nanay? Bakit?
- Mabilis ba sa pagkilos si Roy? Patunayan.

Masipag na bata si Roy. Kahit wala si Nanay masaya siyang gumagawa ng gawaing-bahay.

Sa di inaasahang pangyayari natabig ni Roy ang mesa. Nasa ibabaw ng mesa ang plastic na lalagyan ng mamahaling pabango ni Nanay. Napansin niya kanina na bukas iyon. Nalimutan ni Nanay na takpan iyon. Kinabahan siya. “Matatapon ang pabango ni Nanay,” ang bulong niya sa sarili. Dali-daling inangat ni Roy ang kanyang mga binti at gumawa ng malalaking hakbang. Pilit niyang hinabol ang pagbagsak ng lalagyang plastik. Umupo siya sa sahig at padausdos na hinabol ang lalagyan sabay taas ng dalawang kamay.

Swak! Bagsak ang lalagyan sa magkasalukob na kamay ni Roy.

Nakahinga nang maluwag si Roy.

Kinuha niya ang takip ng lalagyan at maingat na inilagay muli sa mesa.

E. SONGS/POEMS/ RHYMES

Sound Song

sung to the tune of "Did You Ever See A Lassie?"

Did you ever hear a bell ring,
A bell ring, a bell ring?
Did you ever hear a bell ring?
Ding, dong, ding, dong, ding.

Did you ever hear the wind blow,
The wind blow, the wind blow?
Did you ever hear the wind blow?
Swish, swish, swish, swish, swish.

Kung Ang Ulan ay Puro Tsokolate

Kung ang ulan ay puro tsokolate
o anong tamis ng ulan
Ako'y labas nang ako'y makasagap
Ahaa
o ang tamis ng ulan

Kung ang ulan ay katas ng calamansi
o anong asim ng ulan
Ako'y lalabas nang ako'y makasagap
Ahaa
o anong asim ng ulan

...katas ng sili o ang anhang ng ulan

Hands On Shoulders

Hands on shoulder
Hands on knees.
Hands behind you,
If you please;
Touch your shoulder,
Now your nose
Now your hair and now your toes.
Hands up high in the air,
Down at your sides, and touch your hair
Hands up high as before,
Now clap your hands, one-two-three-four.

F. INDOOR/OUTDOOR GAMES

Pin The Nose On The Face

Objectives: To put the nose on the correct location on the face while blindfolded

Materials: blindfold, poster of a face without a face, several cut-out cardboard noses with tape at the back

Number of Players/Participants: whole class

Procedure:

1. Hang the face poster on the wall. (Height should be eye level with the children.)
2. Blindfold the first player and give him/her a cardboard nose.
3. Bring him to the starting line (a few steps away from the poster). Make him face the poster.
4. At the signal "go," he walks forward until he reaches the poster.
5. He tries to attach the cardboard nose on the correct location of the nose on the face.
6. The game goes on until all has taken a turn.
7. The child who was able to attach the nose nearest to the correct location on the face, wins the game.

Five Senses

sung to the tune of "Where is Thumbkin"

Five senses, five senses
We have them. We have them.
Seeing, hearing, touching,
Tasting and smelling.
There are five. There are five.

Point to the parts of the body as you sing the song.

I Use My Five Senses

sung to the tune of "The Farmer in the Dell"

I use my eyes to see, I use my eyes to see,
And when I want to see a star, I use my eyes to see.
I use my nose to smell, use my nose to smell,
And when I want to smell a flower, I use my nose to smell.
I use my tongue to taste, I use my tongue to taste.
I use my ears to hear, I use my ears to hear.
And when I want to hear a bird, I use my ears to hear.
I use my hands to touch, I use my hands to touch
And when I want to touch a cat, I use my hands to touch.

Here I Am

Objectives: To discriminate animal sounds

To follow directions of the game

Materials: mask or neckerchief

Participants: whole class

Procedure:

1. Divide the class into groups. The group members are assigned an animal sound. One will be the group leader who will make the animal sound.
2. Then the members are blindfolded and scattered around the room. They do not know where their group leader is.
3. On signal start, the leader starts and continuously make the sound of the animal they represent.
4. The group members listen carefully to their sound and start walking to source of their assigned animal sound.
5. The first group to assemble all its members around the leader will win the game.

Variation: Assign another name to the groups. Materials to be used will depend on what the group represents. Change the leader of the group from time to time.

I Smell A Mouse PEHT p. 219

Objectives: To use their body to make different movements

Materials: none

Participants: whole class

Procedure:

1. Let the children walk on the floor without any noise. Let them describe how their feet go down the floor without their steps being heard.
2. Let them make any kind of steps while walking lightly. Let them make any kind of steps without noise. Let them try with small steps.
3. Ask them how they walk without noise. How do they do it? What part of their feet touched the floor first?
4. Let them imagine that they are cats. Tell them to use the steps they like while pretending to be looking for food.
5. Let them pretend that they smell a mouse nearby. Tell them to be sure that they are not heard. Then they walk again.

Finger And Whistle Command

Objective/Competency: To follow directions

Materials: whistle (instead of bell)

Participants: whole class

Procedure:

1. The children will respond to the signal commands.
2. Signal commands are as follows:
 - a. continuous blowing of whistle... scatter and sit on the floor.
 - b. one blow... stand up on one's space
 - c. two blows... form a line (boys and girls separate)
 - d. three blows... walk quietly in line formation to any direction
 - e. one blow plus finger sign...stand up and form smaller groups with members equal to fingers raised (by 2s or 3s or 4s or 5s - members join hands and sit down immediately.
3. Succeeding groupings shall be composed of new members.
4. Grouping continues until a minimum of five pupils are left.
(Command a – d must be given alternately with command e)

What's On My Back?

Procedure:

- Teacher uses a finger to draw a letter (uppercase) on a child's back.
- Let the child guess the letter written on her back.
- Let the children write letters on each other's back. Have them guess what were written.
- The same game may be used for writing numbers.
- Continue the activity until every child has participated.

KINDERGARTEN CLASS FIRST GRADING DAILY PLANS

WEEK 7: _____

| Monday | Tuesday | Wednesday |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: I can move. I can do many things with my body. | | |
| MEETING TIME 1: Message: I feel with my skin. My skin helps me tell if things are hot or cold, rough or smooth or hard or soft. Questions: How can you tell if things are soft or hard, rough or smooth, hot or cold? | MEETING TIME 1: Message: I can move my body in many ways. Questions: What are the different ways you can move your body? | MEETING TIME 1: Message: I can move my body in many ways. Questions: What are the different ways you can move your body? |
| WORK PERIOD 1 Teacher-Supervised: Guess What's Inside? Independent: <ul style="list-style-type: none"> • Playdough • Shape Man • Textured Initial • Literature-based: Making Connections • Writer's Workshop | WORK PERIOD 1 Teacher-Supervised: Group Book: We can move our body in different ways. Independent: <ul style="list-style-type: none"> • Playdough • Triangle Hunt/Poster • People Collage: How do they move ? • Syllable Graph • Textured Initial | WORK PERIOD 1 Teacher-Supervised: What's the first sound ? Independent: <ul style="list-style-type: none"> • Triangle Shape Book • Triangle Collage • Syllable Graph • Letter Domino • Writer's Workshop |
| MEETING TIME 2: Message: A triangle has three corners and three straight sides. Some objects look like triangles. Questions: Can you name objects that look like triangles? | MEETING TIME 2: Show to the class the "People Collage" .Talk about the different movements shown in the collage. Song: Boogie, Woogie | MEETING TIME 2: Song: Can you say the first sound? Activity: "Which does not belong? |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: King Midas and the Golden Touch | STORY: Ang Alalamat ng Ampalaya | STORY: Princess and the Pea |
| WORK PERIOD 2: Teacher-Supervised: Peek Thru the Wall (concrete up to quantities of 3) Independent:: <ul style="list-style-type: none"> • Block Play • Sand Play • Ship Shape • Writing Papers (0) • Hand Game/ Cave Game/ (up to quantities of 3) • Number Concentration (0-3)/ Number Lotto (0-3)/ Fishing Game: Numbers (0-3)/ Number Snap (0-3) | WORK PERIOD 2: Teacher-Supervised: Peek Thru the Wall (concrete up to quantities of 3) Independent:: <ul style="list-style-type: none"> • Block Play • Sand Play • Ship Shape • Writing Papers (0) • Hand Game/ Cave Game (up to quantities of 3) • Number Concentration (0-3/ Bingo: Numbers (0-3)/ Number Snap (0-3)/ Mixed Up Numbers (0-3) | WORK PERIOD 2: Teacher-Supervised: Hands Down, Kites Up Independent:: <ul style="list-style-type: none"> • Block Play • Sand Play • Bead Stringing • Lift the Bowl /Counting Boards (up to quantities of 3) • Ship Shape • Number Concentration (0-3)/ Number Lotto (0-3)/ Number Snap (0-3)/ Mixed Up Numbers (0-3) |
| INDOOR/OUTDOOR ACTIVITY: Kailangan Ko Kayo | INDOOR/OUTDOOR ACTIVITY: Save Yourself | INDOOR/OUTDOOR ACTIVITY: Move That Body |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| CONTENT FOCUS: I can do. | | |
| MEETING TIME 1: Message: I can do different things using my body. Questions: What body part do we use for the following: dancing, climbing, picking things from the floor, writing etc ? | MEETING TIME 1: Message: I can do different things using my body. Questions: Why are some people not able to move? Why are some people not able to do some activities? | |
| WORK PERIOD 1 Teacher-Supervised: Step-on Colors Independent: <ul style="list-style-type: none"> • Literature-based: Character Mobile • Literature-based: Paper Plate Puppets • Shape Trail • Letter Domino • Find a Pair • Table Blocks | WORK PERIOD 1 Teacher-Supervised: Step-on Colors Independent: <ul style="list-style-type: none"> • The Character and I • Find a Pair • Me Book: Yes I can ! • Shape Trail • Table Blocks • Writer's Workshop | |
| MEETING TIME 2: Show the character mobile and stick puppets. Talk about the story characters and what they can do. Activity: Take a Sound Away” | MEETING TIME 2: Song: Old McDonald Had a Box Activity: Take a Sound Away | |
| Supervised Recess | Supervised Recess | |
| STORY: Ayoko Na – PEHT p.199 | STORY: Ang Lihim ni Lea | |
| WORK PERIOD 2: Teacher-Supervised: How Long Is It Around... Independent:: <ul style="list-style-type: none"> • Block Play • Bead stringing • Playdough • Peek Thru the Wall/ Counting Boards (up to quantities of 3) • Number Concentration (0-3)/ Bingo: Numbers (0-3)/ Number Snap (0-3)/ It's A Match (0-3) | WORK PERIOD 2: Teacher-Supervised: Lining Up Snakes Independent:: <ul style="list-style-type: none"> • Block Play • Bead stringing • Playdough • Continue How Long Is It Around • Peek Thru the Wall/ Counting Boards (up to quantities of 3) • Number Concentration (0-3)/ Bingo: Numbers (0-3)/ Number Snap (0-3)/ It's A Match (0-3) | |
| INDOOR/OUTDOOR ACTIVITY: Pass the Ball | INDOOR/OUTDOOR ACTIVITY: Ankle Walk | |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | |

APPENDIX: WEEK 7

A. THEME-RELATED ACTIVITIES

Guess What's Inside ?

Make one hole big enough to fit child hand through a narrow box and to the other side. Place different objects in a small container. Place in an empty tissue box or small box to fit the container. Have each child in the group feel what it is and tell the group what they think it is.

Group Book: We can move our body in different ways.

Objectives: To identify body parts and movements

Materials: 1/8 manila paper, strips of colored paper, glue, scissors, crayons

Participants: 8 children

Procedure:

1. Ask each child to draw movements they can do with their bodies on pre-cut colored paper.
2. Have them draw 1-2 body movements per page.
3. Let them label each drawing or take down dictation as needed.
4. Have them glue these on manila paper.
5. Compile the pages and make it into a book. Write the title of the book.

Shape Man

Objectives: fine-motor coordination

Materials: Colored pages of old magazines, classified ads of newspapers Bond paper Paste and scissors

Number of Participants: 6-8 children

Procedure:

1. Let the children cut circles, squares, triangles and rectangles from colored pages of old magazines or from classified ads of newspapers.
2. Allow children to choose what man or woman they're going to make and paste on the bond paper. They can also use mixed shapes. When they have all finished, talk about the different kinds of men or women they made.
3. Display them on the bulletin board.

Variation: This activity maybe used after lesson on shapes. After finishing a figure let the pupils identify the shapes they have used in their shape whether it's man or woman

Textured Initial

Objectives: To identify the beginning letter of their name

Materials: pre-cut cardboard letter of each child's name's beginning letter, glue, marker, materials from nature like leaves, twigs, sand, glue

Number of Players/Participants: 8 children

Procedure:

1. Give each child a pre-cut cardboard letter of his name's beginning letter.
2. Have him write his name on the cardboard.
3. Ask him design the cardboard by gluing down the different materials collected from nature.

People Collage: How do they move ?

Objectives: identify body movements

Materials: magazines, glue, manila paper

Number of Players/Participants: 6-8 children

Procedure:

1. Have children look for pictures that show body movement.
2. Let them cut and then paste on manila paper.

Me Book: Yes I can !

Objectives: To identify the different things that one can do

Materials: shape books (book takes on the form of a boy or girl) , pencils, crayons

Number of Players/Participants: 8 -10 children

Procedure:

1. On each page, ask the children to draw the things that they can do.
2. Have them color their drawings.
3. Take down dictation as needed.
4. Have them write the title " Yes I can " on the cover of their booklet/

B. OTHER MATH ACTIVITIES

Block Play

Objective: to explore the attributes of 3-dimensional or space figures
to understand the relationship between figures
to build structures using blocks

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Sand Play

Objective: to explore the attributes of sand
to explore capacity of containers
to practice measuring capacity using nonstandard tools and units

Materials: basin of sand variety of plastic containers (e.g. plastic bottles, cups, spoons)

Number of Players/ Participants: 4

Procedure:

Children can use sand in a variety of ways:

They can use sand to explore the capacity of containers.

They can also use this material for dramatic play activities (e.g. cooking, baking)

They can also practice writing numbers and letters on the sand.

Triangle Hunt/ Poster

Objectives: to recognize square objects in the environment

Materials: several square objects, 1/8 manila paper, ¼ newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to look for triangular objects in the classroom.
2. Ask children to identify the objects that they found.
3. Have them draw the triangular objects in small strips of paper.
4. Paste these on 1/8 Manila paper.
5. Write the title " There are triangular objects around us. "

Triangle Shape Book

Objectives: To identify shapes embedded in the environment

Materials: triangular blank booklets, colored markers/crayons, pencil

Number of players/participants: 8 children

Procedure:

1. Distribute one shape book to each child.
2. On each page, have them draw 1-2 triangular objects that they know of.
3. Let them label each object or take down dictation as needed.

Triangle Collage

Objectives: fine-motor coordination ;shape recognition

Materials/Preparation: small pieces of art paper or colored magazines, glue

Number of players/participant: 6-8 children

Procedure:

1. Distribute the triangle templates to each child.
2. Have children tear small pieces of art paper or colored magazines. (either one only)
3. Let them glue these pieces of paper within the triangle template.

Shape Trail

Objectives: shape recognition

Materials: shape board game, tokens

Number of Participants 4-5 children

Procedure:

1. At each turn, a child throws the die and moves his/her marker according to the number indicated on the die.
2. The game continues until everyone has reached the end of the trail.
3. The first player who reaches the end wins the game.

Note: Instead of a regular die, you may also make an improvised die with a drawing of a shape on each face of the die.

Step-on Colors

Objectives: color recognition

Materials: individual color cards (size : 8 x 11 or bigger)

Number of players/participant: 4-5 players

Procedure

1. Spread out color cards on the floor.
2. Ask a player to step on a color that the teacher will call out and let him identify the color.
3. The game continues until everyone has been called to step on a particular color.

Writing Papers (0)

Objective: to learn sequence

To observe the form of each numeral

To develop eye-hand coordination

Materials: writing papers (with number dot patterns for each numeral)
crayon

Number of participants: individual

Procedure:

- Each child is given a writing paper with the numeral he is working on, in this case 3.
- Children use a crayon to connect the dots of the number pattern.

Mixed Up Numbers

Objectives: To read and recognize number words

To recognize the sequence of numbers

Players: small group

Materials: vocabulary cards of number words

1. Place the word cards at random in the chalk tray.
2. Ask the students to say each word with you.
3. Ask the children to help you place them in correct sequence.
4. Tell the children to hide their eyes while a mischievous kitten (you) comes and change the order of the cards.
5. The children close their eyes and lower their heads on their desk.
6. The teacher switches cards and then calls on a pupil to return them to the correct places.

ONE

TWO

THREE

Variation: Distribute the cards to the children. Call one of the word names. A student with the corresponding card is invited to stand.

Number Lotto

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: lotto boards, 2 sets of number cards, 0-3

Procedure:

1. Give each player a lotto board.
2. Players take turns to pick up a card from the deck.
3. If the number appears on their board they use this to cover the number up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a bingo game. She holds up the number cards and players have to shout out the name of the number in order to claim it to put on their board.

Number Concentration

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-3

Procedure:

1. Lay the cards down, either in rows or just anyhow.
2. Take turns turning over 2 cards.
3. If the cards match, you win them. If not, turn them face down again.
4. Player with most number of cards win.

Fishing Game: Numbers

Objective: to recognize and identify numerals

Number of Players/ Participants: 2-4

Materials: fish cut-outs (that have the numbers 0-3 written on them) with paper clip, fishing rod with magnet

Procedure:

1. Set up a "fishing area" where fish with shapes are placed on the floor.
2. Children take turns using the fishing rod to catch a 'fish'.
3. When a child catches a 'fish' he identifies the number written on the fish.
4. The next child takes his turn.

Bingo: Numbers (0-3)

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: bingo card for each player calling cards tokens

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Snap

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 3 sets of number cards, 0-3

Procedure:

1. Shuffle and deal the cards.
2. The players take it in turns to turn over their top card.
3. If two matching cards are turned over, the first player to shout "snap" wins both the piles concerned.
4. Continue until only one player is left.

Variation: Make a set of cards with the numbers shown in different ways.

☺ Hand Game (concrete, up to quantities of 3)

Objective: to explore different combinations that make a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks

No. of Participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 3.
3. Children separate counters in different ways and verbalize the combinations that result.

| Teacher says: | | Children say: |
|-------------------------------------------|--|-------------------------------------------------------------|
| "Place four sticks in your right hand." | | "None and three is three." or "Zero and three is three." |
| "Place one stick in your left hand." | | "One and two is three." |
| "Place one more stick in your left hand." | | "Two and one is three." |
| "Place one more stick in your left hand." | | "Three and none is three." or "Three and zero is three" |

Variation: **CAVE GAME (concrete)**: The game proceeds as Hand Game but the position of hands is varied.

Lift The Bowl (concrete, up to quantities of 3)

Objective: to explore different combinations that make a given quantity

Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

No. of Participants: small group

Procedure:

Game proceeds as Hand Game but bowls are used for separating quantities.

| Teacher says: | | Children say: |
|--------------------------------------|--|-------------------------------------------------------------|
| "Place three blocks under the bowl." | | "None and three is three." or "Zero and three is three." |
| "Place one block on the bowl." | | "One and two is three." |
| "Place two blocks on the bowl." | | "Two and one is three." |
| "Place three blocks on the bowl." | | "Three and none is three." or "Three and zero is three" |

Counting Boards (concrete, up to quantities of 3)

Objective: to explore different combinations that make a given quantity

Materials: counting boards & counters (example: webs & spiders, rivers & fish, stores & hats, tables & chairs, sinks & plates)

Procedure:

1. Give each child one counting board.
2. Have the children take the number of counters being worked with for the day and decide what they want to represent.
3. Take turns in telling a story to go with the counters.

Ex: Three fish were swimming. Three more came. That makes six fish swimming.

I saw seven mangoes in the tree. I climbed the tree and got two mangoes. Five mangoes were left.

Peek Thru the Wall

Objective: to explore different combinations that make a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks and a 'wall' made up of clear plastic taped on all sides

No. of Participants: small group

Procedure:

Game proceeds as Hand Game but 'walls' are used for separating quantities.

| Teacher says: | | Children say: |
|-------------------------------------|--|-------------------------------------------------------------|
| "I see no sticks behind the wall." | | "None and three is three." or "Zero and three is three." |
| "Place one stick behind the wall." | | "One and two is three." |
| "Place two sticks behind the wall." | | "Two and one is three." |

| | | |
|---------------------------------------|--|------------------------------------------------------------|
| "Place three sticks behind the wall." | | "Three and none is three." or "Three and zero is three" |
|---------------------------------------|--|------------------------------------------------------------|

Ship Shapes

Objective: To recognize 2-dimensional shapes

Players: 2-4 players

Materials: Ship Shape game card for each player spinner Crayons

Procedure:

1. Players take turns spinning the spinner to determine which shape to color in their game cards. Each player can color in only one shape during his turn.
2. If a player spins a shape and all those shapes have already been colored in his game card, the player passes and the next player takes a turn.
3. The first player to color in all the shapes on his game card wins.

Hands Down, Kites Up

Objective: To explore perimeter (or distance around an object)

Materials: construction paper pencils yarn
Scissors tape or stapler

Procedure:

1. Provide pairs of children with construction paper, pencils, string, scissors, and tape. Tell them they are going to find out the distance around their hands.
2. Instruct one partner to place his or her hand, palm down, on the paper, fingers spread wide apart to make the hand easy to trace. Ask the other partner to carefully trace the outline of the hand in pencil. Partners then switch roles so that each has an outlined hand. Have children write their name within their hand outline.
3. Have partners work together to place the string carefully on the traced outlines. They can also tape the string in place.
4. Have children cut the string. Then they should straighten the string out to its full length and measure it.
5. Ask children to cut out their labeled hand shape. Have them tape or staple their length of string to the bottom of the cut-out hand to create, in effect, a hand-shaped kite.

How Long Is It Around...

Objective: to measure length/distance/circumference using non-standard units and tools

Materials: string or yarn scissors Manila paper or old calendars tape

No. of Participants: small group

Procedure:

1. Ask the children who they think has the biggest head in the group. Ask them how they would measure and compare the distance around their heads to make sure their answer is correct.
2. Bring out the string or yarn. Allow the children, in pairs to measure the circumference (distance around) their heads.
3. Partners compare who has the bigger head. All the children in the group compare their measurements.
4. Strings or yarns are taped on a sheet of Manila paper (or old calendar). Each string or yarn is labeled with the child's name.
5. Children are instructed to measure other body parts such as: wrist, thumb, waist, knee, ankle

Lining Up Snakes

Objectives: to measure length using nonstandard tools

To order objects from longest to shortest

Materials: rubber or plastic snakes of different sizes playdough string for measuring

Players: small group

Procedure:

1. Read the poem Snake Time.

Snake Time

The snakes lined up
On measuring day,
I measured each one
Before they could play.
They got in a row
In an orderly way,
Then shortest to longest

They slithered away.

2. Discuss lengths of the 3 rubber or plastic snakes. Ask children which snake is longest, the next longest, the shortest.
3. Ask children to measure the snakes using yarn or paper clips (or other nonstandard tools) to verify their answers.
4. Provide play dough so that each child can mold 3 of their own snakes. Naming the snakes can make this activity even more personal.
5. Have children compare the lengths of their snakes and line them up in order.
6. Again, children may use a variety of measuring tools to measure the length of their snakes.

C. OTHER LANGUAGE ARTS ACTIVITIES

Writers' Workshop - "What did you do during the summer vacation?"

Objective: to represent experiences through drawing

Materials: ½ lengthwise bond paper, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Ask each student to draw a particular experience he/she had last summer and write about it.
Take down dictation if the child cannot write his own words or sentences yet.
2. Compile the stories and make it into a book. Write the title of the book – "Our Summer Vacation Experiences"

Syllable Graph

Objectives: segment words

Materials: syllable graph written on manila paper, picture cards

Prepare: syllable graph that looks like the one below:

| 1 syllable | 2 syllables | 3 syllables | 4 syllables |
|------------|-------------|-------------|-------------|
| | | | |
| | | | |
| | | | |

Number of players/participant: 6-8 children

Procedure:

1. Children take turns picking out a card.
2. Have him clap the number of syllables that make up the word.
3. Then have him place the card under the correct column.

Letter Domino

Objective: to identify upper case letters

Material : 24pcs upper case letter domino cards

Number of players/participant: 5-6

Procedure:

1. Deal all cards to the players.
2. The first player lays down a card.
3. The next player lays down a card that can be connected to either letter on the card. Game continues until all cards have been laid down

Variation: This can be done for lower case letters

Find a Pair

Objective: recognize initial sound in words

Materials: marker or crayons, ¼ bond paper or construction paper

Number of participants: half of the class

Procedure:

1. Have children identify objects in the classroom that have the same initial sound.
2. Let them draw these on paper.
3. Staple the pieces of paper to form a mini-book.

What's the first sound ?

Objective: recognize initial sound in words

Materials: Picture cards for each targeted phoneme

Number of participants: half of the class

Procedure:

1. Gather a set of three or four pictures for each phoneme you want the children to explore. For example, you might choose pictures of a fox, a foot, some feathers, and a fish for the /f/ set and pictures of a man, a mouse, a mitten, and a moon for the /m/ set
2. Choose one set of pictures and have children take turns identify the name of each object depicted.
3. Then repeat the name, drawing out the initial consonant (e.g., f-f-f-f-ox).
4. Ask all of the children to repeat the name in the same way, f-f-f-f-ox, and notice and describe what they are doing with their mouths as they make the /f-f-f/ sound.

Note:

- Work with a few only a few sets of pictures in a sitting or the children's attention might wander. the time being,
- It is important that the name of each picture used begins with a single consonant, preferably a continuant consonant. None of the pictures should begin with consonant blends such as fr-,pl-,or st- because that would make the game too hard for most children at this point.
- Make sure that all pictures are familiar to the children. You have to remember that when a word is unfamiliar, it is very difficult to direct attention to its phonemes. Therefore, when there is any doubt about the familiarity of any of these words, ask the class and/or the individual children in concern to repeat it

Textured Initial

Objectives: To identify the beginning letter of their name

Materials: pre-cut cardboard letter of each child's name's beginning letter, glue, marker, materials from nature like leaves, twigs, sand, glue

Number of Players/Participants: 8 children

Procedure:

1. Give each child a pre-cut cardboard letter of his name's beginning letter.
2. Have him write his name on the cardboard.
3. Ask him design the cardboard by gluing down the different materials collected from nature.

Literature-based: Making Connections: King Midas and His Golden Touch

Objectives: To make personal connections

Materials: paper plates, yarn, colored paper, pencils, crayons, scissors, paste/glue

Number of Players/Participants: 8 children

Procedure:

1. Give each child a paper plate and design it into a head using yarn, colored paper, pencils, crayons, scissors, paste or glue.
2. Ask the children to recall how King Midas got his golden touch.
3. Give each child a piece of paper and take down dictation as he tells you his answer.
4. Attach their answers to their paper plate heads and display them on the wall. Write the title of the activity.

Literature-based: Character Mobile

Objectives: identifies story characters, fine motor coordination

Materials: scratch paper, crayons, pencil, colored markers, hanger, ¼ construction paper

Number of Participants: any number of children

Procedure:

1. Have children draw the characters on each piece of construction paper with his/her name placed at the bottom of the paper.
2. Draw both the front and back sides.
3. Cut strips of yarn to hang the characters on the hangers.
4. Glue a piece of yarn to each character.
5. Hang the drawing by tying the yarn to the hanger.
6. Write the title of the story on top of the hanger or within the triangular space.

Literature-based: The Character and I

Objective: make personal connections with the character

describe a character in the story

Compare story character with oneself

Materials: paper, crayons/pencil

Number of Participants: any number of children

Procedure:

1. After reading the story, ask children to choose a character they want to compare themselves with.
2. Bind three pages into a book.
3. Each page must be divided into two parts. On the right column, write " This is Me. On the left column, write " Story Character's Name _____ "

On the first page, have the child draw what he and the character can do.

On the second page, have the child draw their likes and dislikes.

On the third page, have the child draw things that she and the character has or possess.

Literature-Based: Paper Plate Puppet

Objective: to make personal connections

Materials: crayons or makers, scissors, glue, paper plate, craft stick, construction paper

Number of Participants: 6-8 children

Procedure:

1. Ask each child to choose a character from the story read to the class..
2. On the paper, have him/her draw the character's head. He/she may also choose to draw the character's arms and legs, as well as anything the character might hold or wear.
3. Let him/her color and cut out his/her pieces.
4. Have him/her glue these onto the bag.
5. Let the child put his/her hand inside the bag and move the puppet to make it talk.
6. Have your puppet introduce the book to another student.

Make the Sounds

Objective: reproduce sequences of sounds

Materials : none

Procedure:

1. Have children identify single sounds first.
2. Then let them identify each one in a given sequence of sounds.
3. Have children cover their eyes with their hands while you make a familiar noise such as closing the door, sneezing, or playing a key on the piano. By listening carefully and without peeking, the children are to try to identify the noise.
4. Once children have caught on the game, make two more noises, one after the other.
5. Without looking, have children guess the two sounds in sequence saying, "There were two sounds. First we heard a _____, and then we heard a _____."

Variation: After they have mastered this, produce series of more than two for them to identify and report in sequence. Again, complete sentences should be encouraged.

ACTIVITIES FOR MEETING TIME 2

Which does not belong ?

Objective: identify which does not belong to a given set of words based on its initial sound

Number of Participants: whole class

Procedure:

1. Tell children to listen carefully to the words you will say.
2. Have them pay attention to the initial sounds of each of the words.
3. Let them identify which word has a different initial sound from the rest of the words.

Note: Give at least 6 sets of words so that children can have ample time to practice discriminating initial sounds.

Take a Sound Away

Objective: to manipulate sounds in words

Materials: none

Number of participants: whole class or half of the class

Procedure:

1. Say a word to the class .For example, say mmmmm-at," elongating the initial consonant, and have the children repeat.
2. Then say "at," and have the children repeat.
3. Ask the children if they can determine which sound has been taken away and repeat the words for them (i.e., m-m-m-

m... at ... m-m-m-m...at).

Note: Most children can identify the “hidden word” but have a great deal of difficulty in identifying what is taken away. Children may also be inclined to produce rhyming words rather than to focus on initial sounds. With this in mind, take care not to flip back and forth between the activities involving rhyming and initial sounds.

D. SONGS/POEMS/ RHYMES

Boogie Woogie

Put your right hand in
Put your right hand out
Put your right hand in
And shake it all about
And do the BOOGIE,WOOGIE
And you turn yourself around
That's what it's all about.

Change underlined words to: left hand, right foot, left foot,
head, elbows, backside, body

Old Mcdonald Had a Box

Old McDonald Had a Box Old McDonald had a box E-I-E-I-O
And in that box , he had a /k/... E-I-E-I-O
With a can,can here
And a can,can there,
Here a can, there a can
Everywhere a can-can
Old McDonald had a box E-I-E-I-O

Can you say ?

sung to the tune of Happy Birthday

Can you say the last sound?
Can you say the last sound?
It's the last sound in rabbit
Can you say the last sound?

E. INDOOR/OUTDOOR GAMES

Move That Body

Objectives: To demonstrate movement of different body parts

Materials: CD player, CD (music)

Procedure:

- Children and teacher do deep breathing and other simple stretching exercises to loosen tight muscles, concentrating on certain body parts. Example: hand, feet, head
- The teacher starts the music and tells the children: "Move your hand...feet...etc" in any way you want.
- Children move their body parts with music.
- End the activity with deep-breathing exercise.

(Note: Direction of the movement varies – example: up and down, back and forth, etc. The quality of movement can also be varied – example: slow and fast, quiet and loud, light and heavy, happy and sad. Different kinds of music can be used in various movements.)

Save Yourself

Objectives: To develop gross motor skills

To identify one's name

Materials: name tags with printed names of the children, two empty boxes.

Procedure:

1. Class is divided into two groups. The two groups stand behind the starting line. The end line where the box opposite each group is placed is 5 meters away from the starting line.
2. Tell the children to pretend that the box is a sinking ship and they are trying to save themselves from drowning.
3. On signal START, the first player in each group skips toward the box, gets his own name tag, and gallops back to the starting line, shakes hand with the next player, and pins the tag on his clothes.
4. The second player does what the first player did. The game goes on until everybody had his turn.
5. The group who finishes first and with all the players wearing their own respective name tags wins the game.

Kailangan Ko Kayo

Objectives: Nakikilala ang iba't-ibang bahagi ng katawan

Materials: mga larawan ng iba't-ibang gawain ng iba't-ibang bahagi ng katawan at mga cut-outs ng mga bahagi ng katawan

Number of Players/Participants: buong klase

Procedure:

- Ihilera ang mga larawan ng iba't-ibang gawain ng iba't-ibang bahagi ng katawan.
- Ilagay naman ang cut-outs ng mga bahagi ng katawan sa isang kahon.
- Kukuha ang isang bata ng isang cut-out.
- Itatapat ang cut-outs sa larawang nagagawa nito.
- Maaring maging isang masiglang laro kung gagawa ng dalawang set ng cut-outs at ng mga gawain.
- Hatiin ang klase sa dalawang grupo at hayaang mag-unahan sila sa pagtatapat ng mga larawan at cut-outs.
- Ang grupong unang makatapos ang panalo.

Pass The Ball

Objectives: To encourage cooperation among the students

Materials: ball

Number of Players/Participants: whole class

Procedure:

- Tell the children to line up, one behind the other.
- Give the first child a ball
- He passes the ball to the child behind him by passing the ball between his legs.
- When the ball reaches the last person, he starts passing it forward over his head.
- The fun of the game is to see how fast the children can pass the ball.
- Each time they repeat the game, the children try to pass the ball faster.

Ankle Walk

Line the children up on one side of the room. Ask them to bend over and hold onto their ankles. Have them walk to the other side of the room while holding onto their ankles.

KINDERGARTEN CLASS FIRST GRADING DAILY PLANS

WEEK 8: _____

| Monday | Tuesday | Wednesday |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: I can take care of my body | | |
| MEETING TIME 1: Song: This is the way ... Message: <i>I can take care of my body. I can keep myself clean.</i> | MEETING TIME 1: Message: I eat the right kinds of food. Questions: What will happen if you do not enough food? What will happen if you eat too much food? Song: Ang Gatas at ang Itlog | MEETING TIME 1: Song: Mag-ehersisyo Tayo Message: I exercise. I rest when I am tired. I sleep on time Questions: How can exercise and rest help the body stay healthy? |
| WORK PERIOD 1 Teacher-Supervised: Mobile: These are the things we use to keep our body clean. Poster: We can take care of our body Independent: <ul style="list-style-type: none"> • What comes next? • Kalusugan: Mahalaga PEHT p.57 • Letter Puzzles • Name Sort • Table Blocks • Writer's Workshop | WORK PERIOD 1 Teacher-Supervised: Filim Strip: Ang Prinsipeng Ayaw Maligo Independent: <ul style="list-style-type: none"> • Literature-based: Story Map • Literature-based: Accordion Book: Paano magsipilyo ? Maligo ? maghugas ng kamay • Outline Game (Things We Use to Keep us Clean) • Food Mobile • Make a Meal • What comes next • Playdough | WORK PERIOD 1 Teacher-Supervised: Two-Sound Words (oral segmentation) Independent: <ul style="list-style-type: none"> • Dramatic Play • Food Chart: Healthy Food/Junk Food • Slogan. Eight It Is! • Literature-based: Drawing: Ang Mga Paborito Kong Pagkain • Literature-based: Food Memory Game/Food Domino • Puzzle Pictures |
| MEETING TIME 2: Song: My Body Activity: What's the New Word | MEETING TIME 2: Song: It's Me Again Activity: Guess a Riddle | MEETING TIME 2: Activity: Pantomime: Ways of Taking Care of the Body |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: Ang Prinsipeng Ayaw Maligo | STORY: Si Owel ang Batang Matakaw | STORY: Ang Prinsesang Ayaw Matulog |
| WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting using quantities up to 3) 3 Concentration Independent:: <ul style="list-style-type: none"> • Block Play • Water Play • Sand Play: Mark the Scoops • Subtraction Card (2-3) • Number Books (quantities of 3) • Number Games (for those who still have difficulty recognizing numerals 0,1,2,3) | WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting using quantities up to 3) 3 Concentration Independent:: <ul style="list-style-type: none"> • Block Play • Water Play • Sand Play: Mark the Scoops • Subtraction Cards (2-3) • Number Books (quantities of 3) • Number Games (for those who still have difficulty recognizing numerals 0,1,2,3) | WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting using quantities up to 3) Find 3 Independent:: <ul style="list-style-type: none"> • Block Play • Water Play • 3 Concentration • Subtraction Cards (2-3) • Number Books (quantities of 3) • Number Games (for those who still have difficulty recognizing numerals 0,1,2,3) |
| INDOOR/OUTDOOR ACTIVITY: Watch and Guess | INDOOR/OUTDOOR ACTIVITY: Confusing Game | INDOOR/OUTDOOR ACTIVITY: Writing Using Body Parts |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| CONTENT FOCUS: I can take care of myself. | | |
| MEETING TIME 1: Story: Si Monica Dalos-dalos Message: I can protect myself from harm Questions: | MEETING TIME 1: Message: I can protect myself from harm Questions: | |
| WORK PERIOD 1 Teacher-Supervised: Literature-based: Story Sequence Strips Independent: <ul style="list-style-type: none"> • Dramatic Play • Playdough • Literature-based: Flip Chart: Beginning/Middle/End • Safety Signs • Picture Puzzles • How many sounds? | WORK PERIOD 1 Teacher-Supervised: Three Sound Words Independent: <ul style="list-style-type: none"> • Literature-based: "How did the character take care of her body?" (Looking After Myself) • Playdough • Mini-book: I can take care of myself in different ways. • How many sounds? | |
| MEETING TIME 2: Activity: Two sound words (oral blending) Song: Sound It Out | MEETING TIME 2: Activity: Sounds in Words : Break and Blend | |
| Supervised Recess | Supervised Recess | |
| STORY: Looking After Myself | STORY: Ayoko Na | |
| WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting using quantities up to 3) <div style="text-align: center;">Find 3</div> Independent: <ul style="list-style-type: none"> • Block Play • Water Play • Writing Numerals (1,2,3,0) • 3 Concentration • Subtraction Cards (2-3) • Number Games (for those who still have difficulty recognizing numerals 0,1,2,3) | WORK PERIOD 2: Teacher-Supervised: Bingo: Addition Bingo: Subtraction Independent:: <ul style="list-style-type: none"> • Block Play • Water Play • Writing Numerals (1,2,3,0) • 3 Concentration • Find 3 • Subtraction Cards (2-3) • Number Games (for those who still have difficulty recognizing numerals 0,1,2,3) | |
| INDOOR/OUTDOOR ACTIVITY: Mimetics/Move that Body | INDOOR/OUTDOOR ACTIVITY: Shape Relay | |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | |

APPENDIX: WEEK 8

A. THEME-RELATED ACTIVITIES

Mobile - These are the things we use to keep our body clean.

Objective: To identify the different things used to keep our body clean

Materials: cardboard, pencil, crayons, paste/glue

Participants: 8 children

Procedure:

1. Ask children to brainstorm on ways to keep their bodies clean.
2. Have them draw these on cardboard.
3. Attach a yarn to each drawing.
4. Have them label the drawing.
5. Hang this where everyone can see.

Poster – We can take care of our body.

Objectives: To know the ways of taking care of our body

Materials: manila paper, scratch papers, pencil, crayons, paste/glue

Participants: 8 children

Procedure:

- Ask the children to name one way of taking care of our body.
- Give each child a piece of paper and ask them to draw their answer
- Take down dictation as each child tells you what he drew.
- Paste their answers in the manila paper. Write the title of the activity.

Kalusugan: Mahalaga PEHT p.57

Make a Healthy Meal

Objective: To identify health foods; develop eye-hand coordination

Materials: paper plate, scissors, magazines, several pieces of 1/8 construction paper crayons, markers

Number of Participants: 8-10 students

Procedure:

1. Have each child cut-out pictures of healthy food.
2. Let him paste these pictures on a paper plate to represent a healthy meal.

Food Mobiles

Objectives: to identify different food items that come from plants/ animals

Materials: cardboard, yarn, scissors, colored markers, crayons

Number of players/participants: 6-8

Procedure:

1. Ask children to draw food that comes from animals and plants.
2. Let them color their drawings.
3. Attach a yarn to each drawing.
4. Have them label the drawing.
5. Hang this where everyone can see.

Outline Game (Things We Use to Keep us Clean)

Objectives: matching

Materials: assorted objects used for grooming, outline board

Preparation: Draw the outline of the objects on a folder or board.

Number of Participants: 4-6 participants

Procedure:

1. Have children match the object with its corresponding outline on the board.
2. Talk about the different ways these things are used for grooming.

Safety Signs

Objectives: identify safety rules

Materials: strips of paper, marker, crayons

Number of Participants: 6-8 children

Procedure:

1. Have children think of ways to keep children safe from harm. Have them think about safety rules at home, in school and in the community.
2. Ask them draw one safety rule on each strip of paper. Take down dictation and write this on a scratch paper. Let children copy this back on the paper strip to accompany the drawing.

Stuffed Vegetables/Fruits

Objective: fine-motor coordination

Materials:

- Newspaper cut in strips (Prepare the strips at least a day ahead with the children. This will help them practice cutting in straight lines.)
- 1' x 1 ½ ' craft paper with pre-drawn outline of a fruit or vegetable back-to-back
- Stapler and staple wires

Number of Participants: 6-8

Procedure:

1. Let the children color the fruit or the vegetable back-to-back.
2. Seal 2/3 of the sides using a stapler.
3. Crumple the strips of paper into loose balls and stuff them inside the fruit or vegetable.
4. When the vegetable or fruit is full ,seal it close with staples.

Food Chart: Healthy Food/Junk

Objectives: To differentiate between healthy and junk food

Materials: manila paper, magazines, markers, construction paper, glue, scissors

Procedure: Prepare the food chart beforehand.

Number of Participants: 6-8 participants

Procedure:

1. Have children cut-out pictures of different kinds of food
2. Ask them which of these food items can be considered healthy foods and talk about why they are healthy for the body.
3. Have them paste this under the heading "Healthy Foods".
4. Then have them identify foods that can be harmful for the body. Talk about why these are not considered healthy foods.
5. Have them paste this under the heading " Junk Foods"

Slogan – Eight It Is!

Objectives: To know the importance of drinking at least 8 glasses of water a day and sleeping at least 8 hours a day

Materials: manila paper, white paper, pencil, crayons (Teacher writes "EIGHT IT IS! In big, fat letters on the manila paper.)

Number of Players/Participants: 10 children

Procedure:

- Ask the children to name the things that they need in order to grow strong and healthy.
- Talk about drinking 8 glasses of water and sleeping at least 8 hours a day will make them healthy and strong.
- Let the children design the slogan using crayons.
- You may also ask the children to draw pictures

What Comes Next? - sequence picture cards – shows at least 3-part steps (Example: brushing our teeth)

Objectives: To know the correct sequence of a particular activity

Materials: sequence cards

Participants:

Procedure: 6 children

- Spread out the picture cards on the table.
- Ask the children to sort them according to a particular activity.
- Let the children arrange each activity into the proper sequence of how that particular activity is done.
- Have the children retell each activity using the picture cards.

Mini- book: I can take care of my body in different ways

Objectives: To identify different ways one can take care of his body

Materials: mini-books with 5-6 pages stapled together, pencil, crayons

Participants: any number of children

Procedure:


1. On each page, have a child draw 1-2 ways he can take care of his body.
2. Take down dictation as needed.
3. Write the title of the book or have the child copy the title of the book from model.

Dramatic Play

Throughout the week, children can take turns playing at the dramatic corner. The following themes are recommended:

Bahay-bahayan: Ways I Keep Myself Clean at Home

Doctor's Clinic

 At the dramatic area, set up a clinic. Display a clinic sign. Provide dress-up props such as white jackets, doctor's bag and play stethoscopes. Set out pads of pretend prescription forms along with brochures outlining good health habits (eating proper foods, brushing teeth, getting lots of exercise, etc.). Let the children take turns being doctors. Have them "write" prescriptions and discuss the good-health brochures with their "patients."

Restaurant

Tables, tablecloths, menus, and writing tablets for taking orders can be placed in the dramatic play area. Paste pictures of food on the menus. A sign for the area could be "Eating for Health."

B. OTHER MATH ACTIVITIES

Water Play (nonstandard measurement of capacity)

Objective: to explore the concept of capacity

to determine the capacity of a container using nonstandard measuring tools

Materials: large container (basin) with water or sand
measuring containers such as plastic cups and spoons
variety of bottles or containers

No. of Participants: 1-4

Procedure:

- Children explore the concept of capacity by filling up and emptying containers or bottles with water.
- Children try to find out how many cups of water or sand can fill a container.
- Children try to find containers that can contain the same amount
- Children determine which container has more or less water or sand

Sand Play: Mark The Scoops

Objective: to compare quantities

To see relationships

Materials: large container (basin) with sand
1 cm or ½ in strips of paper

assorted jars
tape

measuring cup
funnel

Number of Players/ Participants: 2-4

Procedure:

The children take a measuring cup to experiment with. They tape a strip of paper to the side of each of the available jars. They put 1 measuring cup of sand in 1 jar and shake the jar to even out the sand and mark the level on the paper taped to the side of the jar. As the children add each measuring cup of sand, they mark the level on the paper. This is repeated for each jar.

Encourage the children to discuss why the distance between each mark differs with some jars and does not with others.

Hand Game (connecting level up to quantities of 3)

Objective: to explore different combinations that make a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks numeral cards work mats

No. of Participants: small group

Procedure:

1. Teacher gives each child a given quantity of sticks, in this case 3.
2. Children separate counters in different ways and verbalize the combinations that result.

| Teacher says: | | Children say: | Teacher places these cards on the Hand Game counting board | | | |
|-------------------------------------------|--|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|---|
| "Place three sticks in your right hand." | | "None and three is three." or "Zero and three is three." | <table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 2px 10px;">0</td><td style="padding: 0 20px;"></td><td style="border: 1px solid black; padding: 2px 10px;">3</td></tr></table> | 0 | | 3 |
| 0 | | 3 | | | | |
| "Place one stick in your left hand." | | "One and two is three." | <table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 2px 10px;">1</td><td style="padding: 0 20px;"></td><td style="border: 1px solid black; padding: 2px 10px;">2</td></tr></table> | 1 | | 2 |
| 1 | | 2 | | | | |
| "Place one more stick in your left hand." | | "two and one is three." | <table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 2px 10px;">2</td><td style="padding: 0 20px;"></td><td style="border: 1px solid black; padding: 2px 10px;">1</td></tr></table> | 2 | | 1 |
| 2 | | 1 | | | | |
| "Place one more stick in your left hand." | | "Three and none is three." or "Three and zero is three." | <table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 2px 10px;">3</td><td style="padding: 0 20px;"></td><td style="border: 1px solid black; padding: 2px 10px;">0</td></tr></table> | 3 | | 0 |
| 3 | | 0 | | | | |

Lift The Bowl

Objective: to explore different combinations that make a given quantity

Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

No. of Participants: small group

Procedure:

Game proceeds as Hand Game but bowls are used for separating quantities.

| Teacher says: | | Children say: | Teacher places these cards on the Lift the Bowl counting board | | | |
|--------------------------------------|--|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| "Place three blocks under the bowl." | | "None and three is three." or "Zero and three is three." | <table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 2px 10px;">0</td></tr><tr><td style="text-align: center;">⤴</td></tr><tr><td style="border: 1px solid black; padding: 2px 10px;">3</td></tr></table> | 0 | ⤴ | 3 |
| 0 | | | | | | |
| ⤴ | | | | | | |
| 3 | | | | | | |
| "Place one block on the bowl." | | "One and two is three." | <table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 2px 10px;">1</td></tr><tr><td style="text-align: center;">⤴</td></tr><tr><td style="border: 1px solid black; padding: 2px 10px;">2</td></tr></table> | 1 | ⤴ | 2 |
| 1 | | | | | | |
| ⤴ | | | | | | |
| 2 | | | | | | |

Bingo: Addition (up to quantities of 3)

Objective: To match an addition fact with its correct sum

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Bingo: Subtraction (up to quantities of 3)

Objective: To practice subtraction up to quantities of 3

Materials:bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Find 3

Objective: to explore different combinations that make 3

Materials: 4 sets of numeral cards 0, 1, 2, 3

No. of Participants: 1-4

Procedure:

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.
2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 3, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

Subtraction Cards

Objective: to subtract quantities up to 3

Materials: subtraction cards, counters

No. of Participants: 1-4

Procedure:

1. Teacher reads the total on the card, in this case 3.
2. Children get 3 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "Two"
5. Teacher shows the group the two remaining dots on the subtraction card.

3 Concentration

Objective: to explore different combinations that make 3

Materials: 4 sets of numeral cards 0, 1, 2, 3

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 3. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person who collects the greatest number of pairs is the winner.

Variation: This game can be varied by increasing the number of cards placed on the table. A 5 x 5 or 6 x 6 arrangement may be more interesting.

Number Books (quantities of 3)

Objectives: To use numerals to describe and record quantities

Materials: cut outs from magazines scratch or bond paper

Preparation: Make number books by cutting paper in half and binding these together.

Procedure:

1. Find pictures of familiar objects such as shoes, toys, food items.
2. Cut and paste 3 of each object/ item on 1 page. Label each page "3 _____"

Writing Numerals (1,2,3,0)

Objective: to write numerals

Materials: lined paper (blue-red-blue lines) numeral cards

Preparation: Draw the numerals on a piece of card board. The first part of the numeral is drawn with the purple crayon and the second part with green. The purple and green marks will help children determine which stroke to do first.

1. Provide each child with numeral cards and lined paper.
2. Let each child practice writing the numerals on lined paper.

For children who have yet to master recognizing the numerals and number names of 1, 2, 3 and 0 continue to play Number Games: Fishing Game: Numbers, Bingo: Numbers, Number Lotto, Number Domino, It's a Match, Number Concentration, Mixed Up Numbers (refer to appendices of previous weeks)

C. OTHER LANGUAGE ARTS ACTIVITIES

Picture Puzzles

Objectives: fine-motor coordination, visual discrimination

Materials: puzzle pieces

Number of Players/Participants: 6 children

Preparation: Choose 8-10 pictures to mount on boards. Cut this up into 4-6 pieces.

Procedure:

1. Distribute one set of puzzle to each child.
2. Have each one complete the puzzle assigned to him/her.
3. Have them exchange sets as they finish.

Letter Puzzles

Objectives: identifying and matching upper and lower case letters

Materials: cardboard pieces

Preparation: Cut each cardboard in the shape of two puzzle pieces. On one piece write the upper case letters and on the other, write the lower case letters. Prepare at least a set of 7 letters at a time and then put them inside a plastic bag.

Procedure:

1. Ask each child to form a letter using the puzzle pieces.
2. Let children state the name of each letter as they match them .

Name Sort

Objectives: letter-sound association, sorting

Materials/Preparation: 2 x 4 cards

Preparation : Write the names of your students in each card.

Number of players/participant: 8-10 children

Procedure.

1. Spread out the cards on the table.
2. Ask the children to sort the names according to the beginning letter of the name.
3. After sorting, go over each category. Say the letter name, the sound it represents and all the names that begin with this letter. Do the same for all letter categories.

Variation: You may also sort letters according to the following:
Ending letters
Number of letters in each name

Literature-based: How did the character take care of her body? (Looking After Myself)

Objectives: To make personal connections

Materials: pre-cut people puppets, pencil, crayons, scratch papers

Participants: 8 children

Procedure:

1. Give each child a pre-cut cardboard puppet and ask them to design the puppet.
2. Let him color the puppet. Attach the cardboard puppets on the popsicle sticks using a masking tape.
3. Ask each child to name one way how the child in the story kept her body clean.
4. Take down dictation as each child tells his answer.
5. Paste the puppets together with the child's answer on a manila paper and put it up on your wall. Put the title of the activity.

Literature-based: Accordion Book: Ang Prinsipeng Ayaw Maligo

Objective/Competency : retell the story in sequence

Materials: paper divided into 6 panels, crayons, markers

Preparation: Divide the bond paper lengthwise. Tape the parts together to make a long strip. Fold the strip into 6 panels.

Number of Participants: 8-10 students

Procedure:

1. Have children recall the story events.
2. Ask them which happened first and have them draw this on the first panel.
3. Then have them draw the next event on the second panel.
4. Let them continue drawing on the panels until they have completed the story.

Literature-based. Ang Paborito Kong Pagkain

Objective/Competency : fine-motor coordination, expressive language

Materials: paper divided into 6 panels, crayons, markers, manila paper, scissors, glue

Preparation: Divide the bond paper lengthwise. Tape the parts together to make a long strip. Fold the strip into 6 panels.

Number of Participants: 8-10 students at any one time but all children must have a chance to post on manila paper..

Procedure:

1. Distribute construction paper to each child.
2. Have them draw their favorite food on the paper. Remind them to make their drawing big enough to fit the paper.
3. Let them label their drawing.
4. Have them cut this and paste on manila paper.

Literature-based: Food Memory Game

Objective: to match identical cards

Material : food cards,

Number of Players: 4-6 players

Procedure:

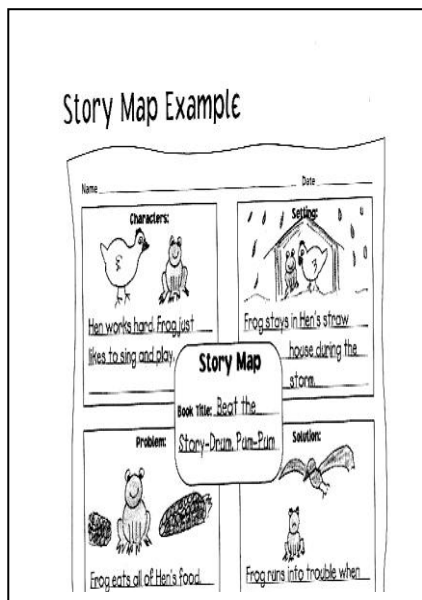
1. Place all cards on the table face down.
2. Each player turns over two cards during his turn. If he gets a pair of identical food cards, he gets to keep the pair and takes another turn.
3. If the letter cards do not match, the player puts back the cards into their original places.
4. The player who is able to get the most number pairs wins the game.

Literature-based: Story Map

Objective: identify story elements

Materials/Preparation: story map sheet, pencil, crayons or makers, scissors

Number of players/participants: 6-8



Procedure:

1. See the diagram below.
2. Write the title in the middle of the story map.
3. In the first box, let the child draw the characters in the
4. In the second box, draw the setting of the story.
5. In the third box, write what happened at the beginning
6. In the fourth box, write what happened at the end of the

Literature-based: Story Sequence Strips

Objectives: retell story in sequence

Materials: paper, art or construction paper strips, colored markers, scissors, glue

Number of Participants: 4-6 children

Procedure:

1. Recall the events in the story that was read the day before.
2. Distribute one piece of half bond paper or newsprint to each child.
3. Have him/her draw one story event.
4. Arrange the events in correct order.
5. Put the title card at the top and the first event card directly below it.
6. Glue or tape the index cards onto the paper strip.

Literature-based: Beginning, Middle And End Chart (lit-based)

Objectives: To identify what happened first, next and last in the story

Materials: one whole bond paper divided into 3 parts – lengthwise (Teacher writes “Beginning”, “Middle” and “End”), pencils, crayons

Number of Players/Participants: any number of children

Procedure:

1. Give each child one whole bond paper and ask him to draw what happened first, next and last in the story.
2. Encourage children to write key words to describe their drawing. Take down dictation if the child cannot do this yet.
3. Post their work on the wall.

Two Sound Words (oral segmentation)

Objective: segmenting sounds in words

Material: Blocks, Two-phoneme word cards

Number of participants: half of class

Procedure:

1. Give each child two inch cubes or counters.
 2. Show a picture card and say the word.
 3. Then say each phoneme (sound) with a pause (about half a second interval) between its phonemes. For example, if you are working with the word hair bow, say /b/ /o/.
 4. To show that the word bow consists of two separate sounds, the teacher now places blocks in two different colors underneath the picture as she enunciates the sound represented by each.
 5. Then have children repeat the word in the same manner, /b/ /o/
- In addition, you should have two blocks of your own and a set of pictures of two-phoneme words. Also, before beginning, it is important to have read the introduction to this chapter.

The children then repeat the word sound by sound while representing the sounds of the word, left to right, with their own blocks. The children should repeat the sounds while pointing to the respective blocks and then the word, pausing slightly less between phonemes with each repetition (e.g., "b... ō..., bow, b... ō...bow, b- ō...bow".)

Note: You may divide them into smaller groups and assign 2-3 pictures to each group. Have them agree on its name and give them time to analyze it on their own. To gain a good sense of who is and is not catching on, ask one or more individuals to share his or her solution to each word. Then the whole group should repeat the solution together, voicing the separate phonemes of the word as they point to their corresponding blocks.

Three Sound Words (same as Two Sound Words except that the phoneme cards must contain pictures of words that contain three sounds)

How many sounds ?

Objectives: to identify sounds in words

Materials: phoneme cards, number cards 1,2,3,4

Number of participants: 6-8 children

Procedure:

1. Spread the picture cards in the middle part of the table or floor.
2. On one side, lay down number cards (1,2,3,4) in one row.
3. At each turn, have a child identify the word and count the number of sounds he hears in each word.
4. Have him clap the word as he sounds out the phonemes.
5. Then have him place the card under the corresponding number of phonemes the word has.

| | | | | |
|---------|----------|----------|----------|----------|
| Egg (2) | ship (3) | pet (3) | flip (4) | bit (3) |
| Fan (3) | ice (2) | nest (4) | it (2) | list (4) |

ACTIVITIES FOR MEETING TIME 2:

What's the new word ?

Objective/Competency : manipulate sounds of words

Materials: none

Number of Participants: 10-12 students or half the class

Procedure:

1. Explain to the children that when you add a sound to a word, you end up with a totally different word.
2. Give an example to demonstrate the skill. For example, say /at/ and have children repeat it.
3. Ask what will happen if they add a new sound to the beginning of the word such /m-m-m-m/ ...at"
4. Children must be able to figure out that the new word is mat.
5. Then say, " We put a new sound on the beginning and we have a new word.!"
6. Tell children that you would take away the initial sound and have them identify the new word.
7. Ask them which sound was removed.

Variation. Say the first word first, then slowly say the second word. Have them identify which letter has been removed.

Note; It is important to provide guidance until children have achieved mastery in manipulating sounds. You must provide short practice for this during meeting time or work period. Work up gradually, across days, from the easier initial consonants to harder ones.

Pantomime: Ways of Taking Care of the Body

Objectives: To name ways of taking care of our body

Materials: pre-cut people puppets, pencil, crayons, scratch papers

Participants: 10 children

Procedure:

- Divide the children into 2 groups.
- From the first group, ask for a volunteer who will act out how we can take care of our body.
- Teacher whispers to the volunteer one way how we can take care of our body. Remind the volunteer that he is not allowed to speak.

- The volunteer acts it out, example – brushing teeth.
- The members of the other group will try to guess the what is being acted out.
- If they guess correctly, one of their members will be the new volunteer.

Two Sound Words (oral blending)

Objective: segmenting sounds in words

Material Blocks, Two-phoneme word cards

Number of participants: half of class

Procedure:

This game is just the reverse of the segmentation game

1. Choose a picture and place it face down so the children cannot see it.
1. Then say the word phoneme by phoneme (e.g., "b... ð...), while placing the blocks beneath the picture.
2. While pointing to their own blocks, the children must repeat the phonemes over and over and faster and faster as they did in the analysis game.
3. When they know the identity of the picture, they should raise their hands.
4. The teacher may then ask the group or any individual to name the picture. After resolving any disagreements, the picture is held up for all to see.
5. After modeling several words is held in this way,

Note: You may divide them into smaller groups and assign 2-3 pictures to each group. Have them agree on its name and give them time to analyze it on their own. To gain a good sense of who is and is not catching on, ask one or more individuals to share his or her solution to each word. Then the whole group should repeat the solution together, voicing the separate phonemes of the word as they point to their corresponding blocks.

Guess a Riddle

Say riddles to the children such as, "I'm thinking of the body part that you put your socks and shoes over. What is it?" or "It's on your face. You use it to eat and talk with. What is it?"

D. SONGS/POEMS/ RHYMES

This is the Way...

This is the way I wash my hands,
Wash my hands,
Wash my hands,
This is the way I wash my hands,
So early in the morning.

*Change Wash my hands to... comb my hair, fix my shirt,
scrub my knees, etc*

Wash Your Hands

Wash your hands
Wash your hands before you go and eat.
Wash your hands, wash your hands.
This good rule
(Repeat.)

My Body

tune: Where is Thumbkin

This is my body.
This is my body.
It's the only one I've got.
It's the only one I've got.
I'm going to take good care of it.
I'm going to take good care of it.
Yes I am. Yes I am

Sound It OuT

sang To The Tune Of If You Are Happy And You Know It ...

If you have a new word, sound it out
If you have a new word, sound it out
If you have a new word, then slowly say the word
If you have a new word ,sound it out

Touch Your Nose

Touch your nose,
Touch your chin;
That's the way this game begins.
Touch you eyes,
Touch your knees;
Now pretend you're going to sneeze.
Touch your hair,
Touch one ear;
Touch your two red lips right here,
Touch your elbows
Where they bend;
That's the way this touch game ends

<http://www.atozkidsstuff.com/body.html>

Mag-Ehersisyo Tayo

ni L. Cruz Nicolas (Aklat Adarna, 1981)

*Isa, dalawa
Tayo'y mag martsa
Tatlo, apat
Kamay sa harap, kamay sa itaas
Lima, anim
Magpakendeng-kendeng
Pito, walo
Ikiling sa kanan at kaliwa ang ulo*

*Walo, pito
Tumalon-talon, lumukso-lukso
Anim,lima
Abutin ang paa
Apat tatlo
Bilisan ang takbo
Dalawa isa
Lumakad muna*

*Isa, dalawa, tatllo, apat
Itaas-ibaba ang mga balikat
Lima, anim,pito,walo
Isuntok ang kamao, iwasiwas ang braso*

*Walo, pito, anim, lima
Lumiyad-liyad, habang humihinga
Apat, tatlo, dalawa, isa
Maupo at tumayo at tumigil muna*

Ang Gatas At Ang Itlog

Ang gatas at ang itlog
Ay pagkaing pampalusog
Ang saging at papaya
Ay pagkaing pampaganda

Ikaw ay uminom ng gatas
At kumain ka nang itlog
Di magtatagal at ikaw ay bibliog.

Alagaan mo ang manok
Bibigyan ka nang itlog

It's Me Again!

Here are my ears
Here are my ears.
Here is my nose.
Here are my fingers.
Here are my toes.
Here are my eyes,
Both open wide.
Here is my mouth
With white teeth inside.
Here is my tongue
That helps me speak.
Here is my chin,
And here are my cheeks.
Here are my hands
That help my play.
Here are my feet
For walking today.

E. INDOOR/OUTDOOR GAMES

Confusing Game – PEHT p.54

Writing Using Body Parts - PEHT p.55

Move that Body - PEHT p.55

Mimetics – Hard-Boiled Egg - PEHT p.221

Shapes Relay

Participants: whole class

Materials: 2 small chairs, shape sorter, plastic shapes

Procedure:

- Divide the class into 2 groups.
- Place a small chair in front of each group (check that the distance is not too far from the children).
- Give each child a plastic toy shape.
- Teacher says "Ready, get set, go!" At the mark "go," the first child will walk to the small chair and put his plastic toy shape through the correct slot in the shape sorter.
- He goes go back to his/her team, tapping the hand of the next child to signal that child's turn and so on and so forth until all the children have taken a turn.

KINDERGARTEN CLASS FIRST GRADING DAILY PLANS

WEEK 9: _____

| Monday | Tuesday | Wednesday |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: I grow and I change. | | |
| <p>MEETING TIME 1: Message: People change as they grow. My body grows. Some of my body parts grow longer. I become taller as I grow. Questions: Which parts of the body grown bigger or longer? (focus - arms, legs, hair, etc.)</p> | <p>MEETING TIME 1: Message: Some parts of my body grow bigger. I grow heavier as I grow. Questions: What parts of your body do you think grow bigger? (focus – hands, head, feet)</p> <p>(Teacher shows her baby picture to the class). Have the students compare how teacher has changed since then till now that she has grown older. List these changes. Ask them to predict how teacher would change as she continues to age. Add these to the list. Leave the list posted in the classroom while this concept is being studied.</p> | <p>MEETING TIME 1: Message: As I grow, I am able to do more things. Questions: What things can you do now that you could not do yet when you were a baby ?</p> |
| | <p>Teacher Then She had little hair. She didn't have any teeth. She had short arms and legs. She had a tiny feet. She could crawl. She could not talk.</p> | |
| <p>WORK PERIOD 1 Teacher-Supervised: Step on Shapes Weight Chart: "How Much Do I Weigh?" Independent:</p> <ul style="list-style-type: none"> • Accordion book: "My Life" • Chart: How many sounds ? • Go Fish: Shapes • Picture Search • Letter Memory Game • Sand Play • Playdough: Make a Letter | <p>WORK PERIOD 1 Teacher-Supervised: Class Log: "We Change as We Grow." Independent:</p> <ul style="list-style-type: none"> • Accordion Book " My Life • Letter Memory Game • Go Fish Shapes • Sand Play • Playdough: Make a Letter • Writer's Workshop | <p>WORK PERIOD 1 Teacher-Supervised: Comparison Chart: "Look at Me" Independent:</p> <ul style="list-style-type: none"> • Flap Book: Among mangyayari kapag... ? • Literature-based: Triorama • Write My Words • Color Fishing Game • Sand Play • Play dough : Make a letter • Writer's Workshop |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>MEETING TIME 2: Invite some children to show their accordion books. Have them think about changes they seen in their bodies since they were a baby. Song: Tong, Tong (variation) Activity: What's the sound (4-sound words)</p> | <p>MEETING TIME 2: Show Weight Chart</p> <p>Questions: Who weighs the heaviest in class ? the lightest ? Who have the same weight ? How many children weigh heavier than you ? How many children weigh the same way as you do ?</p> | <p>MEETING TIME 2: Show the children's literature-based projects. Refer to their work as you review story details.</p> <p>Activity: What's the new word? "</p> |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: Nagsasabi na si Patpat | STORY: Teddy Tadpole & Terry Tortoise | STORY: Si Hugo |
| <p>WORK PERIOD 2: Teacher-Supervised: Hand game (up to quantities of 3; writing number sentences) Independent::</p> <ul style="list-style-type: none"> • Block Play • Water and Sand Play • Bingo: Addition/ Bingo: Subtraction • 3 Concentration/ Find 3 • Subtraction Cards (2-3) • Draw 3 • Go 3 | <p>WORK PERIOD 2: Teacher-Supervised: Hand game (up to quantities of 3; writing number sentences) Independent::</p> <ul style="list-style-type: none"> • Block Play • Water and Sand Play • Bingo: Addition/ Bingo: Subtraction • 3 Concentration/ Find 3 • Subtraction Cards (2-3) • Draw 3 • Go 3 | <p>WORK PERIOD 2:</p> <ul style="list-style-type: none"> • Teacher-Supervised: Who Lost How Many?: Tooth Chart <p>Independent::</p> <ul style="list-style-type: none"> • Block Play • Water and Sand Play • Bingo: Addition/ Bingo: Subtraction • 3 Concentration/ Find 3 • Subtraction Cards (2-3) • Draw 3 • Go 3 |
| INDOOR/OUTDOOR ACTIVITY: Oh My Hands and Feet | INDOOR/OUTDOOR ACTIVITY: Move That Body | INDOOR/OUTDOOR ACTIVITY: Hangman: Body Parts |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| CONTENT FOCUS: I grow and I change. | | |
| MEETING TIME 1: Message: As I grow older, I can do more things by myself. Questions: What things can you now do by yourself ? | MEETING TIME 1: Message: We lose weight when we get sick. Sometimes we lose our appetite when we are sick. Questions: What makes us sick? Poem: Germs, Germs, Germs | |
| WORK PERIOD 1 Teacher-Supervised: Word Wall: Body Words Independent: <ul style="list-style-type: none"> • Comparison Chart • Alphabet Book: My Body Parts • Letter Lacing Cards • Color Fishing Game • What comes next (use p.72,74 of RSW) • Dramatic Play • Water Play | WORK PERIOD 1 Teacher-Supervised: Germ Experiment Flip Book : Hygienic Practices Independent: <ul style="list-style-type: none"> • Alphabet Book: My Body Parts • Letter Lacing Cards • Color Trail • Dramatic Play: Taking care of the sick • Water Play • Writer's Workshop | |
| MEETING TIME 2: Song: Can you name the first sound ? Go over the words in their word wall. Have them identify the first sound in each of these words. Let them sort the words according to their initial sound. | MEETING TIME 2: Discuss the germ experiment. Questions: What are germs? Where do we get germs? Why do germs make us sick? What should we do so we will not get sick? | |
| Supervised Recess | | |
| STORY: Joy-joy The Jolly Boy | STORY: Germs, Germs, Germs | |
| WORK PERIOD 2: Teacher-Supervised: Lift the bowl (up to quantities of 3; writing number sentences) Independent:: <ul style="list-style-type: none"> • Block Play • Water and Sand Play • Bingo: Addition/ Bingo: Subtraction • 3 Concentration/ Find 3 • Subtraction Cards (2-3) • Draw 3/Go 3 • Tapatan | WORK PERIOD 2: Teacher-Supervised: Lift the bowl (up to quantities of 3; writing number sentences) Independent:: <ul style="list-style-type: none"> • Block Play • Water and Sand Play • Bingo: Addition/ Bingo: Subtraction • 3 Concentration/ Find 3 • Subtraction Cards (2-3) • Draw 3/Go 3 • Tapatan | |
| INDOOR/OUTDOOR ACTIVITY: Ilong, Ilong, Ilong, Mata | | INDOOR/OUTDOOR ACTIVITY: Pictionary – body parts |
| MEETING TIME 3: Dismissal Routine | | MEETING TIME 3: Dismissal Routine |

APPENDIX: WEEK 10

A. THEME-RELATED ACTIVITIES

Class Log - "We Change as We Grow."

Objective/Competency: To identify changes that take place as one grows

Materials: manila paper, marker

Number of Players/Participants: whole class but they will work on it in small groups at a time

Procedure:

1. Ask the children: "How have you changed?" (Teacher shares a picture of herself as a baby with the class.)
2. Have the students describe how you have changed as you've grown older. List these changes on the manila paper.
3. Ask the students to predict how one changes physically as he grows older. Add these changes to the list. (Leave the list posted in the classroom as you continue studying this concept).

Accordion Book - "My Life"

Objective/Competency: To identify changes that take place as one grows

Materials: bond paper or newsprint, tape, scissors, crayons, markers

Preparation: Cut the bond paper in half lengthwise and tape this together to form a long strip.

Divide the panels into parts corresponding to the child's age. For example, if the child is 5 years old, the panel must be divided into 5.

Number of Players/Participants: 8 children

Procedure:

- Ask the children to write the numbers from 1 to his present age at the bottom of the panel.
- On each panel, let them draw something they could do at that particular age.
- Take down dictation as needed.
- Post the accordion books on the wall. Write the title of the activity.

Weight Chart - "How Much Do I Weigh?"

Objective/Competency: To make comparisons

Materials: manila paper, bathroom scale, small pieces of paper, crayons, paste/glue

Number of Players/Participants: 8 children

Procedure:

1. Have each child stand on the bathroom scale and see how much he weighs in kilograms.
2. Ask him to write his name on a piece of paper and then write his weight beside his name.
3. Let him paste this on the manila paper.
4. Continue until all the children are done weighing.

Comparison Chart - "Look at Me"

Objective/Competency: To compare changes (physical and abilities) when one was still a baby and the present.

Materials: bond paper with a line dividing it in the middle crosswise, each child's baby and recent pictures, pencils, paste/glue

Number of Players/Participants: 8 children

Procedure:

- Have each child paste his baby picture on the left side of the paper and his recent picture on the right side.
- Ask the child to describe oneself in each picture.
- Take down dictation as each child tells you his answers.
- Post the chart on your wall. Write the title of the activity.

Note: If there are no pictures available, just let the child draw himself now and when he was still younger.

Germ Experiment

Objective/Competency: To find out how germs are spread and how they can be avoided

Materials: glitters

Number of Players/Participants: 8 children

Procedure:

1. Put a drop of sparkle glue on the hands of each child.
2. Tell the kids to rub their hands together. (The sparkles represent the germs on their hands.)
3. Let the kids touch different objects in the classroom.
4. Ask: "Do you see how the sparkles remain on the objects?"

5. Have the children wash their hands with soap and warm water.
6. Encourage them to remove all the sparkles from their hand. (Focus on proper hand washing including back of the hands and in between the fingers.)

What Comes Next? – arrange 3 pictures showing correct sequence of an activity.

Objective/Competency: To know the correct sequence of a particular activity

Materials: sequence cards

Participants:

Procedure: 6 children

1. Spread out the picture cards on the table.
2. Ask the children to sort them according to a particular activity.
3. Let the children arrange each activity into the proper sequence of how that particular activity is done.
4. Let the children retell each activity using the picture cards.

Flap Book – “Anong mangyayari kapag . . . ? (hygienic practices)

Objectives/Competency: Tell a cause and effect relationship
Analyze how one event affects something

Number of Players/Participants: 8 children

Materials: 25 pieces of bond paper, strips of paper, sign pens/crayons, eraser, paste/glue

Procedure:

1. Give the students pieces of bond paper and strips of paper
2. Pose the Phrase “Ano ang mangyayari kapag . . . ? “(emphasizing hygienic practices)
3. Let each group talk of the possible scenarios.
4. Let them write their answer on the strips of paper provided.
5. Let the students answer questions each one poses like “Ano ang mangyayari kapag hindi ka naliligo?”
6. Questions should be written at the front of the flap book while the answer inside is written inside.
7. Let the group draw, color and label their answer.
8. Compile the pages to make a book. Write the title of the book.

(Variation: Answer to the questions maybe in a form of drawing. This activity maybe done individually, with a partner or by a group.)

B. OTHER MATH ACTIVITIES

Water Play (nonstandard measurement of capacity)

Objective: to explore the concept of capacity

to determine the capacity of a container using nonstandard measuring tools

Materials: large container (basin) with water or sand
measuring containers such as plastic cups and spoons
variety of bottles or containers

No. of Participants: 1-4

Procedure:

- Children explore the concept of capacity by filling up and emptying containers or bottles with water.
- Children try to find out how many cups of water or sand can fill a container.
- Children try to find containers that can contain the same amount
- Children determine which container has more or less water or sand

Sand Play: Mark The Scoops

Objective: to compare quantities

To see relationships

Materials: large container (basin) with sand assorted jars measuring cup
1 cm or ½ in strips of paper tape funnel

Number of Players/ Participants: 2-4

Procedure:

The children take a measuring cup to experiment with. They tape a strip of paper to the side of each of the available jars. They put 1 measuring cup of sand in 1 jar and shake the jar to even out the sand and mark the level on the paper taped to the side of the jar. As the children add each measuring cup of sand, they mark the level on the paper. This is repeated for each jar.

Encourage the children to discuss why the distance between each mark differs with some jars and does not with others.

Hand Game (symbolic, up to quantities of 3)

Objective: to explore different combinations that makes a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks numeral cards work mats

Number of Players/Participants: 8 children

Procedure:

- Children work in small groups.
- Teacher gives each child a given quantity of sticks, for example 3.
- Children separate counters in different ways and verbalize the combinations that result.
- Children write a number sentence to represent number combinations.

| Teacher says: | | Children say: | Children write: |
|-------------------------------------------|--|-------------------------------------------------------------|-----------------|
| "Place three sticks in your right hand." | | "None and three is three." or "Zero and three is three." | $0 + 3 = 3$ |
| "Place one stick in your left hand." | | "One and two is three." | $1 + 2 = 3$ |
| "Place one more stick in your left hand." | | "two and one is three." | $2 + 1 = 3$ |
| "Place one more stick in your left hand." | | "Three and none is three." or "Three and zero is three." | $3 + 0 = 3$ |

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

Lift The Bowl (symbolic; up to quantities of 3)

Objective: to explore different combinations that makes a given quantity

Materials: bowl or cup, or any kind of counter such as pebbles, chips, or sticks

Number of Players/Participants: 8 children

Procedure:

1. Game proceeds as Hand Game but bowls are used for separating quantities.
2. Children write a number sentence to represent number combinations.

| Teacher says: | | Children say: | Children write: |
|--------------------------------------|--|-------------------------------------------------------------|--------------------|
| "Place three blocks under the bowl." | | "None and three is three." or "Zero and three is three." | 0 $+3$ 3 |
| "Place two block under the bowl." | | " One and two is three." | 1 $+2$ 3 |
| <i>Continue with other continues</i> | | | |

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

Who Lost How Many?

Objective: to count objects and compare quantities

To construct a pictograph (tooth graph) and compare quantities

Materials: large tooth cut-outs pieces of paper with drawings of children markers

Players: whole class

Procedure:

Read the poem Teeth on the Loose.

Teeth on the Loose

Jen's lost one,

And Lan's lost two,

*Now whistling loud
Is fun to do.*

*Bo's lost three,
And Lupe four,
She keeps them hidden
In her drawer.*

*Tim's lost five,
And Maya six,
She shuts her mouth
When the camera clicks.*

*And as for me,
Well I've lost none,
But, hey!
I feel a wiggly one!*

Use the poem as a springboard for discussing the concept of 1 more with questions such as: Jen lost 1 tooth.
Who lost 1 more tooth than Jen lost?
Dan lost 3 teeth. Who lost 1 less tooth than Dan lost?

Draw 3

Objective : to explore different combinations that make 3

Materials : 4 sets of numeral cards (0 –3)

No. of players / participants: 3- 5 players

Procedure

1. One card is drawn from the deck and is set aside throughout the game, so that there will be an odd card without a mate at the end of the game. All the other cards are dealt.
2. Each player goes through the cards received trying to find pairs that make 3. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding her cards like a fan and letting the person to her left draw one of them without looking at them. If the person who draws the card can use it to make 5 with one of the cards in her hand, she discards the pair in the middle of the table. If she cannot use it, she has to keep it. She then holds all her cards like a fan so that the person to her left can draw one of them by chance.
4. Play continues until one person is left holding the odd card and loses the game.

3 Concentration

Objective: to explore different combinations that make 3

Materials: 4 sets of numeral cards (0-3)

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 3. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person who collects the greatest number of pairs is the winner.

Find 3

Objective / Competency: collect pairs of cards

Materials : 4 sets of numeral cards (0-3)

No. of players / participants: 3-5 players

Procedure

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.
2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 3, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

Go 3

Objective: to explore different combinations that make 3

Materials: 4 sets of numeral cards (0-3)

Procedure:

1. All the cards are dealt.
2. The players take turns asking specific people for specific cards in a way similar to the card game Go Fish. For example, John may say to Carol do you have a 1 ?" If Carol has a 1, she has to give it up to John. John then lays this 1 and a 2 in front of himself, face up.
A player can continue asking for a card as long as he gets the card he requested. If he does not get the card he asked for, the turn passes to the person who said, "I don't have it."
3. The person who makes the greatest number of pairs is the winner.

Subtraction Cards

Objective: to subtract quantities up to 3

Materials: subtraction cards, counters

No. of Participants: 1-4

Procedure:

1. Teacher reads the total on the card, in this case 3.
2. Children get 3 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "Two"
5. Teacher shows the group the two remaining dots on the subtraction card.

Bingo: Addition (up to quantities of 3)

Objective: To match an addition fact with its correct sum

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Bingo: Subtraction (up to quantities of 3)

Objective: To practice subtraction up to quantities of 3

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

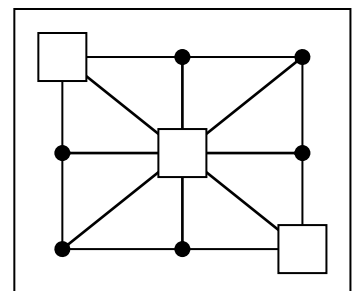
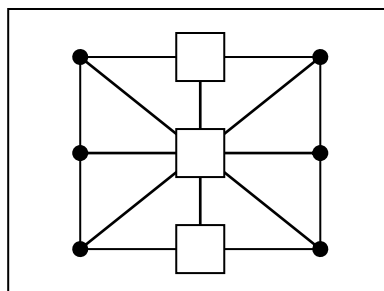
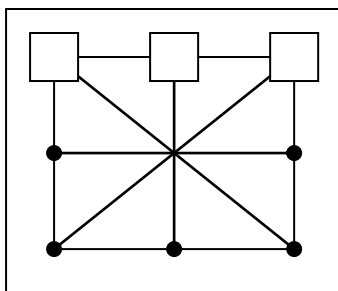
1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Tapatan (tic-tac-toe's brainy Filipino cousin)

Materials: playing board, 3 markers of two colors (3 red and 3 blue)

Procedure:

The object of the game is to arrange 3 markers of the same color in a row along any of the board lines (horizontally, vertically or diagonally). Players take turns placing one marker at a time on any of the board points. When all six pieces are placed, the players take turns sliding from point to point along the board lines until one player is able to arrange 3 markers of the same color in a row.



C. OTHER LANGUAGE ARTS ACTIVITIES

Chart: How many sounds ?

Objective/Competency: to identify sounds in words

Materials: ¼ strips of paper, chart (see sample below)

| HOW MANY SOUNDS ? | | |
|-------------------|----------|----------|
| 2 SOUNDS | 3 SOUNDS | 4 SOUNDS |
| | | |
| | | |

Number of participants: 6-8 children

Procedure:

1. Ask children to draw pictures of words that have two sounds, three sounds and four sounds.
2. Have them paste their drawings on the appropriate column on the chart.

Note: If the children have difficulty thinking of their own words, show picture cards to assist them.

Go Fish: Shapes

Objective: shape recognition

Materials: shape cards,

Number of Participants/Players

Procedure:

1. On each turn, a player looks at his hand and picks one card.
2. Then he asks the person next to him for a card that matches the card he is holding. Have him say " Do you have a "circle " ?
3. If the next player has the shape card that is being asked for, he must give it to the first player who then has a match and gets to "put down"
4. the matching shape cards.
5. If the opponent does not have a match, he says, Go Fish." In that case, the player draws a card from the deck.
6. The game continues until all cards have been matched. Whoever has the most matching cards at the end of the game wins.

Picture Search

Objective: to identify pairs of words with the same initial sound

Materials: magazines, scissors, glue, booklet

Number of Participants/Players : 8-10 participants

Procedure:

1. Ask children to look for pictures of objects/people/places that have the same initial sound. Have them collect at least 5 pairs.
2. Let children glue each pair on one page of the booklet.
3. After they have filled up the pages, have them write the title " Word Pairs "

Letter Memory Game

Objective: to identify upper case letters

Material : 10 pairs of upper case letters

Number of players/participant: 5-6

Procedure:

1. Place all cards on the table face down.
2. Each player turns over two cards during his turn. If he gets a pair of identical letter cards, he gets to keep the pair and takes another turn.
3. If the letter cards do not match, the player puts back the cards into their original places.
4. The player who is able to get the most number of pairs wins the game.

Note: can be done for lower case letters, upper/lower case letters, shapes, color, sight words,

Color Fishing Game

Objective: color recognition

Material : fishing hook, color cards

Number of players/participant: 5-6

Procedure:

1. Arrange the chairs in a circle.
2. Place the color fish cards inside the circle.
3. Ask players to sit on each chair.
4. Each player takes turns fishing a card.
5. Ask the child to identify the color of the card that he fishes out. .
6. At the end of the game, ask children to count the number of fishes that they caught.

Letter Lacing Cards

Objective: fine-motor coordination, letter recognition

Materials: letter lacing cards

Number of Participants/Players: 6-8

Procedure:

1. Distribute the lacing cards.
2. Have them thread the cards until each hole has been covered.
3. Have them practice forming the letter by tracing with their forefingers, writing on air, on the back of the classmate and then on paper.

Playdough: Make a Letter

Objective: letter formation

Materials: playdough

Number of Participants/Players : 4- 6 (or depending on the amount of playdough available)

Procedure:

1. Put the letter cards on the table.
2. Have each child pick out a letter and put it in front of him.
3. Then have him form this letter out of playdough.
4. Have children display all the letters they can form.

Note: Make sure there is sufficient amount of playdough for children to make several letters.

Literature-based: Triorama

Objective:

Materials: construction paper, (precut into 10 x 10 inch square, glue, scissors, crayons, markers and other craft materials

Number of Participants/Players

Procedure:

1. Take a construction paper square and fold in half on the diagonal (upper left corner to bottom right). Press the crease and fold.
2. Now fold on the opposite diagonal (upper right corner to bottom left). Press the crease and unfold.
3. Cut along the fold line from the bottom right corner to the center of the square.
4. Rotate the square as shown, and in the larger upper triangle draw the setting or background from the story. (The two lower triangles will fold over each other and form the base of the pyramid.
5. Fold up the two smaller triangles along the midline fold, overlapping them. Glue theme in place. The triorama must now stand on its own.
6. To complete the scene, add characters and other objects to bring the illustrate important events from the story/

Literature-based: Write My Words - Magbigay ng isang bahagi ng katawan at papaano ito nagbabago

Objective/Competency: To make personal connections

Materials: ½ lengthwise bond paper, pencils, crayons

Number of Players/Participants: 10 children

Procedure:

1. Ask the children to name a body part and tell how it changes as you grow.
2. Give each child a piece of paper and ask him to draw that part.
3. Take down dictation as each child tells you his answer.
4. Compile the papers and make it into a book. Write the title of the book.

Color Trail

Objective/Competency: color recognition

Materials: Color trail board game, markers

Number of Players/Participants: 6 children

Procedure:

1. Explain the directions of the game to the group.
2. The oldest player goes first.
3. The first player throws the die and moves his playing piece according to the number that appeared on the die.
4. The child identifies the color space he landed on.
5. The child on his left will have the next turn.
6. The game continues until a player reaches the finish line.

Word Wall : Our Body Parts

Objective/Competency: To recognize words in print (sight-reading)

Materials: manila paper, pieces of papers, markers, paste/glue

Number of Players/Participants: 8 children

Procedure:

Getting Ready: Make a chart with 26 columns. Write the alphabet on each column. Post this on your wall.

1. Ask the children to name a body part.
2. Have him draw the body part.
3. Write the name of the body part it for him. Underline the beginning letter.
4. Ask him the beginning letter of the body part he chose.
5. Let him paste/glue it on the corresponding column of that beginning letter.

Alphabet Book : My Body Parts

Objective/Competency: To name a body part for each of the letters of the alphabet, if possible

Materials: 27 pages of ½ crosswise papers stapled together, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Ask the children to name a body part and identify its beginning letter sound.
2. Help the child look for that particular page in the book and ask him to draw the body part on that page.
3. Help him label his drawing by sounding out the letter sounds and guiding him how to write the letters.

D. SONGS/POEMS/ RHYMES

Inspection - PEHT p.191

Ako ay Malinis - PEHT p.137

Mr. Rhythm and Rhyme - PEHT p.168

E. INDOOR/OUTDOOR GAMES

Oh, My Hands And Feet - PEHT p.54

Move That Body - PEHT p.55

Hangman Game – Body Parts

Objective/Competency: To guess the body part correctly

Materials: chalk, chalkboard

Number of Players/Participants: whole class or small group

Procedure:

1. Teacher chooses a body part and draws the corresponding number of lines for each letter in horizontal order on the board.
2. She invites the children to guess a letter of the word.

3. If there is such letter, she writes it on the corresponding space on the line.
4. If not, she draws a part of the details to form a hanged man.
5. The children try to use the letter cues available to guess the word.
6. The game ends either by: guessing the word correctly or forming the hanged man.

Ilong, Ilong, Ilong, Mata

Objective/Competency: To identify the different body parts
To listen carefully and be attentive
To follow instructions

Materials: none

Number of Players/Participants: whole class or small group, seated facing the leader

Procedure:

1. Teacher/Leader says "ilong, ilong, ilong, ilong, ilong" (while tapping her nose lightly) and the children imitates her.
2. She then says another body part (example: "mata") but she may touch her forehead to confuse the children.
3. She checks among the students who got it right and helps the others identify the correct body part.
4. The game continues or she may choose a student to be the next leader.

Pictionary – Body Parts

Objective/Competency: To identify the different body parts
To follow instructions

Materials: chalk, chalkboard

Number of Players/Participants: small group

Procedure:

1. Teacher divides the group into two.
2. The first group chooses one child from group who will draw the body part.
3. Teacher whispers to this child the body part that he will draw. Teacher reminds him that he cannot talk while he is drawing.
4. At the signal "Go!" he draws the body part on the chalkboard.
5. His group mates has one minute to try to guess the body part that he is drawing.
6. If they guess correctly, they get one point.
7. The next team gets a turn.
8. The game continues until each child had his turn in drawing a body part.

KINDERGARTEN CLASS FIRST GRADING DAILY PLANS

WEEK 10:

| Monday | Tuesday | Wednesday |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: I can do and learn many things. | | |
| MEETING TIME 1: Message: I can do many things. In school: I can draw and write. I can sing songs and recite poems. I can build with blocks and form figures out of playdough. Questions: | MEETING TIME 1: Message: I can do many things. At home: I can help with household chores. I can fix my things. I can eat and dress up on my own. Questions: What other things can you do at home? | MEETING TIME 1: Message: There are things I can do really well. Questions: What are things you can do very well ? |
| WORK PERIOD 1 Teacher-Supervised: Poster - "Now We Can!" Independent: <ul style="list-style-type: none"> • A-Z Pocket Chart • Alphabet Crown • Color Memory Game • Treasure Box PEHT P. 87 • Kaya Kong __ - PEHT p.80 • Writer's Workshop | WORK PERIOD 1 Teacher-Supervised: Cooperative Finger Painting Independent: <ul style="list-style-type: none"> • Chart: At Home/In School • I Can Do This - PEHT p. 101 • Color Memory Game • Alphabet Crown • Blocks • Dramatic Play | WORK PERIOD 1 Teacher-Supervised: Word Pairs: (Oral Blending and Segmentation) Independent: <ul style="list-style-type: none"> • Look What I can do • I can learn • Treasure Box PEHT p. 87 • Shape Trail • Dramatic Play • Blocks • Writer's Workshop |
| MEETING TIME 2: Song: One Two, Buckle My Shoe Show the poster " Now We Can" . Ask children to share about other things they can now do. | MEETING TIME 2: Activity: I say, You Say ... List down the rhyming pairs they can think of and have the class read this after. | MEETING TIME 2: Poem: Me Activity: Snap and Clap Rhymes |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: Si Pagong at Matsing | STORY: Nang Magkakulay ang Nayon | STORY: Milly, Molly and the Stowaways |
| WORK PERIOD 2: Teacher-Supervised: Train Ride Balloons Independent:: <ul style="list-style-type: none"> • Block Play • Bingo: Addition/ Bingo: Subtraction • 3 Concentration/ Find 3 • Subtraction Cards (2-3) • Draw 3/Go 3 • Tapatan | WORK PERIOD 2: Teacher-Supervised: Hand Game and Lift the Bowl worksheets (symbolic) Independent:: <ul style="list-style-type: none"> • Block Play • Bingo: Addition/ Bingo: Subtraction • 3 Concentration/ Find 3/ Draw 3/Go 3 • Roll and Count • Number Hunt • Tapatan | WORK PERIOD 2: Teacher-Supervised: Bird Patterns Independent:: <ul style="list-style-type: none"> • Block Play • Hand Game and Lift the Bowl worksheets (symbolic) • Bingo: Addition/ Bingo: Subtraction • 3 Concentration/ Find 3/ Draw 3/Go 3 • Roll and Count • Number Hunt • Tapatan |
| INDOOR/OUTDOOR ACTIVITY: Counting Game - PEHT p.9 | INDOOR/OUTDOOR ACTIVITY: Body Patterns. | INDOOR/OUTDOOR ACTIVITY: Monkey See, Monkey Do Simon Says or Sabi ni Pedro |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| CONTENT FOCUS: I can learn. | | |
| MEETING TIME 1: Message: : I can learn. I use my senses to learn. I get better at something with more practice. Questions: What do you want to learn to do ? What can help you learn it ? | MEETING TIME 1: Message: I can learn in many ways. I can learn from people. I can learn from books. I can learn by doing. Questions: What can help you learn ? Who are the people who can help me learn ? | |
| WORK PERIOD 1 Teacher-Supervised: Print Pals Wonder Webs Independent: <ul style="list-style-type: none"> • Writing to Read • Kuwintas - PEHT p.234 • Letter Shapes • Letter Making • Shape Trail • Sand Play | WORK PERIOD 1 Teacher-Supervised: Paglilimbag ng mga Patapong Bagay - PEHT p.121 Wonder Webs Independent: <ul style="list-style-type: none"> • Writing to Read • Kuwintas • Letter Shapes • Letter Making • Sand Play • Writer's Workshop | |
| MEETING TIME 2: Song: What's The Sound ? Activity: What's the New Word (Add and Take away a Sound) | MEETING TIME 2: Song: Doo-doo- li-doo Let children show and describe their work. Talk about other things people can make out of recycled materials. | |
| Supervised Recess | Supervised Recess | |
| STORY: Milly, Molly and Lily May | STORY: Banana for Lunch | |
| WORK PERIOD 2: Teacher-Supervised: Dot Chart Independent:: <ul style="list-style-type: none"> • Block Play • Hand Game and Lift the Bowl worksheets (symbolic) • Bingo: Addition/ Bingo: Subtraction • 3 Concentration/ Find 3/ Draw 3/Go 3 • Roll and Count • Number Hunt | WORK PERIOD 2: Teacher-Supervised: Searching for Shape Words Shadow Shapes Independent:: <ul style="list-style-type: none"> • Block Play • Hand Game and Lift the Bowl worksheets (symbolic) • Bingo: Addition/ Bingo: Subtraction • 3 Concentration/ Find 3/ Draw 3/Go 3 • Roll and Count • Dot Patterns | |
| INDOOR/OUTDOOR ACTIVITY: Body Movement | INDOOR/OUTDOOR ACTIVITY: Skipping Rope | |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | |

APPENDIX: WEEK 10

A. THEME-RELATED ACTIVITIES

Poster - Now We Can! - Things I can do now that I could not do when I was younger

Objective/Competency: To identify the activities the child can do by himself/herself

Materials: manila paper, pieces of papers, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. On a piece of construction paper, ask each child to draw one thing that they can now do by themselves/
2. Let him/her label his work or take down dictation as needed.
3. Paste it on the poster. Write the title of the activity.

Look What I Can Do

Objective/Competency: To identify the different things that the children can do

Materials: 4-5 pages of ½ crosswise papers stapled together, pencils, crayons (Teacher writes the title on each of the booklets.)

Number of Players/Participants: 8 children

Procedure:

1. Have each child write his/her name on the cover page of the booklet.
2. On each page, have him/her draw things that he/she can do now/
3. Teacher takes down dictation as needed.

Cooperative Finger-painting

Objective/Competency: To develop self-expression

To learn how to work with a partner (sharing, taking turns)

Materials: finger-paint (red, blue, yellow), white paper, tape, markers, wet cloth for wiping fingers

Number of Players/Participants: 6 children (3 pairs)

Procedure:

1. Tape the paper on the table so that it will not move or be blown away while the children are painting.
2. Ask the children to write their names on the paper with a marker.
3. Invite the children to dip their fingers in a tub of finger-paint and apply the finger-paint on their paper to paint pictures.
4. Remind children that they need to share the space on the paper while painting and to wait for their turn to get finger-paint from the tub.
5. Teach the children to wipe their fingers clean before dipping in another colored paint.
6. When children have finished painting, the teacher asks them about their painting and writes their answers on their paper.
7. Teacher hangs the painting up to dry.

Can You Do It? - PEHT p.91

I Can Do This - PEHT p. 101

Kaya Kong - PEHT p.80

Treasure Box - PEHT p.87

Kuwintas - PEHT p.234

Paglilimbag Ng Mga Patapong Bagay - PEHT p.121

B. OTHER MATH ACTIVITIES

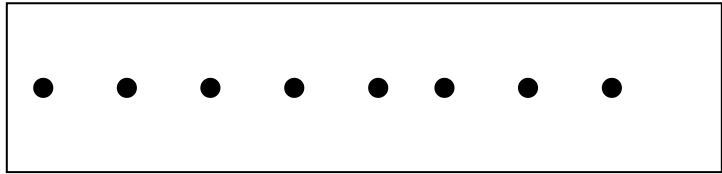
Dot Chart/ Patterns

Objective: To recognize pattern in dot formations
To translate dot patterns to rhythmic patterns and vice versa

Materials: dot charts

Players: small or whole group

Procedure:



1. Teacher shows symbols such as
2. Teacher asks children to interpret symbols using their bodies or their hands.
3. Teacher asks for different interpretations.
4. On subsequent days the teacher changes the original pattern and repeats the procedure.
5. Children can also be given their own dot charts where they can record the patterns that are produced.

Hand Game – Worksheet

Objective: To write addition equations involving quantities of 3
To conserve number

Materials: counters Hand game work mat Hand game worksheet pencil

Procedure:

- Instruct children to play the Hand game as before.
- Tell them to record or write equations that represent their concrete manipulations on the Hand game worksheet

If worksheets are not available, teacher can simply write the combinations

$$0 + 3 = \underline{\quad} \quad 1 + 2 = \underline{\quad} \quad 2 + 1 = \underline{\quad} \quad 3 + 0 = \underline{\quad}$$

$$3 - 0 = \underline{\quad} \quad 3 - 2 = \underline{\quad} \quad 3 - 1 = \underline{\quad} \quad 3 - 3 = \underline{\quad}$$

Lift the Bowl - Worksheet

Objective: To write addition equations involving quantities of 3
To conserve number

Materials: counters Lift the Bowl work mat Lift the Bowl worksheet pencil

Procedure:

- Instruct children to play the Lift the Bowl activity as before.
- Tell them to record or write equations that represent their concrete manipulations on the Lift the Bowl worksheet.

Bird Patterns

Objective: To recognize color patterns
To continue pattern in a series of objects

Materials: pocket chart, 10 bird cut-outs: 6 red birds, 3 blue birds, Phoebe blue bird

Players: whole or small group

Procedure:

- Read the poem The Lost Blue Parakeet.
- After reading the second verse, let the children line up the birds, including Phoebe, according to the pattern described in the poem (red, red, and blue). One blue bird can be waiting on a higher row of the pocket chart.
- When Phoebe flies away to join her owner, this blue bird can come to take Phoebe's place in the pattern.

Roll and Count

Objective: To compare quantities

Number of participants: 2-4 players

Materials: plus and minus spinners die
Newsprint or bond paper for each child clothespins

Procedure:

1. The children take turns rolling the die and turning the spinner.
2. Each child adds or subtracts clothespin from his or her working space paper according to the die and spinner.

3. If the spinner and die indicate they are to take away more clothespins than they have on their papers, the children say “impossible” and spin again.
4. If they are to add more clothespins than they have room for on their working space papers, they each get an additional paper.

Number Hunt (3)

Objective/Competency: To identify the number 3

Materials: old magazines or newspapers, crayons

Number of Players/Participants: 8 children

Procedure:

1. Have each child get a newspaper or magazine page.
2. Point out the number 3 that they will be looking out for. Write it on the chalkboard in big print.
3. Let them search the target number.
4. Ask them to use a crayon to encircle it.

Searching For Shape Words

Objective: To recognize 2-dimensional shapes
To read shape words

Materials: copy of poem

Players: small or whole group

Procedure:

1. Write a list of 2-dimensional shape names on the board.(circle, square, triangle, rectangle)
2. Ask the children to hunt for and underline the shape words in the poem.
3. They can refer to the list on the board to guide them.

Shadow Shapes

I'm stepping on a triangle.

I hop onto a square.

The shadow shapes on sunny days

Are lying everywhere.

My hat looks like a triangle.

My arm looks like one, too.

I'm seeing lots of rectangles

On every block or two.

The shadow of that cat is not

A triangle or square.

It's made of lots of different shapes

All covered up with hair!

Searching For Shadow Shapes

Objectives: To identify 2-dimensional shapes

Materials: pictures of shapes to be hunted

Players: small group

Procedure:

1. Read the poem Shadow Shapes
2. Go outdoors and let children draw and/or record the names of objects that are 2-dimensional shapes. Shadows of objects can be inspected as well.
3. (Note: Natural objects such as trees, bushes, animals have shapes that are not geometrical.)
4. Indoors, you can show children pattern blocks, boxes, cans and other familiar objects and have them predict what shapes the shadows will make.

Shape Trail

Objective/Competency: shape recognition

Materials: shape trail board game, markers

Number of Players/Participants: 6 children

Procedure:

1. Explain the directions of the game to the group.
2. The oldest player goes first. .

3. The first player throws the die and moves his playing piece according to the number that appeared on the die.
4. The child identifies the shape space he landed on.
5. The child on his left will have the next turn.
6. The game continues until a player reaches the finish line.

Color Memory Game

Objective: match colors

Material : 8 pairs of identical color cards

Number of players/participant: 5-6

Procedure:

1. Place all cards on the table face down.
2. Each player turns over two cards during his turn. If he gets a pair of identical shape cards, he gets to keep the pair and takes another turn.
3. If the letter cards do not match, the player puts back the cards into their original places.
4. The player who is able to get the most number of pairs wins the game.

Train Ride

Objectives: To add and subtract single-digit numbers

Players: small or whole group

Materials: chalk and chalkboard

Procedure:

1. Divide the group into 2
2. The first player in each group goes to the chalkboard and draws a train engine. As directed the leader writes a numeral, for example 8, on the drawing of the train.
3. The second player then comes up to draw a coach, on which he writes a combination that names the number selected for the engine, such as $6 + 2$.
4. Continue in order until a member of the group thinks that all combinations have been shown.
5. The team whose train shows all combinations for the engine number wins.

Balloons

Concept: Addition-Subtraction

Objectives: To add and subtract single-digit numbers

Players: individual, small or whole group

Materials: chalk and chalkboard

Procedure:

1. Draw pictures of balloons on the chalkboard and write an addition or subtraction combination on each.
2. Players take turns by trying to "pop the balloons" by giving answers to the combinations. Children may indicate the popping of balloons by clapping hands

Variation: Instead of drawing balloons, flowers, leaves and other more familiar objects can be drawn.

Draw 3

Objective : To explore different combinations that make 3

Materials : 4 sets of numeral cards (0 –3)

No. of players / participants: 3- 5 players

Procedure

1. One card is drawn from the deck and is set aside throughout the game, so that there will be an odd card without a mate at the end of the game. All the other cards are dealt.
2. Each player goes through the cards received trying to find pairs that make 3. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding her cards like a fan and letting the person to her left draw one of them without looking at them. If the person who draws the card can use it to make 3 with one of the cards in her hand, she discards the pair in the middle of the table. If she cannot use it, she has to keep it. She then holds all her cards like a fan so that the person to her left can draw one of them by chance.
4. Play continues until one person is left holding the odd card and loses the game.

3 Concentration

Objective: To explore different combinations that make 3

Materials: 4 sets of numeral cards (0-3)

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 3. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person who collects the greatest number of pairs is the winner.

Find 3

Objective / Competency: To collect pairs of cards

Materials : 4 sets of numeral cards (0-3)

No. of players / participants : 3-5 players

Procedure

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.
2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 3, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

Go 3

Objective: to explore different combinations that make 3

Materials: 4 sets of numeral cards (0-3)

Procedure:

1. All the cards are dealt.
2. The players take turns asking specific people for specific cards in a way similar to the card game Go Fish. For example, John may say to Carol "do you have a 1?" If Carol has a 1, she has to give it up to John. John then lays this 1 and a 2 in front of himself, face up.
A player can continue asking for a card as long as he gets the card he requested. If he does not get the card he asked for, the turn passes to the person who said, "I don't have it."
3. The person who makes the greatest number of pairs is the winner.

Subtraction Cards

Objective: To subtract quantities up to 3

Materials: subtraction cards, counters

No. of Participants: 1-4

Procedure:

1. Teacher reads the total on the card, in this case 3.
2. Children get 3 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "Two"
5. Teacher shows the group the two remaining dots on the subtraction card.

Bingo: Addition (up to quantities of 3)

Objective: To match an addition fact with its correct sum

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Bingo: Subtraction (up to quantities of 3)

Objective: To practice subtraction up to quantities of 3

Materials:bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Tapatan (tic-tac-toe's brainy Filipino cousin)

Materials: playing board, 3 markers of two colors (3 red and 3 blue)

Procedure:

The object of the game is to arrange 3 markers of the same color in a row along any of the board lines (horizontally, vertically or diagonally). Players take turns placing one marker at a time on any of the board points. When all six pieces are placed, the players take turns sliding from point to point along the board lines until one player is able to arrange 3 markers of the same color in a row.

C. OTHER LANGUAGE ARTS ACTIVITIES

Print Pals

Objective/Competency: To know that sentences are divided into words

Materials: white paper, pencil

Number of Players/Participants: 8 children

Procedure:

1. Think of a sentence.
2. Clap and count the words so you will know how many you will need to write.
3. Teacher draws a line on the paper for each word in the sentence.
4. Point to each line as you say the sentence you will write there.
5. Now segment each word. If you know how to write the letter for the sound you hear, write it. Teacher writes the rest.
6. Keep sharing the pencil until the sentence is complete.

Writing To Read!

Objective/Competency:

Materials: paper, scissors, stapler, pencils, crayons, markers

Number of Players/Participants: 8 children

Procedure:

1. Make several booklets with blank pages.
2. Think of a title (suggested titles: I Can, I Am, I See).
3. Complete the sentence for every page of the booklet (I can dance. I can sing. I can jump.)
4. Write your name at the cover page.

Wonder Webs

Objective/Competency: To describe objects

Materials: paper, pencil

Number of Players/Participants: 8 children

Procedure:

1. Choose an object you want to describe.
2. Draw the object and write the label in the center of the sheet of paper.
3. Draw a circle around it.
4. Draw several lines coming out from the circle like a web.
5. At the end of each one, write a word that tells about your chosen object.

A-Z Pocket Chart

Objective/Competency: To group the picture cards the letter, picture with the beginning letter and the word that begins with that letter

Materials: playing cards with a letter card, picture card that begins with that letter and the word name of the picture (for each letter of the alphabet)

Number of Players/Participants: 8 children

Procedure:

1. Choose only 5 letters to work with at a line. Complete all 15 playing cards of those 5 letters.
2. Spread out the cards on the table.
3. Have the children sort among them what 3 cards belong in each set.
4. Ask them to put the three cards together side by side when they have found them.

5. Let them say the letter sounds and read the words in each set.
6. Replace the 15 cards with another set when the round is finished.

Alphabet Crowns

Objective/Competency: To recognize the alphabet

Materials: long strips of white cardboard, old magazines or newspaper, scissors, pencils, crayons, tape

Number of Players/Participants: 8 children

Procedure:

1. Have the children look for the letters of their name from magazines.
2. Let him cut it out and paste it on his strip of cardboard.
3. When the child has already completed looking for all the letters, tape the ends together to fit around the child's head. Let him wear it as a crown.

The Treasure Box

Objective/Competency: To design a box using torn art papers and glue

Materials: small boxes, scrap art papers, glue, marker

Number of Players/Participants: 8 children

Procedure:

1. Let each child choose a box from the pile.
2. Have them cover the box with glue and torn art papers.
3. Ask the child to label his box with his name.

Oral Blending and Segmentation

Objective: manipulate a sound in words

Materials: Blocks, 2-3-4 phoneme word cards

Number of participants: half of class

Oral Blending:

Procedure:

1. Give each child inch cubes or counters.
 2. Show a picture card and say the word.
 3. Then say each phoneme (sound) with a pause (about half a second interval) between its phonemes. For example, if you are working with the word hair bow, say /b/ /o/.
 4. To show that the word bow consists of two separate sounds, the teacher now places blocks in two different colors underneath the picture as she enunciates the sound represented by each.
 5. Then have children repeat the word in the same manner, /b/ /o/
- In addition, you should have two blocks of your own and a set of pictures of two-phoneme words. Also, before beginning, it is important to have read the introduction to this chapter.
- The children then repeat the word sound by sound while representing the sounds of the word, left to right, with their own blocks. The children should repeat the sounds while pointing to the respective blocks and then the word, pausing slightly less between phonemes with each repetition (e.g., "b... o..., bow, b... o...bow, b- o...bow".)

Oral segmentation

Objective: segmenting sounds in words

Material Blocks, Two/three/Four phoneme word cards

Number of participants: half of class

Procedure:

This game is just the reverse of the segmentation game

1. Choose a picture and place it face down so the children cannot see it.
1. Then say the word phoneme by phoneme (e.g., "b... o...), while placing the blocks beneath the picture.
2. While pointing to their own blocks, the children must repeat the phonemes over and over and faster and faster as they did in the analysis game.
3. When they know the identity of the picture, they should raise their hands.
4. The teacher may then ask the group or any individual to name the picture. After resolving any disagreements, the picture is held up for all to see.
5. After modeling several words is held in this way,

Letter Shapes

Objective/Competency: distinguish shapes that make up letters ; develop motor skills for writing

Materials/Preparation: cardboard, yarn

Preparation: On separate pieces of cardboard draw and cut-out following shapes : a slanted line, a tunnel, a straight line, a circle, a curved line and a straight and slanted line together.

Punch holes in the cardboard pieces

Number of players/participant: 4=6 children or it can also be played by just one child

Procedure: Ask students to get one cardboard piece at a time.

1. Each student pulls the yarn through the holes

Letter Making

Objective/Competency: letter formation; motor skills for writing

Materials/Preparation: cardboard, buttons, beans or miniature counters

Number of players/participant: 3-4 students or it can also be played by just one child

Procedure:

1. Distribute letter cards to each student.
2. Ask each one to place the beans within the outline of each block letter.
3. Use the arrows and numbers as a guide for forming letters in writing.
4. Ask them to run their fingers over the beans, buttons or counters and verbalize the movements they are making to form the letter. For example, for letter L, they would say down, across.

ACTIVITIES FOR MEETING TIME 2

"I say, You say" game:

Procedure:

1. Tell students that you will play a rhyming game.
2. Teacher says a word and students think of a word that rhymes with teacher's word.
3. For example, teacher says:

I say fat. You say _____. I say red. You say _____.

Snap and Clap Rhymes

Objective/Competency: identify words that rhyme

Materials: none

Number of players/participant: whole class during circle time or in half groups

Procedure:

1. Begin with a simple clap and snap rhythm.
2. Get more complex as children move along in rhyming.

| | | | |
|-----------|-----------|-----------|------------|
| Clap Clap | Snap fall | Clap Clap | Snap ball |
| Clap Clap | Snap hall | Clap Clap | Snap small |

What's the New Word ? (Add and Take Away a Sound)

Procedure:

1. Explain to the children that when you add a sound to a word, you end up with a totally different word.
2. Give an example to demonstrate the skill. For example, say /at/ and have children repeat it.
3. Ask what will happen if they add a new sound to the beginning of the word such /m-m-m-m/ ...at"
4. Children must be able to figure out that the new word is mat.
5. Then say, " We put a new sound on the beginning and we have a new word.!"
6. Tell children that you would take away the initial sound and have them identify the new word.
7. Ask them which sound and assign 2-3 pictures to each group. Have them agree on its name and give them time to analyze it on their own. To gain a good sense of who is and is not catching on, ask one or more individuals to share his or her solution to each word. Then the whole group should repeat the solution together, voicing the separate phonemes of the word as they point to their corresponding blocks.

D. SONGS/POEMS/ RHYMES

Three Little Ducks

Three little ducks went out one day
Over the hills and far away
Mother Duck said, "Quack, quack, quack, quack!"
But only two little ducks came back.
Two little ducks...
One little duck...
No more little duck...
Sad Mother Duck....and all the three little ducks came back.

Doodle-Li-Doo

Please sing to me
A sweet melody
Called doodle-li-doo, doodle-li-doo
I like it so
Wherever I go
Sing doodle-li-doo, doodle-li-doo
A simple a song
There isn't much to it
All you have to do
Is doodle-li-doo it
I like it so
Wherever I go
Sing doodle-li, doodle-li-doo, DOO

One, Two, Buckle My Shoe - PEHT p.160

I Can Do Many Things - PEHT p.162

Three Little Monkeys

*Three little monkeys sitting on a tree
Teasing Mr. Crocodile, "You can't catch me, no you can't catch me!"
Along came Mr. Crocodile hungry as can be and SNAP!
Two little monkeys sitting on a tree teasing Mr. Crocodile, "You can't catch me, no you can't catch me!"...*

What's the Sound?

What's the sound that these words share?
Listen to these words
Sad and silly are these words
Tell me what you've heard (ssss...)
With a /s/, /s/ here and a /s/,/s/ there,
Here a /s/, there a/s/, everywhere a /s/,/s/
/s/ is the sound that these words share
We can hear this sound

E. INDOOR/OUTDOOR GAMES

Body Patterns

Objective/Competency: To develop body coordination
To develop a sense of rhythm

Materials: none

Number of Players/Participants: whole or small group

Procedure:

1. Have the children to sit in a circle.
2. Arrange the children as such: Boy, Boy, Boy, Girl, Boy, Boy, Boy, Girl
3. Ask the children what is next in the pattern.
4. Ask them to arrange themselves as such.
(Variation: Assign a leader to think of a body pattern which the class will do.)

Monkey See, Monkey Do

Objective/Competency: To develop body coordination
To follow instructions

Materials: none

Number of Players/Participants: whole or small group

Procedure:

1. Have the children to sit in a circle.
2. Assign a leader who will stand in the center.
3. The leader makes a pattern using his body (example: clap, clap, stomp, clap, clap, stomp).
4. The class imitates his body movements.
5. Let the children take turns being the "monkey."

Body Movement

Objective/Competency: To develop body coordination

To develop a sense of rhythm

Materials: CD player, CD/music, ball

Number of Players/Participants: whole class or small group

Children respond to the rhythm of the music with the ball eg. dribbling, throwing, shooting, passing rolling, etc.

Simon Says (English version of “Sabi ni Pedro” – PEHT p.51)

Move That Body - PEHT p.55

Counting Game - PEHT p.9

Skipping Rope - PEHT p.22

KINDERGARTEN CLASS SECOND GRADING DAILY PLANS
WEEK 11: _____

| Monday | Tuesday | Wednesday |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>CONTENT FOCUS: I have feelings. Sometimes I'm happy. Sometimes I'm sad.</p> | <p>Sometimes I'm afraid. Sometimes I'm angry.</p> | <p>Words can be used to describe how I feel. I have preferences (likes/dislikes).</p> |
| <p>MEETING TIME 1: Message: I have feelings. I can learn to say how I feel. Sometimes I'm happy. Sometimes I'm sad. Questions: What makes you happy? What makes you sad?</p> | <p>MEETING TIME 1: Message: Sometimes I'm afraid .I can talk to other people about my fears. Questions: What makes you afraid? Who do you talk to about your fears?</p> | <p>MEETING TIME 1: Message: Sometimes I'm angry. I can learn to use words to say how I feel. Questions: What makes you angry?</p> |
| <p>WORK PERIOD 1 Teacher-Supervised: Target Letter : Mm</p> <ul style="list-style-type: none"> • Letter Mosaic : Mm • Letter Collage : Mm <p>Independent:</p> <ul style="list-style-type: none"> • Poster: What makes you happy ? • Paper Plate/Paper Bag Puppets : Happy Faces • Find a Match (Feelings) • Letter Lacing Cards • Table Blocks • Playdough | <p>WORK PERIOD 1 Teacher-Supervised:</p> <ul style="list-style-type: none"> • Let's Write Mm • M Words Poster • Feelings Chart: What makes us happy ?/What makes us sad ? <p>Independent:</p> <ul style="list-style-type: none"> • Name Designs: Who's name begins with Mm ? • Letter Making: Mm • Find a Match (Feelings) • Spot the Letter M • Table Blocks | <p>WORK PERIOD 1 Teacher-Supervised:</p> <ul style="list-style-type: none"> • Feelings Cube • Letter Poster: What begins with Mm? <p>Independent:</p> <ul style="list-style-type: none"> • Spot the Letter Mm • Feelings Collage • Letter for the Day: What begins with M • Sand Paper Letters: Mm, Aa • Dramatic Play • Writer's Workshop |
| <p>MEETING TIME 2: Show and Tell: drawing - What makes you happy/sad?</p> <p>Supervised Recess</p> | <p>MEETING TIME 2: Sing the song "What's the Sound? " (substitute with Mm words) Activity: Have children think of words that begin with M. List them down on the board. Show the name designs they made during Work Period 1</p> <p>Supervised Recess</p> | <p>MEETING TIME 2: Discussion: Sing "Can you say the first sound? " (use M words)</p> <p>Have them think of people and places that begin with letter Mm.</p> <p>Supervised Recess</p> |
| <p>STORY: Pedro The Duck and the Intelligent Owl</p> | <p>STORY: The Sad Prince</p> | <p>STORY: The Three Billy Goats Gruff</p> |
| <p>WORK PERIOD 2: Teacher-Supervised: Number Stations and Number Books (quantities of 4; using toothpicks)</p> | <p>WORK PERIOD 2: Teacher-Supervised: Who Has More? (quantities of 4) Comparing Quantities: A Game for Partners</p> | <p>WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 4)</p> |

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Independent:</p> <ul style="list-style-type: none"> • Color Patterns (cubes) • Playdough Numerals (0-4) • Number Lotto (0-6) • Bingo: Numbers (0-6) • Number Concentration (0-4) • Bingo Math: 2-dimensional shapes in the environment | <p>Independent:</p> <ul style="list-style-type: none"> • Color Patterns (cubes) • Playdough Numerals (0-4) • Number Lotto (0-6) • Bingo: Numbers (0-6) • Number Concentration (0-4) • Bingo Math: 2-dimensional shapes in the environment | <p>Independent:</p> <ul style="list-style-type: none"> • Number stations/ number books (quantities of 4) • Playdough Numerals (0-4) • Number Lotto/Bingo: Numbers (0-6) • Number Concentration (0-4) • Bingo Math: 2-dimensional shapes in the environment |
| <p>INDOOR/OUTDOOR ACTIVITY: People Counting Games (counting up to 4)</p> | <p>INDOOR/OUTDOOR ACTIVITY: Feelings Hopscotch</p> | <p>INDOOR/OUTDOOR ACTIVITY: People Counting Games (counting up to 4)</p> |
| <p>MEETING TIME 3: Dismissal Routine</p> | <p>MEETING TIME 3: Dismissal Routine</p> | <p>MEETING TIME 3: Dismissal Routine</p> |

| THURSDAY | FRIDAY | NOTES |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| CONTENT FOCUS: | | |
| MEETING TIME 1: Message: There are things that I really like and things that I don't like. Questions: What is your favorite color/food? What are the activities that you enjoy doing? | MEETING TIME 1: Message: I need to consider others' feelings too, not only mine. Questions: How do I make others happy? | |
| WORK PERIOD 1 Teacher-Supervised: Target Letter: Aa <ul style="list-style-type: none"> • Letter Mosaic : Aa • Letter Collage : Aa Independent: <ul style="list-style-type: none"> • Mobile: My Favorite Things • Mini-book: Things I like • Me Puppet • Picture/Letter/Word Sort | WORK PERIOD 1 Teacher-Supervised: <ul style="list-style-type: none"> • Let's Write Aa • A Words Poster • Letter Poster: Pictures/Drawings of objects that begin with Aa Independent: <ul style="list-style-type: none"> • Me Puppet • Feelings Collage • Letter Making: Aa • Sand Paper Letters • Picture/Letter/Word Sort • Writer's Workshop | |
| MEETING TIME 2: Make a real graph on their favorite things. (see appendix for instructions) Have children show their mobiles to the class. | MEETING TIME 2: Introduce the song "Feelings Spider" Discussion/Sharing: share an experience where you had made someone happy in the family? someone in school ? | |
| Supervised Recess | | |
| STORY: Si Putot: Ang Asong Maikli ang Buntot | STORY: A Thirsty Sparrow | |
| WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 4) Independent: <ul style="list-style-type: none"> • Number stations/ number books (quantities of 4) • Comparing quantities: A Game for Partners • It's A Match/ Number Concentration (1-4) • Number Lotto/Bingo: Numbers (0-6) • Tapatan | WORK PERIOD 2: Teacher-Supervised: Pictograph: What's Your Favorite Color – Red, Blue or Yellow? (3 categories) Independent: <ul style="list-style-type: none"> • Number stations/ number books (quantities of 4) • Comparing quantities: A Game for Partners • It's A Match/ Number Concentration (1-4) • Number Lotto/Bingo: Numbers (0-6) • Tapatan | |
| INDOOR/OUTDOOR ACTIVITY: | | |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | |

APPENDIX: WEEK 11

A. THEME-RELATED ACTIVITIES:

Feelings Chart

Objective/Competency: discriminate between different kinds of emotions

Materials: manila paper, bond paper scissors, crayons, markers

Preparation: Make a Happy/Sad Chart like the one below:

| What makes us happy ? | What makes us sad ? |
|-----------------------|---------------------|
| | |
| | |
| | |

Number of Participants: 6-8 children

Procedure:

1. Have each child draw about an experience where he felt either sad or happy on a small strip of construction paper.
2. Let him/her paste this on the appropriate column in the chart.

Feeling Cubes

Objective/Competency: identifying feelings

Materials: feelings cubes

Preparation: Make a cube using cardboard. At each face of the cube, draw a face that depicts a particular emotion.

Procedure:

1. Children take turns throwing the cube.
2. At each turn, children share an experience where she felt the particular emotion on the cube.

Poster: What Makes You Happy?"

Objective/Competency: identifying kinds of feelings

Materials: paper, pencil or crayon

Number of Participants: 6-8 children

Procedure:

1. Have children divide the clean sheet of paper into four.
2. Using pencil or crayon let the children draw four situations that make them happy.
3. Post their drawings.

Paper Plate/Paper Bag Puppets: Happy Faces

Objective/Competency: recognize emotions; develop fine-motor coordination

Materials: paper plates, popsicle sticks, glue, art paper, scissors, yarn, junk materials

Number of Participants: 6-8 children

Procedure:

1. Have children create happy faces on paper plates or paper bags.
2. Use various art materials to show other features.
3. Attach popsicle sticks to the plates and let the children use them as feelings puppets.

Find a Match (Feelings)

Objective/Competency: matching emotions

Materials: emotion cards

Preparation:

1. Make two copies of ten different faces with emotions: happy, sad, worried, scared (huge mouth in a horse shoe shape), loving (kissing face), stressed (big eyes and a wormy line for a mouth), mad, silly, tired (drooping eyelids with open mouth), Surprised (big eyes, big open mouth).

2. Cut these out and attach one copy of each face into a folder. Let your children try to match the emotions.

Number of Participants/Players: 4-6 children

Procedure:

1. Lay down the cards on the table.
2. Have children take turns picking out two cards showing the same emotion.
3. A child gets a point for each pair of card that she successfully matches.

Variation: same set of cards can be used to play memory game. Instead of laying down the cards face up, all cards must be placed face down.

Each child takes turns picking out two cards. If the card matches, she gets the pair. If it does not, she returns it where she got it.

The game ends when all cards have been matched.

Feelings Collage

Objective/Competency: recognize different emotions

Materials: magazines, scissors, glue, manila paper

Number of Participants/Players: 6-8 children

Procedure:

1. Have children cut out pictures of people showing different emotions.
2. Then let them make a collage for each emotion. For example, they will glue together all pictures of happy faces.
3. Have them write the title "Sometimes people are happy."

Mobile: My Favorite Things

Objective/Competency: expressing preferences

Materials: manila paper, crayons, markers, booklets

Number of children: 6-8 children

Procedure:

1. Have children draw their favorites, such as food, game or color, on a construction or oslo paper.
2. Then have them hang their drawings on a hanger or barbecue stick using yarn or string.

Mini-book: Things I like

Objective/Competency: expressing preferences

Materials: manila paper, crayons, markers, booklets

Number of children: 6 children

Procedure:

1. Distribute individual booklets to children.
2. Have them draw things they like on each page of the booklet.

You may choose to provide an outline such as:

- Food items I like
- Colors that I like
- Games that I like
- Toys that I like
- Activities I like doing with my family

Me Puppet

Objective/Competency: develops fine motor coordination

Materials: paper bag, crayons, scrap fabric/cloth, yarn, scissors, glue

Number of Participants: 6-8 children

Procedure:

1. Have children make their own puppets using the available materials. They can create the facial features on the bag and yarn for hair.
2. They can use fabrics to make clothes for their puppets.

B. OTHER MATH ACTIVITIES

Graph: What Is Your Favorite Color – Red, Blue or Yellow?

Objective: To identify one's favorite color
To construct a pictograph

Materials: manila paper, colored strips of paper, marker

No of participants: 6-8

Procedure:

1. Prepare a color chart with 6 columns. On the first row, write the color name and paste the corresponding color strip on each box.
2. Ask children to choose their favorite color.
3. Have them write their name on the corresponding column.
4. After everyone in class has been asked their favorite color, students regroup and study the graph. Ask the following questions:
 1. How many children like red ? yellow ? blue ?
 2. How many children have the same favorite color as you have ?
 3. Are there more children who like red than blue ? yellow than red ?
 4. Which is the most popular color ? least popular

Color Patterns

Objectives/ Competencies: to extend patterns

Materials: inch cubes

No of participants:4-5

Procedure:

1. Show a simple pattern using inch cubes e.g. red, blue, red, blue
2. Ask the children to identify the pattern of the cube.
3. Have them figure out which will come next in the pattern.
4. Give them other patterns to work with.

Number Stations (quantities of 4)

Objective: to count

to see that despite differences in appearance quantities remain the same (conservation)

Materials: several boxes of toothpicks

Procedure:

1. Teacher chooses a number to work with for the day, in this case 4.
2. Children work together exploring a given quantity of toothpicks, in this case 4, making as many arrangements as possible.
3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.

Variation: Children can explore other materials such pebbles, popsicle sticks, and blocks.

Number Books (quantities of 4)

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Procedure:

1. Help your child to draw pictures or glue in pictures from magazines of things that are important to him and write the number 4 underneath.
2. Try making a book to illustrate a number story or rhyme.

Variation: Glue the designs from the Number Stations activity on sheets of paper. Bind the paper to make a book.

Number Lotto (0-6)

Objective: to match numerals

Materials: lotto boards, 2 sets of number cards, 0-6

Procedure:

1. Give each player a lotto board.
2. Players take turns to pick up a card from the deck.
3. If the number appears on their board they use this to cover the number up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a bingo game. She holds up the number cards and players have to shout out the name of the number in order to claim it to put on their board.

Bingo: Number (0-6)

Objective: To match numerals

Players: 2 or more

Materials: bingo card for each player calling cards tokens

Procedure:

1. Provide each player with a bingo card (numerals).
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Concentration (0-4)

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-4

Procedure:

1. Lay the cards down, either in rows or just anyhow.
2. Take turns turning over 2 cards.
3. If the cards match, you win them. If not, turn them face down again.
4. Player with most number of cards win.

Playdough Numerals (1-4)

Objective/Competency: To identify the numerals 1, 2, 3 and 4

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them to form the numerals 1, 2, 3 and 4.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

It's A Match

Objectives: To match numeral to set of objects/ dots

Players: pairs or small group

Materials: one set of cards with numerals – 0 -4
one set of cards with dots (corresponding to the numerals)

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray.
3. Call on a child to get a card from the box and place it over the equivalent card in the chalk tray.
4. If correct, the child may choose the next player

Who Has More?

Objective: To compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Procedure:

1. Put out about six saucers, each with a different number of things in, for example, six toothpicks, five small buttons, four big buttons, three peas, two pebbles, one marble.
2. The child points at two saucers and chooses without counting out, which has more. Child then checks by pairing up the contents of the two saucers.

Variations:

1. Put the same number of things in two of the saucers.
2. Put four big things and four small things in another saucer.
3. Put out bigger number of things.

Comparing Numbers – A Game For Partners

Objective: Compares quantities

Number of Players/ Participants: 3 pairs

Materials: clothespins, small card numbers, More/less spinner

1. Each player draws a numeral card from a pile of cards.
2. They each build the appropriate clothespin stack to match their cards.
3. One child turns the more/less spinner. If it lands on less, the partner whose stack has lesser clothespins wins both stacks. If the spinner lands on more, the partner with more clothespins wins both stacks.
4. They continue to take turns, each accumulating clothespins.
5. When the time is up or the children decide to end the game, they snap together all the clothespins. They turn the spinner to see if the person who has accumulated more or less clothespins is the winner.

Hand Game (concrete, up to quantities of 4)

Objective: to explore different combinations that make a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks

No. of Participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 4.
3. Children separate counters in different ways and verbalize the combinations that result.

| Teacher says: | | Children say: |
|-------------------------------------------|--|------------------------------------------------------|
| "Place four sticks in your right hand." | | "None and four is four." or "Zero and four is four." |
| "Place one stick in your left hand." | | "One and three is four." |
| "Place one more stick in your left hand." | | "Two and two is four." |
| "Place one more stick in your left hand." | | "Three and one is four." |
| "Place one more stick in your left hand." | | "Four and none is four." or "Four and zero is four" |

Variation: **CAVE GAME (concrete)**: The game proceeds as Hand Game but the position of hands is varied.

Bingo: 2D Shapes

Objective: To recognize 2 dimensional shapes

Players: 1 or more

Materials: bingo card for each player calling cards
tokens

Procedure:

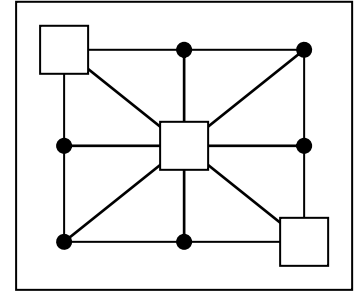
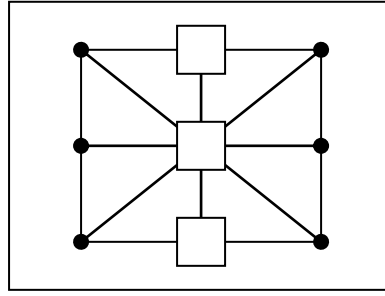
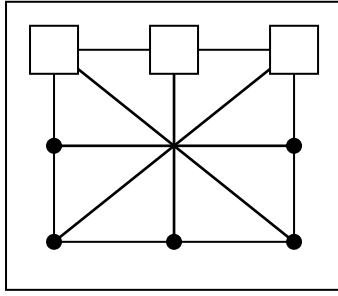
1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Tapatan (tic-tac-toe's brainy Filipino cousin)

Materials: playing board, 3 markers of two colors (3 red and 3 blue)

Procedure:

The object of the game is to arrange 3 markers of the same color in a row along any of the board lines (horizontally, vertically or diagonally). Players take turns placing one marker at a time on any of the board points. When all six pieces are placed, the players take turns sliding from point to point along the board lines until one player is able to arrange 3 markers of the same color in a row.



C. OTHER LANGUAGE ARTS ACTIVITIES

Note: Starting this week, 1-2 target letters will be introduced per week. Introduce the target letter in half groups during work period.

Start by saying words that begin with the target letter. Have children listen to the initial sound carefully.

Let them identify and repeat this sound.

Show them how the target looks in print by either showing a letter card or printing the letter on the board. Say, "This is how ___ (name of letter)

looks like in print.

Invite them to think of words that contain the target letter regardless of where the sound can be found (beginning, middle or end of the word).

Talk about each word they can think of. Have them listen to where the sound can be found.

End the lesson by asking them to name 3 things or people whose names begin with the target letter.

After each mini-lesson, there are recommended standard activities for learning a target letter.

Letter Mosaic: Mm

Objective/Competency: letter recognition

Materials: craft paper, old magazines or newspapers, scissors, paste or glue

Preparation:

On a piece of 2' x 3' of craft paper, write the outline of the letter for the day in upper and lowercase.



Procedure:

Have them cover the entire letter with cut-outs from the magazine.

Letter Collage: M

Objective/Competency: letter recognition

Materials: craft paper, old magazines or newspapers, scissors, paste or glue

Preparation:

On a piece of 2' x 3' of craft paper, write the outline of the letter for the day in upper and lowercase.



Give children one magazine or newspaper each.

Procedure:

1. Have them cut out the letter for the day in upper and lowercase from the magazines. (The letters may come in different colors, font and sizes.)
2. Have them paste the letters they have found inside the outline of the letter.

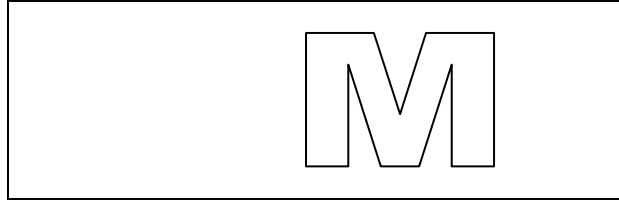
M Words Poster

Objective/Competency: letter recognition

Materials: craft paper, old magazines or newspapers, scissors, paste or glue

Preparation:

On a piece of 2' x 3' of craft paper, write the outline of the letter for the day in upper and lowercase.



Procedure:

1. Have children cut out words that begin with M.
2. Let them paste the words inside the outline of the letter.

Letter Poster : Mm

Objective/Competency: letter recognition

Materials: ¼ manila paper , strips of paper (1/8 of bond paper)

Number of players/participant: 8-10 participants

Procedure:

1. Write the upper and lower case form of the target letter for the day on top of the page.
2. Ask each child to draw or write words that begin with the letter for the day.
3. Children paste their drawings on the manila paper.
4. The group reads the words on the poster.

Letter for the Day: M Words

Objective/Competency: letter recognition

Materials: paper ,pencil

Number of players/participant: any number of children

Procedure:

1. Ask children to draw and write down words that begin with the target letter for the day.
2. After everyone has listed down at least 5 words ,the group gets together and share their word list or drawings with one another.

Spot the Letter Mm

Objective/Competency: visual discrimination

Materials: paper mounted on a sturdy board with a mix of letters written across the page
tokens

word cards (words that contain letter m)

Number of Players: 2-3 people

Preparation: Write several lower case letters across a page of bond paper or construction paper. If the target letter is M, there should be more m's on the board than other letters you will write. Mount your paper on a sturdy board. You may also choose to write directly on a folder or board.

Procedure:

1. Ask children to locate the target letter on the board. Have them count how many target letters were they able to spot.
2. For every letter that they spot, have them put a token on top of it.
3. After this is done, distribute cards on which words that contain letter m are written on.
4. Again, have them locate letter m on these words.

Letter Lacing Cards

Objective/Competency: visual discrimination, fine-motor coordination

Materials: lacing cards, yarn

Preparation: Make individual letters from cardboard or construction paper. Punch the edges of the letter. Attach a piece of string/yarn to each letter which should be long enough to lace the entire card.

Number of Participants: 6-8 students

Procedure: Have children lace each card

Picture/Letter/Word Sort

Objective/Competency: visual discrimination, fine-motor coordination

Materials: magazines, scissors, glue

Preparation: Make a 3-column chart on 1/8 manila paper. On the first column, write PICTURES, on the second, write letters and on the third, write words.

Number of Participants: 6-8 students

Procedure:

Have children cut out pictures, letters and words from magazine and glue this on the appropriate column on the chart.

Name Designs

Objective/Competency: letter recognition, fine-motor coordination

Materials: strips of oslo or bond paper, glue, art paper, scissors, yarn, junk materials

Number of Participants: 6-8

Procedure:

1. Have children think of names that begin with letter M.
2. Teacher writes down each name on a strip of paper.
3. Children decorate/design the name using various art and junk materials.

Letter Mosaic/Collage Aa/ Let's Write Aa/ A Words Poster/ Letter Poster– same instructions as Letter M activities

Sand Paper Letters; Letter Mm, Aa, Tt, Ff

Objective/Competency: letter formation

Materials: sand paper letter cut-outs

Preparation:

Prepare sand paper letter-cuts of upper and lower case forms of letters M, A, T and F

Number of Participants: 6-8 students

Procedure:

Have children explore each sand paper letter, feeling its shape as they form the letter with their fingers.

Writers' Workshop - "What did you do during the summer vacation?"

Objective: to represent experiences through drawing

Materials: ½ lengthwise bond paper, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Ask each student to draw a particular experience he/she had last summer and write about it.
Take down dictation if the child cannot write his own words or sentences yet.
2. Compile the stories and make it into a book. Write the title of the book – "Our Summer Vacation Experiences"

D. SONGS/POEMS/ RHYMES

Feelings Spider

Happy Little spider
Climed up the water spout;
Down came the rain
And washed poor Happy out;
Out came the sun
And dried up all the rain;
And the Happy Little spider
Climbed up the spout again.

Note: Replace Happy with other emotions: Sad, giggly, shy, Afraid. Then have your children act out the emotions.

What's the Sound ?

(to the tune of Old MacDonald Had a Farm)

What's the sound that these words share?

Listen to these words.

Sad and silly are these two words.

Tell me what you've heard. (sssssssss)

With a /s/, /s/ here, and a /s/, /s/ there,

Here a /s/, there a /s/, everywhere a /s/, /s/.

/s/ is the sound that these words share.

We can hear that sound!

My Feelings

When I am sad, I feel like crying. (rub eyes)
When I am proud, I feel like trying. (head held high)
When I feel curious, I want to know. (look up, wondering)
When I'm impatient, I want to go! (cross arms, tap foot)
When I feel angry, I look this way. (angry look) When I feel
happy
I smile all day. (big smile)
When I am puzzled, I make a shrug. (shrug shoulders)
When I feel loving, I want to hug. (hug yourself)

Rainbow Song

Red and yellow and pink and green
Orange and purple and blue
I can sing a rainbow, sing a rainbow
Sing a rainbow tune.
Listen with your ears (2x)
Listen to the sounds you hear
I can sing a rainbow (2x)
Sing along with me.
Red and yellow and pink and green
Orange and purple and blue
I can sing a rainbow, sing a rainbow,
Sing a rainbow tune.

Masayang Pamilya

Sa lahat ng oras
Kami ay masay
Laging nagtutulungan
Sa hirap at ginhawa.
Laging magkasundo
Si Inay at Itay
Kami'y maligaya
Sa loib ng bahay.

Kung Ikaw ay Masaya

Kung ikaw ay masaya, pumalakpak ka (2x)
Kung ikaw ay Masaya, buhay mo ay sisigla
Kung ikaw ay masaya, pumalakpak ka (2x)

(pumadyak, humalakhak)

Can you Say the First Sound?

(to the tune of Happy Birthday)

Can you say the first sound?
Can you say the first sound?
It's the first sound in rabbit.
Can you say the first sound?
I

If You're Happy and You Know It

If you're happy and you know it, clap your hands (2x)
If you're happy and you know it, then your face will surely show
it
If you're happy and you know it, clap your hands

Variations: stomp your feet, shout "Hurray!"

If you're happy and you know it, do all three (clap your hands,
stomp your feet, shout "Hurray") (2x)
If you're happy and you know it, then your face will surely show
it
If you're happy and you know it, do all three (clap your hands,
stomp your feet, shout "Hurray")

Kumustahan

Magkamay, magkamay, magkamay tayo
At sabihing kumusta po kayo?
Tumingin, ngumiti at sabihing mong
Gayon din po ang bati ko sa inyo

E. INDOOR/OUTDOOR GAMES

People Counting Games

Objectives : to count in sequence
 To learn one-to-one correspondence
 To develop body coordination
 To develop a sense of rhythm

Materials: ball or jump rope

Players: whole or small group

Procedure:

Stand and sit: "one" (sit), "two" (stand), "four" (sit), "four"(stand)

Hopping forward: "one, two, four, four" (change direction)

"one, two, four, four" (change direction)

Bouncing ball: "one, two, four, four" (bounce a ball)

"one, two, four, four" (bounce a ball)

Jumping rope: "one, two, four, four" (jump rope)

"one, two, four, four" (jump rope)

Feelings Hopscotch

Draw a simple hopscotch on the floor with smiley and sad faces alternately. Smiley means YES and sad face means NO to question asked by the teacher regarding the story read. The individual that first finished reaching the top will be the winner.

Everybody Do This

Everybody do this (3x)

Everybody do this, just like this.

Note: Leader makes an action, such as clapping hands, which the class imitates while singing the song.

The Boat is Sinking

The leader shouts out "The boat is sinking! Group yourselves into 6 (or 2 or 3 or 4 or 5)."

The children try to group themselves according to the number given. The child who is not able to join any group becomes the next it.

Simon Says

Give instructions such "Put your hands behind your back." Children do the action if this is accompanied by the phrase "Simon says." Example: "Simon says, put your hands behind your back."

If that phrase is not said, then the children do not do action and just keep still.

KINDERGARTEN CLASS SECOND GRADING DAILY PLANS
WEEK 12:

| Monday | Tuesday | Wednesday |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS : I have needs. My basic needs are food, clothing and shelter. My family provides for my needs. | | |
| MEETING TIME 1: Message: I have needs. My basic needs are food, clothing and shelter. Questions: Why do we need these things? How do these things help us? | MEETING TIME 1: Message: My family provides for my needs. Some family members earn a living so they can help provide for the needs of the family. Questions: What do your parents do to provide for your needs? | MEETING TIME 1: Message: Some family members attend to my needs at home. Questions: What are the different things that your family members do to attend to your needs at home? |
| WORK PERIOD 1 Teacher-Supervised: Target Letter : Ff <ul style="list-style-type: none"> • Letter Mosaic : Ff • Letter Collage : Ff Independent: <ul style="list-style-type: none"> • Me Mobile: I have needs. • Fingerpainting • Writer's Workshop • Playdough Letters | WORK PERIOD 1 Teacher-Supervised: <ul style="list-style-type: none"> • Let's Write Ff • Ff Words Poster Independent: <ul style="list-style-type: none"> • Poster: My family members earn a living in different ways. • Name Designs: Whose name begins with Ff? • Letter Making: Ff • Spot the Letter Ff • Dramatic Play | WORK PERIOD 1 Teacher-Supervised: <ul style="list-style-type: none"> • Letter Poster: What begins with Ff? • Poster: My family attends to my needs at home. Independent: <ul style="list-style-type: none"> • Spot the Letter Ff • Letter for the Day: What begins with Ff? • Sand Paper Letters: Ff, Tt • Fingerpainting • Writer's Workshop |
| MEETING TIME 2: Show and Tell: Me Mobile | METING TIME 2: Sing the song "What's the Sound?" (substitute with Ff words) Activity: Have children think of words that begin with Ff. List them down on the board. | MEETING TIME 2: Sing "Can you say the first sound?" (use Ff words) Activity: Have them think of people and places that begin with letter Ff. |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: Hipon at Biya | STORY: Ang Alamat ng Sibuyas | STORY: The Blind Duckling |
| WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting; up to quantities of 4) Independent: <ul style="list-style-type: none"> • Block Play • Comparing Quantities: A Game for Partners • Writing Papers (4) • Mixed Up Numbers/ It's A Match (1-4) • Number Snap/ Number Concentration (0-4) • Bingo: Numbers (0-6) | WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting; up to quantities of 4) Independent: <ul style="list-style-type: none"> • Block Play • Comparing Quantities: A Game for Partners • Writing Papers (4) • It's A Match/ Mixed Up Numbers (1-4) • Number Snap/ Number Concentration (0-4) • Bingo: Numbers (0-6) | WORK PERIOD 2: Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 4) Independent: <ul style="list-style-type: none"> • Block Play • Find 4 • 4 Concentration • Number Snap/ Mixed Up Numbers (1-4) • Number Lotto/ Bingo: Numbers (0-6) |
| INDOOR/OUTDOOR ACTIVITY: Walking Backwards Relay | INDOOR/OUTDOOR ACTIVITY: Body Letters | INDOOR/OUTDOOR ACTIVITY: Walk, Hop, Jump |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <p>Message: I need food. Sometimes we grow our own food. Sometimes we buy food from other places e.g. market, sari-sari store or food stalls/stand.</p> <p>Questions: Where do you buy/get your food? What are the places in your community that sell food? Who among you grow vegetables or fruit trees in your backyard?</p> | <p>Message: Some food comes from plants. Some food comes from animals.</p> <p>Questions: What food comes from plants? What food comes from animals?</p> | |
| <p>WORK PERIOD 1 Teacher-Supervised: Target Letter: Tt</p> <ul style="list-style-type: none"> • Letter Mosaic : Tt • Letter Collage : Tt <p>Independent:</p> <ul style="list-style-type: none"> • Food Baskets (Fruits and Vegetables in the Community) • Food in the Community RSW. p.251 • Playdough: Iba't Ibang Pagkain • Food Memory Game/Food Domino | <p>WORK PERIOD 1 Teacher-Supervised:</p> <ul style="list-style-type: none"> • Let's Write Tt • Tt Words Poster • Letter Poster: What begin with Tt? <p>Independent:</p> <ul style="list-style-type: none"> • Letter Making: Tt • Sand Paper Letters: Ff, Tt • Food Chart: Food that come from animals/plants • Playdough: Iba't Ibang Pagkain • Food Memory Game/Food Domino | |
| <p>MEETING TIME 2:</p> | <p>MEETING TIME 2:</p> | |
| <p>show the food baskets to the class – talk about the different fruits and vegetables</p> | <p>show the food chart – talk about the food that comes from animals and food that comes from plants</p> | |
| <p>Supervised Recess</p> | <p>Supervised Recess</p> | |
| <p>STORY: The Little Red Hen</p> | <p>STORY: Vilma's Vineyard Workers</p> | |
| <p>WORK PERIOD 2: Teacher-Supervised: Accordion Book: Little Red Hen</p> <p>Independent:</p> <ul style="list-style-type: none"> • Literature-based: Story Flip Chart: Little Red Hen • Literature-based: Animal Puppets • Find 4/ 4 Concentration • Number Snap/ Mixed Up Numbers (1-4) | <p>WORK PERIOD 2: Teacher-Supervised: Pictograph: Favorite Fruit (3 categories)</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Find 4 /4 Concentration • Number Snap/ Mixed Up Numbers (1-4) • Bingo: Numbers (0-6) • Tapatan | |
| <p>INDOOR/OUTDOOR ACTIVITY: Fruit Salad</p> | <p>INDOOR/OUTDOOR ACTIVITY: Body Relay</p> | |
| <p>MEETING TIME 3: Dismissal Routine</p> | <p>MEETING TIME 3: Dismissal Routine</p> | |

APPENDIX: WEEK 12

A. THEME-RELATED ACTIVITIES

Me Mobile (My Needs)

Objective/Competence: to identify his needs

Materials: cardboard, yarn, scissors, pencils, colored markers, crayons

Number of players/participants: 6-8

Procedure:

1. Ask children to draw his needs.
2. Let them color their drawings.
3. Attach a yarn to each drawing.
4. Have them label the drawing.
5. Hang this where everyone can see.

Poster: My family members earn a living in different ways.

Objective/Competence: to identify family member's way of earning a living

Materials: manila paper, papers, pencils, colored markers, crayons

Number of Participants: 6-8 children

Procedure:

1. Have children draw different ways family members earn a living.
2. Ask each student to write something about his drawing. Take down dictation if the child cannot write his own words or sentences yet.
3. Paste their work on a manila paper, write the title of the activity and post on the wall.

Poster: My family members attend to my needs at home.

Objective/Competence: identify ways how their family members attend to their needs

Materials: manila paper, papers, pencils, colored markers, crayons

Number of Participants: 6-8 children

Procedure:

1. Ask each student to draw different ways family members attend to his/her needs.
2. Have him/her write something about his/her drawing. Take down dictation if the child cannot write his own words or sentences yet.
3. Paste their work on a manila paper, write the title of the activity and post on the wall.

Food in the Community RSW. p.251

Plaudough: Iba't Ibang Pagkain

Objective/Competency: To identify different kinds of food

Materials: playdough

Number of Players/Participants: 6-8 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them mold the playdough to form different kinds of food.

Food Memory Game

Objectives: To identify different kinds of food

To remember the location of certain food cards

Materials: 20 pieces of food cards

Number of Players/Participants: 6-8 children

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 10. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left..
4. The person who collects the greatest number of pairs is the winner.

Variation: This game can be varied by increasing the number of cards placed on the table. A 5 x 5 or 6 x 6 arrangement may be more interesting.

Food Domino

Objectives: To recognize pictures of foods that are alike

Materials: set of 28 food dominoes

Number of Players/Participants: 6-8 children

Procedure:

1. All dominoes are placed face down.
2. Each player draws 7 dominoes.
3. A player with a "double" begins play.
4. Each player in turn says the food names and then plays as in a regular domino game.
5. The winner is the player who has played all dominoes, or the player with the smallest number of dominoes when all players must pass.

Chart: Food that come from plants/ Food that come from animals

Objectives: to distinguish which food items come from animals and which comes from plants

Materials: manila paper, markers, crayons/colored markers

Prepare a food chart beforehand. Write food comes from plants on top of the first column and food that comes from animals on the second column.

Number of players/participants: 6-8 children

Procedure:

1. Ask children to draw food that comes from animals and food that comes from plants.
2. Have them paste this on the appropriate column on the chart.

Food Baskets

Objective: Identify fruits and vegetables grown in the locality

Materials: drawing of food baskets on manila paper or kraft or scrap large pieces of paper

small pieces of paper crayons scissors

cardboard or old folder glue or paste

Procedure:

1. Sing with the pupils "Bahay Kubo".
2. Talk about the fruits and vegetables mentioned in the song. Emphasize to the children that tomato, singkamas and kundol are fruits.
3. Ask pupils other fruits and vegetables they know aside from those mentioned in the song
4. Let the pupils draw fruits and vegetables grow in their places. Color them, cut and paste in the basket.
5. Let them identify their drawing after pasting them.

B. MATH ACTIVITIES

Pictograph: Favorite Fruit (3 categories)

Objective: to collect data

To organize data using a pictograph

Materials: Manila paper cut outs of 3 kinds of fruits glue

Prepare large graph on Manila paper where children will paste the fruit cut-out of their choice.

Prepare cut-outs of fruits. Make sure fruit choices are those familiar to the children.

Ex.

| | | | | | |
|---------|--|--|--|--|--|
| banana | | | | | |
| santol | | | | | |
| mangoes | | | | | |

No. of Participants: small group

Procedure:

1. Ask children to name fruits they have eaten. Discuss what each looks like, taste like, smell like, feel like.

2. From among the list choose three fruits that will be used for the 3 category graph.
3. Show the graph drawn on Manila paper and say, "From the list of fruits we made earlier, I chose 3. Now look at these three fruits and choose which among these is your favorite"
4. Call each child to choose a fruit. The child then gets a cut-out of that fruit and pastes this on the appropriate box.
5. After the children have pasted their cut-outs, ask the following questions:
 - Which fruit is liked the most?
 - Which fruit is liked the least?
 - If we arrange the fruits from the most liked to the least like, what would come first? Next? And last?
 - What is the difference between the number of people who like bananas and the number of people who like mangoes? Bananas and santol? Mangoes and santol?

C. OTHER MATH ACTIVITIES

Block Play

Objective: to explore the attributes of 3-dimensional or space figures
to understand the relationship between figures
to build structures using blocks

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Writing Papers (4)

Objective: to learn sequence
To observe the form of each numeral
To develop eye-hand coordination

Materials: writing papers (with number dot patterns for each numeral)
crayon

Number of participants: individual

Procedure:

- Each child is given a writing paper with the numeral he is working on, in this case 4.
- Children use a crayon to connect the dots of the number pattern.

Number Lotto (0-6)

Objective: To match numerals

Materials: lotto boards, 2 sets of number cards, 0-6

Procedure:

1. Give each player a lotto board.
2. Players take turns to pick up a card from the deck.
3. If the number appears on their board they use this to cover the number up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a bingo game. She holds u the number cards and players have to shout out the name of the number in order to claim it to put on their board.

Bingo: Number (0-6)

Objective: To match numerals

Players: 2 or more

Materials: bingo card for each player calling cards tokens

Procedure:

1. Provide each player with a bingo card (numerals).
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Concentration (0-4)

Objective: To match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-4

Procedure:

1. Lay the cards down, either in rows or just anyhow.
2. Take turns turning over 2 cards.
3. If the cards match, you win them. If not, turn them face down again.
4. Player with most number of cards win.

It's A Match

Objectives: To match numeral to set of objects/ dots

Players: pairs or small group

Materials: one set of cards with numerals – 0 -4

one set of cards with dots (corresponding to the numerals)

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray.
3. Call on a child to get a card from the box and place it over the equivalent card in the chalk tray.
4. If correct, the child may choose the next player

Mixed Up Numbers

Objectives: To read and recognize number words

To recognize the sequence of numbers

Players: small group

Materials: vocabulary cards of number words (1-4)

Procedure:

1. Place the word cards at random in the chalk tray.
2. Ask the students to say each word with you.
3. Ask the children to help you place them in correct sequence.
4. Tell the children to hide their eyes while a mischievous kitten (you) comes and change the order of the cards.
5. The children close their eyes and lower their heads on their desk.
6. The teacher switches cards and then calls on a pupil to return them to the correct places.

Variation: Distribute the cards to the children. Call one of the word names. A student with the corresponding card is invited to stand. "Neighbors" – those whose numbers are one less or one more than this student's – are then invited to join in. Continue until all are standing in the appropriate number.

Comparing Numbers – A Game For Partners

Objective: Compares quantities

Number of Players/ Participants: 3 pairs

Materials: clothespins, small card numbers, more/less spinner

1. Each player draws a numeral card from a pile of cards.
2. They each build the appropriate clothespin stack to match their cards.
3. One child turns the more/less spinner. If it lands on less, the partner whose stack has lesser clothespins wins both stacks. If the spinner lands on more, the partner with more clothespins wins both stacks.
4. They continue to take turns, each accumulating clothespins.
5. When the time is up or the children decide to end the game, they snap together all the clothespins. They turn the spinner to see if the person who has accumulated more or less clothespins is the winner.

Hand Game (connecting level up to quantities of 4)

Objective: to explore different combinations that make a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks numeral cards work mats

No. of Participants: small group

Procedure:

1. Teacher gives each child a given quantity of sticks, in this case 4.
2. Children separate counters in different ways and verbalize the combinations that result.

| Teacher says: | | Children say: | Teacher places these cards on the Hand Game counting board | | |
|-------------------------------------------|---|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---|---|
| "Place four sticks in your right hand." | | "None and four is four." or "Zero and four is four." | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td><td>4</td></tr></table> | 0 | 4 |
| 0 | 4 | | | | |
| "Place one stick in your left hand." | | "One and three is four." | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td><td>3</td></tr></table> | 1 | 3 |
| 1 | 3 | | | | |
| "Place one more stick in your left hand." | | "two and two is four." | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>2</td><td>2</td></tr></table> | 2 | 2 |
| 2 | 2 | | | | |
| "Place one more stick in your left hand." | | "three and one is four." | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>3</td><td>1</td></tr></table> | 3 | 1 |
| 3 | 1 | | | | |
| "Place one more stick in your left hand." | | "Three and none is three." or "Three and zero is four." | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>4</td><td>0</td></tr></table> | 4 | 0 |
| 4 | 0 | | | | |

Lift The Bowl (concrete, up to quantities of 4)

Objective: to explore different combinations that make a given quantity

Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

No. of Participants: small group

Procedure:

Game proceeds as Hand Game but bowls are used for separating quantities.

| Teacher says: | | Children say: |
|-------------------------------------|--|------------------------------------------------------|
| "Place four blocks under the bowl." | | "None and four is four." or "Zero and four is four." |
| "Place one block on the bowl." | | "One and three is four." |
| "Place two blocks on the bowl." | | "Two and two is four." |
| "Place three blocks on the bowl." | | "Three and one is four." |
| "Place four blocks on the bowl." | | "Four and none is four." or "Four and zero is four." |

Peek Through The Wall (concrete, up to quantities of 4)

Objective: to explore different combinations that make a given quantity

Materials: a wall made of plastic with tape around the edges, any kind of counters

Procedure:

Game proceeds as Hand Game but walls are used for separating quantities.

| Teacher says: | | Children say: |
|--------------------------|--|------------------------------------------------------|
| "Wall off no blocks." | | "None and four is four." or "Zero and four is four." |
| "Wall off one block." | | "One and three is four." |
| "Wall off two blocks." | | "Two and two is four." |
| "Wall off three blocks." | | "Three and one is four." |
| "Wall off four blocks." | | "Four and none is four." Or "Four and zero is four." |

Find 4

Objective: to explore different combinations that make 4

Materials: 4 sets of numeral cards 0, 1, 2, 3, 4

No. of Participants: 1-4

Procedure:

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.

2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 4, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

4 Concentration

Objective: to explore different combinations that make 4

Materials: 4 sets of numeral cards 0, 1, 2, 3, 4

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 4. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person who collects the greatest number of pairs is the winner.

Variation: This game can be varied by increasing the number of cards placed on the table. A 5 x 5 or 6 x 6

Number Snap

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 3 sets of number cards, 0-4

Procedure:

1. Shuffle and deal the cards.
2. The players take it in turns to turn over their top card.
3. If two matching cards are turned over, the first player to shout "snap" wins both the piles concerned.
4. Continue until only one player is left.

Variation: Make a set of cards with the numbers shown in different ways.

Tapatan (tic-tac-toe's brainy Filipino cousin)

Materials: playing board, 3 markers of two colors (3 red and 3 blue)

Procedure:

The object of the game is to arrange 3 markers of the same color in a row along any of the board lines (horizontally, vertically or diagonally). Players take turns placing one marker at a time on any of the board points. When all six pieces are placed, the players take turns sliding from point to point along the board lines until one player is able to arrange 3 markers of the same color in a row.

D. OTHER LANGUAGE ARTS ACTIVITIES

Name Designs, Letter Making, Spot the Letter, Letter Mosaic, Letter Collage, Let's Write, Word Poster, Letter Poster, Letter for the Day and Sand Paper Letters - please refer to Week 11 appendix

Writers' Workshop

Objective: to represent experiences through drawing

Materials: ½ lengthwise bond paper, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Ask each student to draw a particular experience he/she had and write about it.
Take down dictation if the child cannot write his own words or sentences yet.
2. Compile the stories and make it into a book.

Fingerpainting – free exploration

Objective/Competency: To develop self-expression

Materials: fingerpaint (red, blue, yellow), white paper, tape, markers, wet cloth for wiping fingers

Number of Players/Participants: 6-8 children

Procedure:

- Tape the paper on the table so that it will not move or fly away while the child is painting.
- Ask each child to write his name on the paper with a marker.

- Invite each child to dip his fingers in a tub of fingerpaint and apply the fingerpaint on his white paper to paint pictures.
- Teach the children to wipe his fingers clean with the cloth before dipping in another colored paint.
- When a child has finished painting, teacher asks him about his drawing and writes his answer on another piece of paper.
- Teacher hangs the painting up to dry. Teacher attaches the paper with his description of his painting when it is dry already.

Playdough Letters

Objective/Competency: To identify different letters

Materials: playdough

Number of Players/Participants: 6-8 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let the children form different letters.
3. Ask them to identify the letters as they create.

E. SONGS/POEMS/ RHYMES

What's the Sound ?, Can you Say the First Sound? - please refer to Week 11 appendix

Fruit Salad

Watermelon, watermelon
Papaya, papaya
Saging and banana (2x)
Fruit salad (2x).

Kung Ang Ulan Ay Malapot Na Sorbetes

Kung ang ulan ay malapot na sorbetes
(*masarap na tsokolate, malutong na mangga*)
O, kay sarap ng ulan
Akoy lalabas at akoy nganganga
Ah, ah, a-ah, ah, ah a-ah
O, kay sarap ng ulan.

Walk, Hop, Jump

(to the tune of Fruit Salad)

Walking (4x)
Hop (6x)
Jumping (6x)
Now we stop.

Note: Do the action while singing the song.

Variations: change the action words into any body movement

F. INDOOR/OUTDOOR GAMES

Walking Backwards Relay

Objective/Competence: to develop gross motor skills and body coordination

Number of Players/Participants: whole class

Materials: none

Procedure:

1. Divide the class into 2 equal groups. Ask each group to form a straight line.
2. Put a chair in front of each group (about 3 meters away).
3. Teacher models how the action is done – walking backwards toward the chair, goes around the chair, then goes back to his group mates, touching the hand of the child next to him. As soon as that classmate next to him has moved on, he goes to the end of the line.
4. When the children have understood how the relay game is played, you may now start the game.
5. At the signal "Go!" the first child of each group, does the action demonstrated by the teacher and the game continues until everybody had taken his turn.

Body Letters

Objective/Competency: To utilize their body to form letters

Materials: letter cards

Number of Players/Participants: whole class

- Divide the class into groups.
- Assign each group a letter to form. (If they are not familiar with the letter, give them the letter card).
- All the children in the entire group must join in forming the letter assigned to them (four children might lie on the floor to form the letter F).

KINDERGARTEN CLASS SECOND GRADING DAILY PLANS

WEEK 13: _____

| Monday | Tuesday | Wednesday |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: I can help many things at home. | | |
| MEETING TIME 1: Message: Some family members prepare meals. I can help prepare our meals. I can help set the table. I can help wash the dishes. Questions: Who prepares the food that you eat? How do you help your family prepare your food? How do we keep our food clean and safe? | MEETING TIME 1: Message: I need a home to live in. Living in a house protects me from rain and heat which can make me sick. Questions: Where do you live? Why do we live in a house? | MEETING TIME 1: Message: I help make my home clean. Questions: How can you help keep your home clean? Do you have chores assigned to you? What are the chores/things you do to help your family at home? |
| WORK PERIOD 1 Teacher-Supervised: Target Letter : Nn <ul style="list-style-type: none"> • Letter Mosaic : Nn • Letter Collage : Nn Independent: <ul style="list-style-type: none"> • Wastong Paghahanda ng Pagkain RSW. p. 273 • Pagliligpit ng Pinagkainan RSW p. 274. • Make Your Own Plate Mat • Letter Puzzles • Word Match | WORK PERIOD 1 Teacher-Supervised: <ul style="list-style-type: none"> • Let's Write Nn • Nn Words Poster Independent: <ul style="list-style-type: none"> • Shape Collage: My House • Houses! Houses! PEHT p. 71 • Junk Art (Different Kinds of Shelter) • Name Designs: Whose name begins with Nn? • Letter Making: Nn • Spot the Letter Nn | WORK PERIOD 1 Teacher-Supervised: <ul style="list-style-type: none"> • Letter Poster: What begins with Nn? • Poster: We help make our homes clean. Independent: <ul style="list-style-type: none"> • Letter for the Day: What begins with Nn? • Sand Paper Letters: Nn, Ss • Halinang Maglinis PEHT p.111 • Table Blocks (Forming a House) • Word Match |
| MEETING TIME 2: Show and Tell: Own Plate Mat | MEETING TIME 2: Sing the song "What's the Sound?" (substitute with Nn words) Activity: Have children think of words that begin with Nn. List them down on the board. | MEETING TIME 2: Show and Tell: drawing – a chore you do at home |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: Ang Alamat ng Palay | STORY: The Three Little Pigs | STORY: Goldilocks and the Three Bears |
| WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 4) Independent: <ul style="list-style-type: none"> • Block Play • Playdough Numerals • Go 4/Draw 4/Find 4/ 4 Concentration • It's A Match/ Mixed Up Numbers (1-4) | WORK PERIOD 2: Teacher-Supervised: Literature-based: Story Banner – The Three Little Pigs Independent: <ul style="list-style-type: none"> • Literature-based: Popsicle Stick Houses • Literature-based: Stick Puppets : 3 pigs, wolf • Playdough Numerals • Go 4/Draw 4/Find 4/ 4 Concentration • It's a Match/ Mixed Up Numbers (1-4) | WORK PERIOD 2: Teacher-Supervised: Lining Up Snakes (4) Independent: <ul style="list-style-type: none"> • Literature-based: Triorama: Beginning, Middle and End • Literature-based: My Favorite Part of the Story • Subtraction Cards (2-4) • Writing Numerals (0, 1, 2, 3, 4) • Hand Game/Lift the Bowl worksheets (quantities of 4) |
| INDOOR/OUTDOOR ACTIVITY: To Market, to Market to Buy Fruits and Vegetables | INDOOR/OUTDOOR ACTIVITY: Relay Game (Fruits in a Basket) | INDOOR/OUTDOOR ACTIVITY: Sabi ni Pedro |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| CONTENT FOCUS: | | |
| MEETING TIME 1: Message: People in my family help keep my home safe. Questions: What does your family do to keep your home safe? | MEETING TIME 1: Message: People in my community help keep my home safe. Questions: How do the people in your community help keep your home safe? | |
| WORK PERIOD 1 Teacher-Supervised: Target Letter: Ee <ul style="list-style-type: none"> • Letter Mosaic : Ee • Letter Collage : Ee Independent: <ul style="list-style-type: none"> • CVC Fishing Game • Poster: Ways of Caring for our Home • Picture Puzzles (different kinds of houses) • Table Blocks (Forming a House) | WORK PERIOD 1 Teacher-Supervised: <ul style="list-style-type: none"> • Let's Write Ee • E Words Poster • Letter Poster: Pictures/Drawings of objects that begin with S Independent: <ul style="list-style-type: none"> • Letter Making: Ss • Sand Paper Letters: Nn, Ss • CVC Fishing Game • Mga Katulong sa Pamayanan • People in the Neighborhood PEHT p. 117 | |
| MEETING TIME 2: Sing "Can you say the first sound?" (use Ss words) Activity: Have them think of people and places that begin with letter Ss. | MEETING TIME 2: Sing "Who are the people in your neighborhood?" (those community helpers that keep us safe e.g. policeman, fireman, security guard, traffic enforces, etc.) | |
| Supervised Recess | | |
| STORY: Ang Pangit na Itik | STORY: Si Pilandok at ang Mga Buwaya | |
| WORK PERIOD 2: Teacher-Supervised: Hand game (up to quantities of 4; writing number sentences) Independent: <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 4) • Subtraction Cards (2-4) • Bingo: Addition/ Bingo: Subtraction (0-4) • Go 4/ Draw 4/ Find 4/ 4 Concentration • Writing Numerals (0, 1, 2, 3, 4) | WORK PERIOD 2: Teacher-Supervised: Lift the bowl (up to quantities of 4; writing number sentences) Independent: <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 4) • Subtraction Cards (2-4) • Bingo: Addition/ Bingo: Subtraction (0-4) • Go 4/ Draw 4/ Find 4/ 4 Concentration | |
| INDOOR/OUTDOOR ACTIVITY: | | |
| Over and Under Relay | Line Up | |
| MEETING TIME 3: Dismissal Routine | | |

APPENDIX: WEEK 13

A. THEME-RELATED ACTIVITIES

Shape Collage (My Home)

Objective: to construct a house using different shapes

To develop creativeness

To distinguish different kinds of shapes

Materials: Pre-cut shapes of old newspapers colored magazines large sheets of paper
old folder or cardboard paste or glue pair of scissors

Procedure:

1. Place the pre-cut shapes of old magazines and newspaper in a box
2. Let the pupils get pieces of the pre-cut shapes to create a collage of their house
3. Glue or paste each part until they create a collage of their home
4. Tell them to write a title of their collage and tell something about it.

Poster Making: Ways of Caring for Our Home

Objectives: to develop gross motor coordination

To identify ways of caring for one's home

To demonstrate creativity

Number of Participants: 5-6 per group

Materials: ½ manila paper or back of old calendar 10-12 pieces of ¼ bond paper paste or glue
pair of scissors crayons marking pen

Procedure:

1. Let the group discuss among themselves the ways of caring for the house/home
2. Provide the group with the materials needed
3. Let each member of the group make drawings of ways of caring for the house/ home on ¼ sheet of bond paper. e.g. dusting furniture, sweeping the floor, scrubbing floor, putting curtain, dusting windows, waxing the floor etc.
4. Let them paste/glue their drawings on the manila paper or back of old calendar
5. Let them put a title to their work

Wastong Paghahanda ng Pagkain - RSW. p. 273

Pagliligpit ng Pinagkainan - RSW p. 274.

Make Your Own Plate Mat

Objective/Competence: develop fine motor skills

Number of Participants: 6-8 children

Materials: old folders, art papers, scissors, glue, pencils, crayons, old magazines or newspapers

Procedure:

1. Give each child an old folder.
2. Ask them to design or decorate the folder using the various art materials. They may also cut out letters from the magazines or newspapers to design or decorate their place mat.

Houses! Houses! - PEHT p. 71

Halinang Maglinis PEHT p.111

Junk Art – (Different Kinds of Shelter)

Objectives: to demonstrate resourcefulness and creativity in using recyclables

To use recyclable materials to make models of different kinds of shelter

Number of Participants: 6 per group

Materials: recyclable materials like small boxes, strings, paper, soft cardboard, soft drink bottle caps, popsicle sticks, pieces of cloth, candy wrappers, aluminum foil, wire, old magazines, etc., glue, pair of scissors

Procedure:

1. Let the group discuss about the kind of shelter found in the community and decide of what kind of shelter in group will work on (e.g. tree house, nipa hut, duplex, apartment etc.
2. Let the monitor get the needed materials from the supply table.
3. Group work on the kind of shelter they have chosen.

Picture Puzzles (Different Kinds of Houses)

Objective/Competency: to develop creativity and fine motor coordination

Materials: puzzles of different kinds of houses

Preparation:

1. Look for pictures of different kinds of houses (the more colorful, the better).
2. Paste them on thick cardboard.
3. Cut into puzzle pieces.
4. Store each puzzle set in individual envelopes.

Number of Participants: 6-8 children

Procedure:

1. Group children into pairs.
2. Give each pair an envelope and encourage them to complete the puzzle.

Mga Katulong sa Pamayanan MEMORY GAME

Objectives: To identify the different community helpers

To remember the location of certain community helpers cards

Materials: 20 pieces of community helpers cards

Number of Players/Participants: 6-8 children

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 10. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left..
4. The person who collects the greatest number of pairs is the winner.

Variation: This game can be varied by increasing the number of cards placed on the table. A 5 x 5 or 6 x 6 arrangement may be more interesting.

People in the Neighborhood – PEHT p.117

B. OTHER MATH ACTIVITIES

Block Play

Objective: to explore the attributes of 3-dimensional or space figures
to understand the relationship between figures
to build structures using blocks

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Playdough Numerals (0-4)

Objective/Competency: To identify the numerals 0, 1, 2, 3 and 4

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them to form the numerals 0, 1, 2, 3 and 4.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

Writing Numerals (0,1,2,3,4)

Objective: to write numerals

Materials: lined paper (blue-red-blue lines) numeral cards

Preparation: Draw the numerals on a piece of card board. The first part of the numeral is drawn with the purple crayon and the second part with green. The purple and green marks will help children determine which stroke to do first.

1. Provide each child with numeral cards and lined paper.

2. Let each child practice writing the numerals on lined paper.

It's A Match

Objectives: to match numeral to set of objects/ dots

Players: pairs or small group

Materials: one set of cards with numerals – 0 -4
one set of cards with dots (corresponding to the numerals)

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray.
3. Call on a child to get a card from the box and place it over the equivalent card in the chalk tray.
4. If correct, the child may choose the next player

Mixed Up Numbers

Objectives: To read and recognize number words

To recognize the sequence of numbers

Players: small group

Materials: vocabulary cards of number words (1-4)

Procedure:

1. Place the word cards at random in the chalk tray.
2. Ask the students to say each word with you.
3. Ask the children to help you place them in correct sequence.
4. Tell the children to hide their eyes while a mischievous kitten (you) comes and change the order of the cards.
5. The children close their eyes and lower their heads on their desk.
6. The teacher switches cards and then calls on a pupil to return them to the correct places.

Variation: Distribute the cards to the children. Call one of the word names. A student with the corresponding card is invited to stand. "Neighbors" – those whose numbers are one less or one more than this student's – are then invited to join in. Continue until all are standing in the appropriate number.

Draw 4

Objective : to explore different combinations that make 4

Materials : 4 sets of numeral cards (0 –4)

No. of players / participants: 3- 5 players

Procedure

1. One card is drawn from the deck and is set aside throughout the game, so that there will be an odd card without a mate at the end of the game. All the other cards are dealt.
2. Each player goes through the cards received trying to find pairs that make 4. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding her cards like a fan and letting the person to her left draw one of them without looking at them. If the person who draws the card can use it to make 4 with one of the cards in her hand, she discards the pair in the middle of the table. If she cannot use it, she has to keep it. She then holds all her cards like a fan so that the person to her left can draw one of them by chance.
4. Play continues until one person is left holding the odd card and loses the game.

4 Concentration

Objective: to explore different combinations that make 4

Materials: 4 sets of numeral cards (0-4)

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 4. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person who collects the greatest number of pairs is the winner.

Find 4

Objective / Competency: collect pairs of cards

Materials : 4 sets of numeral cards (0-4)

No. of players / participants : 3-5 players

Procedure

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.
2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 4, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

Go 4

Objective: to explore different combinations that makes 4

Materials: 4 sets of numeral cards (0-4)

Procedure:

1. All the cards are dealt.
2. The players take turns asking specific people for specific cards in a way similar to the card game Go Fish. For example, John may say to Carol do you have a 1 ?" If Carol has a 1, she has to give it up to John. John then lays this 1 and a 3 in front of himself, face up.
A player can continue asking for a card as long as he gets the card he requested. If he does not get the card he asked for, the turn passes to the person who said, "I don't have it."
3. The person who makes the greatest number of pairs is the winner.

Subtraction Cards

Objective: to subtract quantities up to 4

Materials: subtraction cards, counters

No. of Participants: 1-4

Procedure:

1. Teacher reads the total on the card, in this case 4.
2. Children get 4 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "Three"
5. Teacher shows the group the three remaining dots on the subtraction card.

Bingo: Addition (up to quantities of 4)

Objective: To match an addition fact with its correct sum

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Bingo: Subtraction (up to quantities of 4)

Objective: To practice subtraction up to quantities of 3

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

☺ Counting Boards (concrete, up to quantities of 4)

Objective: to explore different combinations that make a given quantity

Materials: counting boards & counters (example: webs & spiders, rivers & fish, stores & hats, tables & chairs, sinks & plates)

Procedure:

1. Give each child one counting board.
2. Have the children take the number of counters being worked with for the day and decide what they want to represent.
3. Take turns in telling a story to go with the counters.

Ex: Three fish were swimming. Three more came. That makes six fish swimming.

I saw seven mangoes in the tree. I climbed the tree and got two mangoes. Five mangoes were left.

Lift The Bowl

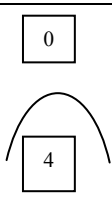
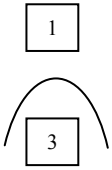
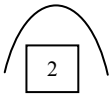
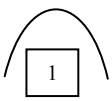
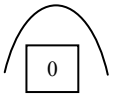
Objective: to explore different combinations that make a given quantity

Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

No. of Participants: small group

Procedure:

Game proceeds as Hand Game but bowls are used for separating quantities.

| Teacher says: | | Children say: | Teacher places these cards on the Lift the Bowl counting board |
|-------------------------------------|--|-------------------------------------------------------|---------------------------------------------------------------------------------------|
| "Place four blocks under the bowl." | | "None and four is four." or "Zero and three is four." |  |
| "Place three block on the bowl." | | "One and three is four." |  |
| "Place two block on the bowl." | | "Two and two is four." |  |
| "Place three block on the bowl." | | "Three and one is four." |  |
| "Place four block on the bowl." | | "Four and none is four." Or "Four and zero is four." |  |

Hand Game (writing number sentences: up to quantities of 4)

Objective: to explore different combinations that makes a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks numeral cards work mats

Number of Players/Participants: 8 children

Procedure:

- Children work in small groups.
- Teacher gives each child a given quantity of sticks, for example 3.
- Children separate counters in different ways and verbalize the combinations that result.
- Children write a number sentence to represent number combinations.

| Teacher says: | | Children say: | Children write: |
|-----------------------------------------|--|------------------------------------------------------|-----------------|
| "Place four sticks in your right hand." | | "None and four is four." or "Zero and four is four." | $0 + 4 = 4$ |
| "Place one stick in your left hand." | | "One and three is four." | $1 + 3 = 4$ |

| | | | |
|-------------------------------------------|--|---------------------------------------------------------|-------------|
| "Place one more stick in your left hand." | | "Two and two is four." | $2 + 2 = 4$ |
| "Place one more stick in your left hand." | | "Three and one is four." | $3 + 1 = 4$ |
| "Place one more stick in your left hand." | | "Four and none is four." or "Four and zero is four." | $4 + 0 = 4$ |

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

Lift The Bowl (symbolic; up to quantities of 4)

Objective: to explore different combinations that makes a given quantity

Materials: bowl or cup, or any kind of counter such as pebbles, chips, or sticks

Number of Players/Participants: 8 children

Procedure:

1. Game proceeds as Hand Game but bowls are used for separating quantities.
2. Children write a number sentence to represent number combinations.

| Teacher says: | | Children say: | Children write: |
|--------------------------------------|--|----------------------------------------------------------|---------------------|
| "Place four blocks under the bowl." | | "None and four is four." or "Zero and three is four." | 0 $\frac{+4}{4}$ |
| "Place three blocks under the bowl." | | " One and three is four." | 1 $\frac{+3}{4}$ |
| "Place two blocks under the bowl." | | " Two and two is four." | 2 $\frac{+2}{4}$ |
| "Place one blocks under the bowl." | | " One and three is four." | 3 $\frac{+1}{4}$ |
| "Place no blocks under the bowl." | | "Four and none is four." Or "Four and zero is four." | 4 $\frac{+0}{4}$ |

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

Hand Game – Worksheet

Objective: to write addition equations involving quantities of 4

To conserve number

Materials: counters Hand game work mat Hand game worksheet pencil

Procedure:

- Instruct children to play the Hand game as before.
- Tell them to record or write equations that represent their concrete manipulations on the Hand game worksheet

If worksheets are not available, teacher can simply write the combinations

$$\begin{array}{cccccc}
 0 + 4 = \underline{\quad} & 1 + 3 = \underline{\quad} & 2 + 2 = \underline{\quad} & 3 + 1 = \underline{\quad} & 4 + 0 = \underline{\quad} \\
 4 - 0 = \underline{\quad} & 4 - 1 = \underline{\quad} & 4 - 2 = \underline{\quad} & 4 - 3 = \underline{\quad} & 4 - 4 = \underline{\quad}
 \end{array}$$

Lift the Bowl - Worksheet

Objective: to write addition equations involving quantities of 4
To conserve number

Materials: counters Lift the Bowl work mat Lift the Bowl worksheet pencil

Procedure:

- Instruct children to play the Lift the Bowl activity as before.
- Tell them to record or write equations that represent their concrete manipulations on the Lift the Bowl worksheet.

If worksheets are not available, teacher can simply write the combinations in the following vertical position

| | |
|----------------------------------------------------|--------------------------------------------------|
| $\begin{array}{r} 0 \\ +4 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ -4 \\ \hline \end{array}$ |
| $\begin{array}{r} 1 \\ +3 \\ \hline 4 \end{array}$ | $\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$ |
| $\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$ |
| $\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$ |
| $\begin{array}{r} 4 \\ +0 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ -0 \\ \hline \end{array}$ |

Lining Up Snakes

Objectives: to measure length using nonstandard tools
 To order objects from longest to shortest

Materials: rubber or plastic snakes of different sizes playdough string for measuring

Players: small group

Procedure:

1. Read the poem Snake Time.

Snake Time

The snakes lined up
On measuring day,
I measured each one
Before they could play.
They got in a row
In an orderly way,
Then shortest to longest
They slithered away.

2. Discuss lengths of the 4 rubber or plastic snakes. Ask children which snake is longest, the next longest, the next longest then the shortest.
3. Ask children to measure the snakes using yarn or paper clips (or other nonstandard tools) to verify their answers.
4. Provide play dough so that each child can mold 4 of their own snakes. Naming the snakes can make this activity even more personal.
5. Have children compare the lengths of their snakes and line them up in order.
6. Again, children may use a variety of measuring tools to measure the length of their snakes.

C. OTHER LANGUAGE ARTS ACTIVITIES

Name Designs, Letter Making, Spot the Letter, Letter Mosaic, Letter Collage, Let's Write, Word Poster, Letter Poster, Letter for the Day and Sand Paper Letters - please refer to Week 11 appendix

Word Match

Objectives: match CVC words

Materials: CVC cards

Preparation: prepare pairs of CVC words that can be formed from the following letters; m,a,t,f,e,n

Players: 4-6 players

Procedure:

1. Lay down CVC cards on the table,
2. Have children take turns looking for a pair of CVC words that match.

CVC Fishing Game

Objectives: match CVC words

Materials: CVC fishing cards, hook

Preparation: prepare fishing cards with CVC words that can be formed from the following letters; m,a,t,f,e,n

Players: 4-6 players

Procedure:

1. Lay down CVC cards on the table or floor.
2. Have children take turns fishing CVC words.
3. Children read out words that they catch.

Literature-based: Popsicle Stick Houses

Objective: recall story details, develop fine motor coordination

Materials: popsicle sticks, glue,

Number of participants:

Procedure:

1. Have children make different kinds of houses out of popsicle sticks.
2. Let them glue each house on 1 whole or ½ oslo paper.

Literature-based: Stick Puppets : 3 pigs, wolf

Objective: recall story details, develop fine motor coordination

Materials: popsicle sticks/ tongue depressor, construction paper, yarn, assorted junk materials

Number of participants: 6-8

Procedure:

Have children make stick puppets out of assorted junk materials. After they have made the puppets, have them retell the story using the puppets.

D. SONGS/POEMS/ RHYMES

What's the Sound ?, Can you Say the First Sound? - please refer to Week 11 appendix

Who are the people in your neighborhood?

Who are the people in your neighborhood?

In your neighborhood? (2x)

Oh, who are the people in your neighborhood?

They're the people that you meet

When you're walking down the street

They're the people that you meet each day.

E. INDOOR/OUTDOOR GAMES

Relay Game (Fruits in a Basket)

Objective/Competence: develop gross motor skills and body coordination

Number of Players/Participants: 10 children

Materials: basket, plastic 10 pcs. fruits, 2 plastic trays

Procedure:

1. Divide the class into 2 equal groups. Ask each group to form a straight line.
2. Put a chair in front of each group (about 3 meters away). Divide the plastic fruits into 2 and put each group of fruits in each tray. Put each tray on top of each tray.
3. Teacher models how the action is done – she brings the basket and gets one fruit from the tray and puts it in her basket, then goes around the chair, goes back to her group mates, touching the hand of the child next to her. As soon as that classmate next to her has moved on, she goes to the end of the line.

4. When the children have understood how the relay game is played, you may now start the game.
5. At the signal "Go!" the first child of each group, does the action demonstrated by the teacher and the game continues until everybody had taken his turn.

To Market, to Market to Buy Fruits and Vegetables

Objective/Competence: develop gross motor skills and body coordination

Number of Players/Participants: whole class

Materials: 2 daddy's polo, 2 big hats, 2 baskets, 2 umbrellas

Procedure:

1. Divide the class into 2 equal groups. Ask each group to form a straight line.
2. Put a chair in front of each group (about 3 meters away).
3. Teacher models how the action is done – she wears the polo and hat, opens the umbrella, goes around the chair carrying the basket and umbrella, then goes back to her group mates, touching the hand of the child next to her. As soon as that classmate next to her has moved on, she goes to the end of the line.
4. When the children have understood how the relay game is played, you may now start the game.
5. At the signal "Go!" the first child of each group, does the action demonstrated by the teacher and the game continues until everybody had taken his turn.

Sabi ni Pedro

Objective/Competency: To learn to hear discriminately and able to follow instruction.

Materials: wala

Number of Players/Participants: buong klase

Procedure:

- Hatiin ang klase sa dalawang pangkat. layos nang pabilog ang bawat pangkat.
- Pansamantalang magtalaga ng "Pedro" sa bawat pangkat at patayuin siya sa gitna ng bilog.
- Magbibigay siya ng mga utos tulad ng "Hawakan ang ilong," "Hawakan ang mata," at iba pa.
- Ang utos ay maaring pangunahan o hindi ng mga salitang "Sabi ni Pedro." Hindi dapat sundin si "Pedro" kapag ang utos ay walang pang-unang salitang "Sabi ni Pedro". Halimbawa: "Hawakan ang leeg." (Hindi dapat sundin.) "Sabi ni Pedro, hawakan ang leeg." (Sundin ito.)
- Maaring ibang bahagi ng katawan ang hawakan ni Pedro kaysa sa kanyang sinasabi upang lituhin ang mga bata.
- Ang batang magkamali ang magiging bagong "Pedro."

Over and Under Relay

Objective/Competence: develop gross motor skills and body coordination

Number of Players/Participants: whole class

Materials: none

Procedure:

6. Divide the class into 2 equal groups. Ask each group to form a straight line.
7. Put a chair in front of each group (about 3 meters away).
8. Teacher models how the action is done – walking backwards toward the chair, goes around the chair, then goes back to his group mates, touching the hand of the child next to him. As soon as that classmate next to him has moved on, he goes to the end of the line.
9. When the children have understood how the relay game is played, you may now start the game.
10. At the signal "Go!" the first child of each group, does the action demonstrated by the teacher and the game continues until everybody had taken his turn.

Line Up

Objective: to sort the class into 3 groups based on similarities and differences

Materials: none

Number of participants: whole group

Procedure:

- Tell the children that they are to make three lines based on the descriptions you give.
 - Make 2 lines: boys, girls
 - Make 3 lines: favorite drink: juice, chocolate drink, milk
 - Make 3 lines: favorite place: McDonald's, Jollibee, KFC
 - Make 3 lines: favorite activity: playing, watching TV, drawing/coloring pictures

KINDERGARTEN CLASS SECOND GRADING DAILY PLANS

WEEK 14: _____

| Monday | Tuesday | Wednesday |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: I need clothes to protect my body. There are many types of clothes to wear. | | |
| MEETING TIME 1: Message: I need clothing. I need to wear clothes to protect my body. Questions: Why do we need to wear clothes? | MEETING TIME 1: Message: Special types of clothes are worn for different weather conditions. *Some people wear jackets when it is cold. *Some people wear raincoats when it is raining. *People use hats or caps to protect their head from heat. Questions: What types of clothes do people wear for different weather conditions? | MEETING TIME 1: Message: Some people use special clothes for their work. (Maybe you can invite a Resource Speaker e.g. a Construction Worker who can talk about the special clothes and accessories he wears in his work.) Questions: Why do some people wear special clothes for their work? |
| WORK PERIOD 1 Teacher-Supervised: Three-Sound Word Building Independent: <ul style="list-style-type: none"> • Stick Puppets: Different Kinds of clothes • Anong Kasuotan Ko? - PEHT p.60 • Clothes I Wear - RSW. p.239 • CVC Domino/ CVC Word Lotto • Writer's Workshop | WORK PERIOD 1 Teacher-Supervised: <ul style="list-style-type: none"> • Poster: "There are different kinds of clothes." • Pictograph: Clothes to Wear for Different Weather Conditions Independent: <ul style="list-style-type: none"> • Name Designs: Whose name begins with Bb? • Dressing Up for the Weather PEHT p. 60 • CVC Domino/ CVC Word Lotto • Sand Play • Playdough | WORK PERIOD 1 Teacher-Supervised: <ul style="list-style-type: none"> • CVC Call Out • Poster: Special Clothes for Special Kinds of Jobs Independent: <ul style="list-style-type: none"> • CVC Fishing Game/ CVC Word Puzzles • Word Sort • What Will I Wear? RSW. p.265 • Writer's Workshop • Sand Play |
| MEETING TIME 2: Show stick puppets – talk about the different clothes that the puppets are wearing | MEETING TIME 2: Sing the song "What's the Sound? " (substitute with Bb words) Activity: Have children think of words that begin with Bb. List them down on the board. | MEETING TIME 2: Sing "Can you say the first sound? " (use Bb words) Activity: Have them think of people and places that begin with letter Bb. |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: The Emperor and His New Clothes | STORY: Mario's Special Day | STORY: Ang Madyik Banig |
| WORK PERIOD 2: Teacher-Supervised: Number Stations and Number Books (quantities of 5; using toothpicks or squares) Independent: <ul style="list-style-type: none"> • Block Play • Sand Play: Mark the Scoops • Number Lotto (0-6) • Bingo: Numbers (0-6) • Number Concentration (0-5) • Don't Rock the Boat | WORK PERIOD 2: Teacher-Supervised: Who Has More? (quantities of 5) Comparing Quantities: A Game for Partners Independent: <ul style="list-style-type: none"> • Block Play • Sand Play: Mark the Scoops • Playdough Numerals (0-5) • Writing Papers (5) • Number stations/ number books (quantities of 5) • Number Lotto/Bingo: Numbers (0-6) | WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 5) Independent: <ul style="list-style-type: none"> • Block Play • Sand Play: Mark the Scoops • Playdough Numerals (0-5) • Writing Papers (5) • Number stations/ number books (quantities of 5) • Comparing quantities: A Game for Partners |

| | | |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Number Concentration/ It's A Match (1-5) | <ul style="list-style-type: none"> • It's A Match (1-5) |
| INDOOR/OUTDOOR ACTIVITY: Move the Body –PEHT p.55 | INDOOR/OUTDOOR ACTIVITY: Ankle Walk | INDOOR/OUTDOOR ACTIVITY: Drop the Hankerchief |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| MEETING TIME 1: Message: Clothes may have different features. Some have pockets. Some have buttons. Some have zippers. | MEETING TIME 1: Message: Clothes have different designs. | |
| WORK PERIOD 1 Teacher-Supervised: : Target Letter: Ss <ul style="list-style-type: none"> • Letter Mosaic : Ss • Letter Collage : Ss • Chart: How Many Pockets? Zippers? Buttons? Independent: <ul style="list-style-type: none"> • Collage – different parts of clothes • Clothes Memory Game • Clothes Domino • Letter Making: Ss | WORK PERIOD 1 Teacher-Supervised: Target Letter Ss <ul style="list-style-type: none"> • Let's Write Ss • Ss Words Poster • Letter Poster: Pictures/Drawings of objects that begin with Ss Independent: <ul style="list-style-type: none"> • Sand Paper Letters: Ss, Ee, Nn, Mm, Aa Tt, Ff • Dress Me Up Paper Dolls • Clothes Memory Game • Clothes Domino | |
| MEETING TIME 2: Show the chart: How Many Pockets? Zippers? Buttons? – talk about who got the most or the least number in each feature Supervised Recess | MEETING TIME 2: Show the Dress Me Up Paper Dolls – talk about the different designs that the paper dolls are wearing Supervised Recess | |
| STORY: Ang Pagong at Matsing | STORY: Si Tipaklong | |
| WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 5) Independent: <ul style="list-style-type: none"> • Number stations/ number books (quantities of 5) • Comparing quantities: A Game for Partners • Number Concentration/ Mixed Up Numbers (1-5) • Number Lotto/Bingo: Numbers(0-6),It's a Match | WORK PERIOD 2: Teacher-Supervised: Measure It Independent: <ul style="list-style-type: none"> • Number stations/ number books (quantities of 5) • Comparing quantities: A Game for Partners • Number Concentration/ Mixed Up Numbers (1-5) • Number Lotto/Bingo: Numbers (0-6); It's A Match (1-5) | |
| INDOOR/OUTDOOR ACTIVITY: Clothes Relay | INDOOR/OUTDOOR ACTIVITY: Deep and Wide | |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | |

APPENDIX: WEEK 14

A. THEME-RELATED ACTIVITIES

Poster: There are different kinds of clothes.

Objective/Competence: to identify different kinds of clothes

Materials: manila paper, papers, pencils, colored markers, crayons

Number of Participants: 6-8 children

Procedure:

1. Ask each student to draw one kind of clothing.
2. Have children outline his drawings and color it.
3. Ask each student to write something about his drawing. Take down dictation if the child cannot write his own words or sentences yet.
4. Paste their work on a manila paper, write the title of the activity and post on the wall.

Stick Puppets: Different Kinds of Clothes

Objective/Competence: to identify different kinds of clothes

Materials: pre-cut cardboard puppet, popsicle sticks, masking tape, scissors, scrap cloth, colored markers

Number of Players/Participants: 6-8 children

Procedure:

1. Tell the children that they will dress up their puppets with the kind of clothes they are wearing that day.
2. Distribute pre-cut cardboard puppets to each child.
3. Ask each child to design his/her own puppet using the scrap cloth and colored markers available.
4. Attach each puppet to a popsicle stick using masking tape
5. Display the puppets. Put the title of the activity – “We wear different kinds of clothes.”

Among Kasuotan Ko? - PEHT p.60

Clothes I Wear - RSW. p.239

Pictograph: Clothes to Wear for Different Weather Conditions

Objective/Competence: to identify different kinds of clothes for different weather conditions

Materials: manila paper, papers, pencils, colored markers, crayons

Number of Participants: 6-8 children

Procedure:

1. Ask each student to draw one kind of clothing for a particular kind of weather.
2. Have children outline his drawings and color it.
3. Ask each student to write something about his drawing. Take down dictation if the child cannot write his own words or sentences yet.
4. Paste their work on a manila paper, write the title of the activity and post on the wall.

Dressing Up for the Weather PEHT p. 60

Poster: Special Clothes for Special Kinds of Jobs

Objective/Competence: to identify special kinds of clothes for special kinds of jobs

Materials: manila paper, papers, pencils, colored markers, crayons

Number of Participants: 6-8 children

Procedure:

1. Ask each student to draw one kind of special clothing for a special kind of job e.g. bunker coat of a fire fighter.
2. Have children outline his drawings and color it.
3. Ask each student to write something about his drawing. Take down dictation if the child cannot write his own words or sentences yet.
4. Paste their work on a manila paper, write the title of the activity and post on the wall.

What Will I Wear? RSW. p.265

Chart: How Many Pockets? Zippers? Buttons?

Objective: to collect data

To organize data using a pictograph

Materials: manila paper cut outs of 3 pockets, zippers, buttons glue

Prepare large graph on Manila paper where children will paste the pocket, zipper, button cut-out of their choice.

Prepare cut-outs of zippers. Make sure cut-outs are enough for all the children.

Example:

| | | | | | |
|---------|--|--|--|--|--|
| zippers | | | | | |
| buttons | | | | | |
| pockets | | | | | |

No. of Participants: small group

Procedure:

1. Ask children to check if they have zippers, buttons or pockets. Discuss what each looks like.
2. Show the graph drawn on Manila paper and say, "Now look at the chart and choose which among these is present in your clothing today."
3. Call each child. The child then gets a cut-out and pastes this on the appropriate box.
4. After the children have pasted their cut-outs, ask the following questions:
 - Who has the most zippers? buttons? pockets?
 - Who has the least zippers? buttons? pockets?

Collage – "There are different parts of clothes."

Objective/Competence: to identify different kinds of clothes

Materials: bond paper with clothes outline, colored magazines, glue/paste

Preparation: Teacher will draw a big outline of one kind of clothing on a bond paper. Make sure there are enough drawings for each student.

Number of Participants: 6-8 children

Procedure:

1. Give each student a paper with a drawing of one kind of clothing.
2. Children tears out one page from the colored magazine and tears it to small pieces.
3. Children put glue/paste on the drawing and fill it with the small torn magazine pieces.
4. Children continue until the drawing is complete covered with the colored magazine pieces.
5. Ask each student to label the different parts of the clothes. Take down dictation if the child cannot write his own words yet.
6. Post on their artworks on the wall.

Clothes Memory Game

Objective/Competency: To match clothes that are alike

Materials: at least 20 pieces of picture cards of clothes

Number of players/participants: 6-8 children

Procedure:

- Place all cards on the table face down.
- Each player turns over two cards during his turn. If he gets a pair of identical letter cards, he gets to keep the pair and takes another turn.
- If the letter cards do not match, the player puts back the cards into their original places.
- The player who is able to get the most number of pairs wins the game.

Clothes Domino

Objectives: To recognize different kinds of clothing that are alike

Materials: set of 28 clothes dominoes

Number of Players/Participants: 6 children

Procedure:

1. All dominoes are placed face down.
2. Each player draws 7 dominoes.
3. A player with a "double" begins play.
4. Each player in turn says the shape names and then plays as in a regular domino game.
5. The winner is the player who has played all dominoes or the player with the smallest number of dominoes when all players must pass.

Dress Me Up Paper Dolls

Objective/Competence: to identify different kinds of clothes

Materials: pre-cut puppet cardboard design, colored markers, scrap cloth, colored markers

Number of Participants: 6-8 children

Procedure:

1. Tell the children that they will dress up their puppets.
2. Distribute pre-cut cardboard puppets to each child.
3. Ask each child to design his/her own puppet using the scrap cloth and colored markers available.
4. Attach each puppet to a popsicle stick using masking tape
5. Display the puppets.

B. OTHER MATH ACTIVITIES

Block Play

Objective: to explore the attributes of 3-dimensional or space figures
to understand the relationship between figures
to build structures using blocks

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Sand Play: Mark The Scoops

Objective: to compare quantities
To see relationships

Materials: large container (basin) with sand assorted jars measuring cup
1 cm or ½ in strips of paper tape funnel

Number of Players/ Participants: 2-4

Procedure:

The children take a measuring cup to experiment with. They tape a strip of paper to the side of each of the available jars. They put 1 measuring cup of sand in 1 jar and shake the jar to even out the sand and mark the level on the paper taped to the side of the jar. As the children add each measuring cup of sand, they mark the level on the paper. This is repeated for each jar.

Encourage the children to discuss why the distance between each mark differs with some jars and does not with others.

Writing Papers (5)

Objective: to learn sequence
To observe the form of each numeral
To develop eye-hand coordination

Materials: writing papers (with number dot patterns for each numeral)
crayon

Number of participants: individual

Procedure:

- Each child is given a writing paper with the numeral he is working on, in this case 5.
- Children use a crayon to connect the dots of the number pattern.

Number Stations (quantities of 5)

Objective: to count
to see that despite differences in appearance quantities remain the same (conservation)

Materials: several boxes of toothpicks

Procedure:

1. Teacher chooses a number to work with for the day, in this case 5.
2. Children work together exploring a given quantity of toothpicks, in this case 5, making as many arrangements as possible.
3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.

Variation: Children can explore other materials such pebbles, popsicle sticks, and blocks.

Number Books (quantities of 5)

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Procedure:

1. Help your child to draw pictures or glue in pictures from magazines of things that are important to him and write the number 5 underneath.
2. Try making a book to illustrate a number story or rhyme.

Variation: Glue the designs from the Number Stations activity on sheets of paper. Bind the paper to make a book.

Number Lotto (0-6)

Objective: to match numerals

Materials: lotto boards, 2 sets of number cards, 0-6

Procedure:

1. Give each player a lotto board.
2. Players take turns to pick up a card from the deck.
3. If the number appears on their board they use this to cover the number up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a bingo game. She holds up the number cards and players have to shout out the name of the number in order to claim it to put on their board.

Bingo: Number (0-6)

Objective: To match numerals

Players: 2 or more

Materials: bingo card for each player calling cards tokens

Procedure:

1. Provide each player with a bingo card (numerals).
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Concentration (0-5)

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-5

Procedure:

1. Lay the cards down, either in rows or just anyhow.
2. Take turns turning over 2 cards.
3. If the cards match, you win them. If not, turn them face down again.
4. Player with most number of cards win.

Playdough Numerals (0-5)

Objective/Competency: To identify the numerals 0, 1, 2, 3, 4 and 5

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them to form the numerals 0, 1, 2, 3, 4 and 5.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

It's A Match

Objectives: to match numeral to set of objects/ dots

Players: pairs or small group

Materials: one set of cards with numerals – 0 -5

one set of cards with dots (corresponding to the numerals)

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray.
3. Call on a child to get a card from the box and place it over the equivalent card in the chalk tray.
4. If correct, the child may choose the next player

Who Has More?

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Procedure:

1. Put out about six saucers, each with a different number of things in, for example, six toothpicks, five small buttons, four big buttons, three peas, two pebbles, one marble.
2. The child points at two saucers and chooses without counting out, which has more. Child then checks by pairing up the contents of the two saucers.

Variations:

1. Put the same number of things in two of the saucers.
2. Put four big things and four small things in another saucer.
3. Put out bigger number of things.

Comparing Numbers – A Game For Partners

Objective: Compares quantities

Number of Players/ Participants: 3 pairs

Materials: clothespins, small card numbers, More/less spinner

1. Each player draws a numeral card from a pile of cards.
2. They each build the appropriate clothespin stack to match their cards.
3. One child turns the more/less spinner. If it lands on less, the partner whose stack has lesser clothespins wins both stacks. If the spinner lands on more, the partner with more clothespins wins both stacks.
4. They continue to take turns, each accumulating clothespins.
5. When the time is up or the children decide to end the game, they snap together all the clothespins. They turn the spinner to see if the person who has accumulated more or less clothespins is the winner.

☺ Hand Game (concrete, up to quantities of 5)

Objective: to explore different combinations that make a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks

No. of Participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 4.
3. Children separate counters in different ways and verbalize the combinations that result.

| Teacher says: | | Children say: |
|-------------------------------------------|--|------------------------------------------------------|
| "Place five sticks in your right hand." | | "None and five is five." or "Zero and five is five." |
| "Place one stick in your left hand." | | "One and four is five." |
| "Place one more stick in your left hand." | | "Two and three is five." |
| "Place one more stick in your left hand." | | "Three and two is five." |
| "Place one more stick in your left hand." | | "Four and one is five." |
| "Place one more stick in your left hand." | | "Five and none is five." or "Five and zero is five." |

Variation: ☺ **CAVE GAME (concrete)**: The game proceeds as Hand Game but the position of hands is varied.

Measure It

Objectives: to measure the length of objects

Materials: assorted objects with varying lengths, popsicle sticks, paper, pencil

Number of players/participants: 4-6

Procedure:

1. Ask children to measure the length of the following: blackboard, shelf, table, blocks (Note: you may also substitute these items with other things in the classroom)
2. Use different non-standard tools such as popsicle sticks, straw. You may use inch cubes to Measure length of smaller objects such as pencil, table block, crayons

Don't Rock the Boat

Materials: playing board, counters, dice

Procedure:

1. Players roll the dice to travel back and forth inside the "boat".
2. The player who lands in the center with an exact roll is the winner.

Variation: For a solitaire, place markers on all the twelve outer spaces. Each time the player lands on a space, he or she collects the marker. The object is to collect as many markers as possible before landing in the center.

C. OTHER LANGUAGE ARTS ACTIVITIES

Three Sound Word Building

Objective: segment sounds in 3-letter words

Materials:

Number of Participants: half class during work period 1

Procedure:

The word 'mat' is used as an example. The lesson is the same for all of the three-sound word building puzzles.

1. Tell children that you will be breaking apart sounds of a word you are going to spell.
2. Make 3 lines on your paper.
3. Lay out the letters that make up the word 'mat'. Say, "What's the first sound you hear in 'mat'?" Run your finger along the three lines as you slowly say 'cat'.
Note: Do not segment the sounds in the word. That's your child's job. But say the word very slowly as you move your finger along the lines, so that she can hear all the sounds and understand that they should be represented in sequence.
4. After she says the first sound, ask her to find the corresponding letter. Make sure she says the sound as she puts the letter on the first line. Once she has put the first letter, ask her to say the next sound he/she hears. Once again, you should run your finger along over the lines as you slowly say "mat". Make sure that she says each sound as she looks for the corresponding letter and places it in sequence
5. After all the letter cards have been placed, have her say each sound as you point to its letter in sequence. Then have her map the word on a piece of lined paper. When mapping she should say one sound at a time as she writes the sound picture that sound. Mapping should be clear, concise, and completely segmented.

Note: Segmentation and blending will be done after learning a cluster of letters the previous weeks. Do this in half groups instead of the whole group so you can easily spot children with difficulties and provide the necessary support. Have children practice segmenting after you have demonstrated it to them.

CVC Domino (same as Letter Lotto but replace with CVC words that can be formed from the letters m,a,t,f,e,n)

Word Lotto (same as Letter Lotto but replace with CVC words that can be formed from the letters m,a,t,f,e,n)

CVC Sound Call Out (same as Letter Call out or bingo but replace with CVC words that can be formed from the letters m,a,t,f,e,n)

Variation : Teacher sounds out letters of the CVC word instead of showing children the CVC card

D. SONGS/POEMS/ RHYMES

What's the Sound ?, Can you Say the First Sound? - please refer to Week 11 appendix

Deep and Wide

Deep and wide (2x)

There's a fountain flowing deep and wide.

Deep and wide (2x)

There's a fountain flowing deep and wide.

(variations: replace the underlined words with the following opposite sounds/antonyms - loud and soft, high and low, fast and slow)

E. INDOOR/OUTDOOR GAMES

Move the Body –PEHT p.55.

Ankle Walk

Line the children up on one side of the room. Ask them to bend over and hold onto their ankles. Have them walk to the other side of the room while holding onto their ankles.

Drop The Handkerchief

Arrange all but one of the players in a circle standing at normal intervals and facing in. Appoint the extra player X. Give him a handkerchief and place him outside the circle. At a signal, X runs around the circle and when he chooses, drops the handkerchief. The player behind whom it was dropped picks it up and runs around in the opposite direction. The player who reaches the gap first steps into it. The other player becomes X and runs around the circle and drops the handkerchief behind another player. In this way the game continues.

Clothes Relay

Players are divided into 3 equal teams. Each team forms a line. One sack of clothing is set at least 4 yards in front of each team. The first player on each team runs to the sack of clothing, putting on each article of clothing in any order. Clothes need not be tied or buttoned. Player then runs back to his team, takes clothes off and helps the next player get dressed. The next player runs to the other end and back to the finish line. He then takes each article of clothing off and help the next player get dressed. The next player takes his turn in the same fashion. The game continues until all players of one team have had a turn and thus win

KINDERGARTEN CLASS SECOND GRADING WEEKLY PLANS

WEEK 15: _____

| WEEK 15 | Monday | Tuesday | Wednesday |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| CONTENT FOCUS: I am special. I am unique and different from others in some ways. | | | |
| Meeting Time 1 Song " I am Special Play " People Sorting " Message: I am like other people in some ways. | Meeting Time 1 Song " I am Special. " Message: I am different from others in some ways. Questions: Are people all alike ? How can they be different from one another ? Do people look the same ? Can they do the same things? Do they like and dislike the same things? | Meeting Time 1 Song: Look Who's special Message: There are things that I can do well. Questions: What things can you do really well? Who among you can sing? dance? draw ? | |
| WORK PERIOD 1 Teacher-supervised: Target Letter:: Bb Letter Mosaic : B Letter Collage : Bb Independent: <ul style="list-style-type: none"> • Mirror! Mirror on the Wall • Mini-poster: I am special, • Word Lotto • CVC Domino • Writer's Workshop | WORK PERIOD 1 Teacher-Supervised: Writing Letter B Word Search: Words that begin with B Letter Poster: B Independent: <ul style="list-style-type: none"> • Mirror! Mirror on the Wall • Mini-poster: I am Special • My Friend and I • CVC Domino • Word Lotto | WORK PERIOD 1 Teacher-supervised: Listen and Write Independent: <ul style="list-style-type: none"> • My Friend and I • I can..book • Lit-based: Paper Bag Puppet • Lit-based: Story Chart: Beginning, Middle, End • CVC Word Lotto • CVC Fishing Game | |
| Meeting Time 2 Introduce the poem: I Am Special Have children share their puppets with the rest of the class. Play, " I say, You say " | Meeting Time 2 Introduce: Look who's special. Play oral blending games. | Meeting Time 2 Call in groups to show the drawing of themselves and their friends. Who is/ are your friends? Why did you like them? Song: Five Green Speckled Frogs/Five Little Monkeys | |
| STORY: Si Putot | STORY: Ang Nawawalang Kuting | STORY : The Gingerbread Man | |
| WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting; up to quantities of 5) Independent: <ul style="list-style-type: none"> • Block Play • Comparing Quantities: A Game for Partners • It's A Match/Mixed Up Numbers (1-5) • Number Snap/ Number Concentration (0-5) • Bingo: Numbers (0-6) • Tapatan | WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting; up to quantities of 5) Independent: <ul style="list-style-type: none"> • Block Play • Comparing Quantities: A Game for Partners • It's A Mathc/ Mixed Up Numbers (1-5) • Number Snap/ Number Concentration (1-5) • Bingo: Numbers (0-6) • Tapatan | WORK PERIOD 2: Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 5) Independent: <ul style="list-style-type: none"> • Block Play • Find 5 • 5 Concentration • Number Snap/ Mixed Up Numbers (1-5) • Number Lotto/ Bingo: Numbers (0-6) | |
| INDOOR/OUTDOOR ACTIVITY: Listen and Catch | INDOOR/OUTDOOR ACTIVITY: Obstacle Course | INDOOR/OUTDOOR ACTIVITY: Hopping Frogs | |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | |

| Thursday | Friday | NOTES |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Message: I can be nice to others. I can help others in many ways. | Message: There are things that I like about myself. | |
| Meeting Time 1 Question: What are the things you do for other people – for your family, classmates, playmates ? | Meeting Time 1 Question: What things do you like about yourself? | |
| Work Period 1 Teacher-supervised: Lit-based: Film Strips Step on Words Independent: <ul style="list-style-type: none"> • CVC Spinner • CVC Flip Booklets • Graph It : How many sounds ? • Lit-based: My Favorite Part of the Story • Puzzles • Bead Stringing | Work Period 1 Teacher-supervised: Toss a Word Word Round-Up Independent: <ul style="list-style-type: none"> • Graph It (sounds in words) • CVC Booklets • CVC Spinner • Writer’s Workshop | |
| Meeting time 2 Show Poster “I can learn” Talk about ways they can learn new things Poem: I Can Do Many Things | Meeting Time 2 Poem: I Can Do Many Things Do Snap and Clap | |
| Supervised Recess | Supervised recess | |
| STORY: Ang Prinsipeng Ayaw Magsalita | STORY: Si Diwayen | |
| WORK PERIOD 2 Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 5) Independent: <ul style="list-style-type: none"> • Block Play • Find 5/ 5 Concentration • Go 5 • Draw 5 • Number Snap/ Mixed Up Numbers (1-5) • Bingo: Numbers (0-6) • Don’t Rock the Boat | WORK PERIOD 2 Teacher-Supervised: Quickie Shadow Lengths Independent: <ul style="list-style-type: none"> • Block Play • Find 5/ 5 Concentration • Go 5/ Draw 5 • Number Snap/ Mixed Up Numbers (1-5) • Bingo: Numbers (0-6) • Don’t Rock the Boat | |
| INDOOR/OUTDOOR ACTIVITY: Roll and Catch | INDOOR/OUTDOOR ACTIVITY: Duck, Duck, Goose | |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | |

APPENDIX - WEEK 15

A. THEME RELATED ACTIVITIES

Mirror! Mirror on the Wall

Materials:

Paper plates for each child, crayons/markers, Yarn, glue, stick, masking tape

Procedure:

1. Give each child a paper plate.
2. Have them draw their face on it.
3. Use yarn for the hair
4. The child writes his/her name on the paper plate.
5. Attach the paper plate to the stick.

Mini-poster: I am special

Objective: to develop self-awareness

Materials: bond paper, crayons or colored markers

Number of Participants: any number of participants

Procedure:

Have children draw themselves at the center of the bond paper. Around their self-portrait, have them draw other things about himself/herself e.g. favorite things, things he/she can do, family to which he belongs etc/

I Can ..Book

Objective: to develop self-awareness

Materials: individual booklets, crayons, pencils

Procedure:

1. Distribute blank books to children
2. On each page, ask them to draw things they can do now.
3. Ask them label their drawings.

My Friend and I

Materials: half construction paper, crayons, pencils

Number of participants: any number

Procedure:

1. Ask each child to draw a picture of himself and a friend doing things together.
2. Have him label his drawings or take down dictation as needed.
3. Encourage the child to design the background and the borders.

B. OTHER MATH ACTIVITIES

Number Books

Objective: to use numerals to describe and record quantities.

Materials: old magazines, scratch paper, crayons, pencils.

No. of Participant: 1

Procedure:

1. Help your child to draw pictures or glue in pictures from magazines of things that are important to him and write a number caption underneath.
2. It is a good idea to include zero in your book.
3. Try making a book to illustrate a favorite number story or rhyme.

Variation: Glue the designs from the Number Stations activity on sheets of paper. Bind the paper to make a book.

Number Lotto

Objective: To match numerals.

Materials: Lotto boards, 2 sets of number cards 0-9

No. of players: 2-5

Procedure:

1. Give each player a lotto board.

2. Players take turns to pick up card from the deck.
3. If the number appears on their board they use this to cover the number up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a bingo game. She holds you the number cards and players have shout out the name of the number in order to claim it to put on their board.

Number Domino

Objectives: to recognize numbers 1-10

To match numbers that are alike.

Players: Small group

Materials: Set of 28 number dominoes

Procedure:

1. All dominoes are placed face down.
2. Each player draws 7 dominoes.
3. A player with a "double" begins play.
4. Each player in turn says the number names and then plays as in regular domino game.
5. The winner is the player who has played all dominoes, or the player with the smallest number of dominoes when all players must pass.

Mixed Up Numbers

Objectives: To read and recognize number words.

To recognize the sequence of numbers.

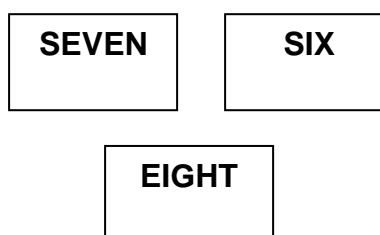
Players: Small group

Materials: Vocabulary cards of number words.

Procedure:

1. Place the word cards at random in the chalk tray.
2. Ask the students to say each word with you.
3. Ask the children to help you place them in correct sequence.
4. Tell the children to hide their eyes while a mischievous kitten (you) comes and change the order of the cards.
5. The children close their eyes and lower their heads on their desk.
6. The teacher switches cards and then calls on a pupil to return them to the correct place.

Variation: Distribute the cards to the children. Call one of the word names. A student with the corresponding card is invited to stand. "Neighbors" – those whose numbers are one less or one more than the student's- are then invited to join in. Continue until all are standing in the appropriate number.



Don't Rock the Boat

Objective: to practice counting

Materials: playing board, counters, dice

Procedure:

1. Players roll the dice to travel back and forth inside the "boat".
2. The player who lands in the center with an exact roll is the winner.

C. OTHER LANGUAGE ACTIVITIES

Where Is It?

Objective: identify sound positions

Materials: 3 column cards for every player or have children draw three connected boxes on a sheet of Paper, Counters

Number of Players/participants: 6-8

Procedure:

1. Distribute the counter to each child
2. Tell the children that you are going to say a list of words. All of the words contain a certain letter. Some words contain such letter at the beginning, some in the middle and some at the end.
3. If children hear the particular letter sound at the beginning of the word they are to place the counter in the first box. If they hear it in the middle, they are to place the counter in the middle box. If at the end of the word, they are to place the counter in the last box.

Graph It! (sounds in words)

Objectives: to identify sounds in words.

Materials: manila paper, word cards

Number of players/participants: 6-8

Procedure:

1. Make a chart like the one below:

| Words with 3 sounds | Words with 4 sounds | Words with 5 sounds |
|---------------------|---------------------|---------------------|
| | | |
| | | |
| | | |

2. At each turn, ask a child to pick – out a card. Have the child read the word OR teacher reads out the word for the child.
3. Have him/her figure out how many sounds he/she can hear the word.
4. Let the child put the word under the appropriate column in the chart.

Letter Mosaic : B (see Week 11 appendix)

Letter Collage : Bb (see Week 11 appendix)

Word Lotto (see Week 14 appendix)

CVC Domino (see Week 14 appendix)

Listen and Write

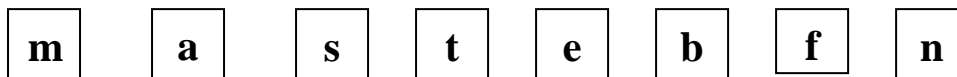
Objective: blend letter sounds

Materials: letter cards

Number of Participants: 8-10 participants

Procedure:

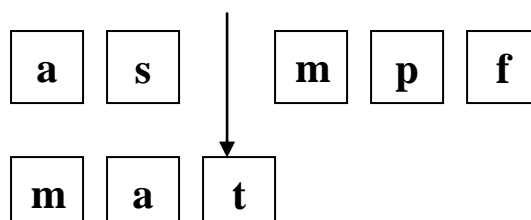
1. Lay out the letters.



2. Hold the calling card and so that your child cannot see the words.

| | |
|-----|-----|
| mat | fan |
| sat | ban |
| fat | ban |
| pat | met |
| bat | set |
| man | net |

3. Say, "I'll go first. I'll spell 'mat'. Use your pointer finger to slide the letters one at a time into position to spell 'mat' on the blackboard board with lines. Say each sound as you line up the corresponding letters.
4. Now, let children use their pointer finger or a pencil to point to each letter as they say the corresponding sounds. If she is still learning the corresponding sounds, say each sound and then have her repeat it after you. Make sure she is looking at the sound letters as she says the sounds, and not at you.
5. Now say, "If that spells 'mat', 'let's spell 'fat'. Use your pointer finger or a pencil to slowly move across the word 'mat', as you say the new word, 'fat'. This will bring her attention to the location of the letter that must be changed. Do not say the sounds separately, but as slowly as you can. This will compel her to segment the sounds. Be very careful to make sure your pencil or pointer finger is in the correct location, over the corresponding sound as you slowly say the word.
6. Continue with each change, offering help as needed. After each change, point to each letter and have her say each sound in the word, as shown in step 4.



Note: This lesson is for the first set of clusters you will work with (m,a, t, f c,e,ns b) but the lesson will be the same for all other cluster of letters you will be working .

CVC Spinner

CVC Flip Booklets

Lit-based: My Favorite Part of the Story

Objective: making personal connections

Materials: bond paper, marker, crayon, pencil

Procedure:

1. Have children draw their favorite part of the story. Let them color their drawing and label it.

Word Round – Up

Objective: To be able to identify words with the same sound.

Materials: Pictures/real objects in the classroom that begins with the same sound to activate prior knowledge of the children.

No. of Players: any number

Procedure:

- Show some pictures/real objects to the children to review name words that begins with the same sounds.
- Write a series of simple words on the chalkboard. Most of the words should begin with the same sound, e.g.: sat, sun, top, sick and mop
- Teacher shall read the words aloud.
- Then, have volunteers circle the words that begin with the same letter.

Paper Bag Puppet

Objective: to identify story details

Materials: brown bag, crayons/colored markers

Procedure:

1. Make a character puppet using a paper bag.
2. Use junk materials such as paper scraps, straw, yarn, scrap cloth to design your puppet.
3. Use the puppets to retell the story that the teacher read.

Story Chart : Beginning Middle End

Objective: to identify events that happened in the beginning, middle and end of story

Materials: bond/newsprint, crayons, pencil

Number of players/participants: any number

Procedure:

1. Ask the child to draw an important event that happened in the beginning of the story in the first column, an event that happened in the middle of the story in the second column and the end of the story in the third column.
2. After everyone has made their story charts, have them share what they wrote with one another.

Meeting Time 2 Activities:

I Say You Say

Oral Blending Games

Rubber Band Stretch

Procedure:

1. Teacher models with a large rubber band how to stretch out a word as the word is said. /mmmmmmmm-/aaaaaaaaaaaa-/nnnnnnnnn/
2. Teacher models with stretched out band how to bring rubber band back to original length and says the word fast: /man/.
3. Children pretend to stretch rubber bands as they say the sounds in different words.

Stretchy Names

Procedure:

1. Children and teacher clap and say a verse for each child in class:
PEDRO, PEDRO, HOW DO YOU DO? WHO'S THAT FRIEND RIGHT NEXT TO YOU?
2. Children and teacher say the next child's name very slowly, stretching palms far apart as the word is stretched; RRRR-
eeeee-bbbb-eee- ckckckck-aaa.
Clap once quickly and say name fast: "Rebecca."

A chant to Teach Phonemic Segmentation

Listen, listen to my word,

Then tell me all the sound you heard: race

/r/ is one sound

/a/ is two,

/s/ is last in race it's true.

Thanks for listening to my word

And telling all the sounds you heard!

Snap and Clap Rhymes

Procedure:

1. Begin with a simple clap and snap rhythm.
2. Get more complex as children move along in rhyming.

Clap Clap

Snap fall

Clap Clap

Snap ball

Clap Clap

Snap hall

Clap Clap

Snap small

4. "I say, You say" game:

I say fat.

You say _____.

I say red.

You say _____.

D. INDOOR/OUTDOOR GAMES

Listen and Catch

Let the children form a circle. Assign an "it" who will stay in the center. The "it" will throw a ball into the air and call out a child's name. The child who will be named gets to try to catch the ball as it comes down. Then, he takes the it's place in the middle of the circle. Encourage children to call out a different name each time they have the ball.

Roll and Catch

Let children sit in a circle with one child in the middle. Have children take turns catching the "fish" or the child in the center. To catch the fish, they need to roll a ball lightly and hit him. The child in the center must try to avoid the ball. The child who catches the "fish" becomes the new fish and the game starts again.

Hopping Frogs

Line the children in a row, and have them crouch down as if they are playing leapfrog. Then sing the following song to the tune of "London Bridge is Falling Down." The child in the song should be the last child in the row.

We are hopping, hopping frogs,
Hopping frogs, hopping frogs.
We are hopping, hopping frogs,
Here hops [name of child]!
One! Two! Three! (Etc.)

Obstacle Course

Line up simple obstacles for children to hurdle as they run to one end of a line . These obstacles may include: a chair they will sit down on, a mineral water bottle they will close, 3 pcs of small boxes they will stack or pile together, a few items they will put on a basket. It will take quite some time for children to get it all "right," but the important thing is that they will have fun. You can repeat this game several times because children will only be too happy to play on the same obstacle course over and over again.

Duck, Duck Goose

Have children form a circle. Assign a child to become the "it" on the first round. As the "it" walks around, he/she taps people's heads and say whether the child is a duck or a goose. Once the "it" taps the head of the goose, the goose will stand up and chase the "it". The "it" must then ran towards the goose ' place before he can get caught by the new "it".. If the goose is not able to do this, he becomes "it" for the next round and the game continues. If they do tap the "it" person, the person tagged has to sit in the center of the circle. Then the goose become it for the next round. The person in the middle can't leave until another person is tagged and they are replaced

E. RHYMES/POEMS/SONGS

I Am Special (to the tune of "Frere Jacques")

I am special,
I am special,
Look at me, You will see,
Someone very special,
Someone very special,
It is me,
It is me.

Look Who's Special
Look who' special,
Look who' special,
Is it her, you or me?
No, it's all of us you see!
We're all so special as can be!

I'm Thinking of a Word

Sung to the Tune of "The Wheels on the Bus"
Teacher Sings:
I'm thinking of a word named /t/ /e/ /n/, /t/ /e/ /n/, /t/ /e/ /n/,
I'm thinking of a word named /t/ /e/ /n/,
What is my word?
Students Sings Back:
Is the word that you're thinking called **ten, ten, ten, ten, ten, ten, ten, ten, ten?**

Five Little Monkeys

Five little monkeys sitting on a tree
Teasing Mr. Crocodile,"You can't catch me,
no you can't catch me!
Along came Mr. Crocodile hungry as can be
and SNAP!
Four little monkeys sitting on a tree teasing
Mr. Crocodile,
"You can't catch me!"

Repeat until no more monkeys are left on the
Tree.

Five Green Speckled Frogs

Five green speckled frogs
Sat on a special log
Eating the most delicious bugs, "Yum, Yum!"
One jumped into the pool where it was nice and
cool
Then there were four green speckled frogs.

Repeat until no more frogs are left on the log.

KINDERGARTEN CLASS SECOND GRADING DAILY PLANS

WEEK 16: _____

| Monday | Tuesday | Wednesday |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>CONTENT FOCUS:</p> <ul style="list-style-type: none"> I have rights. <ul style="list-style-type: none"> There are some things I must have and be able to do as a child. I have needs that people in my family, school and community must be able to provide. <p>I am a human being who deserves respect. We need to be treated as equals.</p> | | |
| <p>Basahin: Isang Mundong Makabata</p> <p>Mensahe: Ako ay may mga karapatan.</p> <p>Awit: Sampung mga Karapatan</p> | <p>Mensahe: Kailangan ko ng pamilya na mag-aaruga sa akin.</p> <p>Mga Tanong : Bakit niyo kailangan ng isang pamilya? Ano ang mga kailangan niyo na nabigay ng inyong pamilya? Paano kayo inaalagaan ng inyong pamilya?</p> | <p>Mensahe: Bukod sa pamilya, may mga iba pang taong tumutulong para maging maayos ang buhay ng isang bata.</p> <p>Mga tanong: Sino pa ang mga taong tumulong para ikaw ay lumaki at umunlad ?</p> |
| <p>Teacher-supervised:</p> <ul style="list-style-type: none"> Poster:Isang Mundong Makabata Mobile: Rights Mobile <p>Independent:</p> <ul style="list-style-type: none"> Mini-book : Who helps me ? Letter Fishing Game Tsart : Gusto Ko/Ayaw Ko Construction Toys/Table Blocks Writer’s Workshop RSW pp. 275-276 | <p>Teacher-supervised Target Letter li</p> <ul style="list-style-type: none"> Letter Mosaic Letter Collage <p>Independent:</p> <ul style="list-style-type: none"> Letter Fishing Game Family Album Tsart : Gusto Ko/Ayaw Ko Construction Toys/Table Blocks Picture Puzzles RSW p. 239 | <p>Teacher-Supervised: Target Letter li</p> <ul style="list-style-type: none"> Let’s Write li Children’s Gallery: What We Like to Do <p>Independent:</p> <ul style="list-style-type: none"> Drawing: Si ___ at Ako Letter Poster: Pictures/Drawings of objects that begin with li li Words Poster Playdough: Form a Letter Writer’s Workshop RSW pp. 271-272 |
| <p>MEETING TIME 2:</p> <p>Ipakita ang poster:ng “ Isang Mundong Makabata” Anyayahan magkuwento ang mga gumawa nito tungkol sa mga bagay na gusto nilang magkaroon sa kanilang mundo. Itanong kung bakit nila kailangan o gusto ang mga ito.</p> | <p>MEETING TIME 2:</p> <p>Anyayahan magbahagi ang ilang mga bata ng kanilang “family album “ . Pagusapan ang mga paraan kung paano naipapakita ng mga pamilya ang kanilang pagkalinga sa kanilang mga anak.</p> <p>Awit: Sampung mga Karapatan</p> | <p>MEETING TIME 2:</p> <p>Play “Snap and Clap” (up to 5)</p> <p>Song: What’s the sound? Ask children to think of words that begin with li</p> |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STORY: Sa Ilalim Ng Dagat | STORY: Kagila-Gilalas Na Kahon | STORY: Ason, Luming At Teresing |
| WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 5) Independent: <ul style="list-style-type: none"> • Block Play • Playdough Numerals • Go 5 • Draw 5 • Find 5/ 5 Concentration • It's A Match/ Mixed Up Numbers (1-5) | WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 5) Independent: <ul style="list-style-type: none"> • Block Play • Playdough Numerals • Go 5 • Draw 5 • Find 5/ 5 Concentration • It's a Match/ Mixed Up Numbers (1-5) | WORK PERIOD 2: Teacher-Supervised: Sorting Shapes (using geoboards) Independent: <ul style="list-style-type: none"> • Block Play • Subtraction Cards (2-5) • Bingo: Addition (0-5) • Bingo: Subtraction (0-5) • Go 5/ Draw 5/ Find 5/ 5 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5) • Hand Game/Lift the Bowl worksheets (quantities of 5) |
| INDOOR/OUTDOOR ACTIVITY: Save Youreself | INDOOR/OUTDOOR ACTIVITY: Touch Color | INDOOR/OUTDOOR ACTIVITY: Blend Homerun |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <p>MEETING TIME 1: Mensahe: Marami akong kailangang matutunan tungkol sa aking mundo. Mga Tanong: Ano ang mga bagay na gusto mo pang matutunan ? Sino ang maaring tumulong sa iyo ? Anong mga naituturo ng mga magulang mo ? ng guro mo ? ng mga kaibigan mo ?</p> | <p>MEETING TIME 1: Mensahe: Kailangan ko ng panahon maglaro. Marami akong natututunan mula sa laro. Mga tanong: Anu-Anong mga laro ang nilalaro mo? Sino ang mga nakakalaro mo? Kailang ka nakapaglalaro? Ano ang mga natutunan habang ikaw ay naglalaro?</p> | |
| <p>WORK PERIOD 1 Teacher-Supervised: Target Letter: Cc</p> <ul style="list-style-type: none"> • Letter Mosaic : Cc • Letter Collage : Cc • Literature-based Activity :Story Banner: Pasan Ko si Bunso <p>Independent:</p> <ul style="list-style-type: none"> • Mobile: Mga Taong Tumutulong sa Amin • Mini-book: Who helps me ? • Picture Puzzle • Sound Roll • Letter Memory Game • Shape Domino | <p>WORK PERIOD 1 Teacher-Supervised: Let's Write Cc</p> <ul style="list-style-type: none"> • Cc Words Poster • Letter Poster: Pictures/Drawings of objects that begin with Cc • Literature-based Activity: Story Strips: Pasan Ko Si Bunso <p>Independent:</p> <ul style="list-style-type: none"> • Mini-book: Who helps me ? • Picture Puzzle • Sound Roll • Letter Memory Game • Shape Domino | |
| <p>MEETING TIME 2: Count and Turn (up to 5) First Sound First</p> | <p>MEETING TIME 2: Play: I say, You say</p> | |
| <p>Supervised Recess</p> | <p>Supervised Recess</p> | |
| <p>STORY: PASAN KO SI BUNSO</p> | <p>STORY: ANG BATANG AYAW GUMISING</p> | |
| <p>WORK PERIOD 2: Teacher-Supervised: Hand game (up to quantities of 5; writing number sentences) Independent:</p> <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 5) • Subtraction Cards (2-5) • Bingo: Addition/ Bingo: Subtraction (0-5) • Go 5/ Draw 5/ Find 5/ 5 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5) | <p>WORK PERIOD 2: Teacher-Supervised: Lift the bowl (up to quantities of 5; writing number sentences) Independent:</p> <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 5) • Subtraction Cards (2-5) • Bingo: Addition/ Bingo: Subtraction (0-5) • Go 5/ Draw 5/ Find 5/ 5 Concentration • Don't Rock the Boat | |
| <p>INDOOR/OUTDOOR ACTIVITY: Count And Turn</p> | <p>INDOOR/OUTDOOR ACTIVITY: One Potato (Fun with Friends</p> | |
| <p>MEETING TIME 3: Dismissal Routine</p> | <p>MEETING TIME 3: Dismissal Routine</p> | |

APPENDIX: WEEK 16

A. THEME-RELATED ACTIVITIES

Poster: Isang Mundong Makabata

Layunin/ Kasanayan: maipahayag ang mga karapatan ng bata

Mga kagamitan : kartolina/manila paper lapis, papel ,pandikit, krayola

Bilang ng Gagawa : bawat bata

Pamamaraan:

1. Pag-uusapan ng klase ang mga sumusunod:
 - a. Mga bagay na dapat nagagawa ng isang bata
 - b. Mga bagay na dapat mayroon ang isang bata upang mabuhay nang maayos
2. Ipapaliwanag ng guro sa mga mag-aaral ang gawain.
3. Ipapaskil ng guro ang kartolina o manila paper na may pamagat na ISANG MUNDONG MAKABATA sa pisara.
4. Sa isang bond paper o papel, iguguhit ng mga mag-aaral ang mga bagay na dapat nagagawa ng isang bata at mga bagay na dapat mayroon ang isang bata upang mabuhay nang m
5. Kukulayan ng mga mag-aaral ang kanilang iginuhit.
6. Ididikit ng mga mag-aaral ang kanilang “master piece” sa kartolina o manila paper na nakapaskil sa pisara.
7. Pag-uusapan ang kanilang ginawa.

Children’s Rights Mobile

Objective: demonstrate awareness of children’s rights

Materials: hanger, string or yarn, shape boards(covered with construction paper), colored markers or crayons

Procedure:

1. Ask children to draw what they think children must be able to do and what they would need to grow and develop.
2. Have them draw on each shape board. Attach a string on it.
3. Let them tie their shape boards on the hanger.

Mini-Book: Who Helps Me ?

Objective: identify people who help address his needs

Materials: shape book (person), colored markers or crayons

Number of participants: 8-10 children

Procedure:

1. Distribute a shape book to each child.
2. Have him draw the different people who help provide for his needs e.g. family members, people in school and the community.

Children’s Gallery: What We Like To Do

Materials: shape book (person), colored markers or crayons

Number of participants: 8-10 children

Procedure:

Distribute different shape cut-outs. Have children draw different things children like to do or have.

Tsart: Gusto Ko, Ayaw Ko

Layunin/Kasanayan : Identify the rights of a child’

Mga kagamitan: kartolina/ manila paper, lapis,papel/bond paper, krayola, pandikit

Bilang ng Gagawa : bawat bata

Pamamaraan:

1. Pag-uusapan ng mga mag-aaral ang kanilang gusto at hindi gusto sa kanilang komyunidad.
(Halimbawa: Gusto – palaruan ; Hindi Gusto – taong nananakit
2. Ipapaliwanag ng guro sa mga mag-aaral ang gawain.
3. Ipapaskil ng guro ang kartolina o manila paper na may pamagat na “GUSTO KO, HINDI KO GUSTO” sa pisara.
4. Sa isang bond paper o papel, iguguhit ng mga mag-aaral ang kanilang gusto at hindi gusto sa kanilang komyunidad
5. Gamit ang krayola, kukulayan ng mag mag-aaral ang kanilang iginuhit.
6. Ididikit ng mga mag-aaral ang kanilang “master piece” sa kartolina o manila paper na nakapaskil sa pisara.
7. Pag-uusapan ang kanilang ginawa.

Family Album

Mga Kagamitan: bond paper/papel (limang piraso)

lapis
krayola
pandikit

Pamamaraan:

1. Pag-uusapan sa klase : “ Anu-ano ang mga bagay na nagagawa ng inyong mga pamilya para sa inyo?”.
2. Ipapaliwanag ng guro sa mga mag-aaral ang Gawain.
3. Gamit ang limang papel at lapis, guguhit ang mga mag-aaral ng limang bagay na ginagawa ng kanilang pamilya para sa kanila. (isang bagay bawat papel)
4. Kukulayan ng mga mag-aaral ang kanilang iginuhit.
5. Gamit ang pandikit, didikitan ang kaliwang gilid ng mga papel para magmukhang aklat.
6. Ipapasa ng mag-aaral sa guro ang kanyang ginawa.
7. Pag-uusapan ang ginawa.

Drawing: Si _____ (Tatay) At Ako

Layunin/Kasanayan : Identify the rights of a child

Mga Kagamitan : papel/bond paper, lapis, krayola

Bilang ng Gagawa: bawat bata

Pamamaraan:

1. Pag-uusapan ng klase kung sinu-sino ang mga kasapi ng pamilya.
2. Tatanungin ng guro sa mga mag-aaral kung ano ang naitulong ng bawat kasapi ng pamilya sa kanila.
3. Papiiliin ng guro ang bawat mag-aaral ng isang kasapi ng pamilya na may naitulong sa kanya.
4. Gamit ang papel at lapis, iguguhit ng mag-aaral ang napili nyang kasapi ng pamilya pati ang naitulong sa kanya.
(Halimbawa : Tinuruan ako ni Nanay na magpunas ng mesa. Iguguhit ng mag-aaral si Nanay at ang sarili nyang nagpupunas ng mesa).
5. Gamit ang krayola, kukulayan ng mag-aaral ang kanyang ginawa.
6. Ang pamagat ng kanilang ginawa ay ayon sa napiling kasapi ng pamilya (Si Nanay at Ako)
7. Ipapasa ng mag-aaral sa guro ang kanyang ginawa.
8. Pag-usapan ang ginawa.

Mobile: Mga Taong Tumutulong sa Akin

Layunin/Kasanayan : makilala ang mga taong tumutulong sa atin sa komunidad

Mga Kagamitan : papel/bond paper, lapis, krayola

Pamamaraan:

1. Gumuhit ng mga taong tumutulong sa ating komunidad.
2. Idikit ito sa folder o cardboard.
3. Lagyan ng tali sa dulo.
4. Isabit ito sa isang bahagi ng classroom.
5. Lagyan ng pamagat “ Ang mga Taong Tumutulong sa Ating Komunidad

Note: The stories for this week revolve around children’s rights. Use these stories to reinforce their understanding about rights. Encourage them to make personal connections with these stories.

B. OTHER MATH ACTIVITIES

Block Play

Objective: to explore the attributes of 3-dimensional or space figures
to understand the relationship between figures
to build structures using blocks

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Playdough Numerals (0-5)

Objective/Competency: To identify the numerals 0, 1, 2, 3, 4 and 5

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them to form the numerals 0, 1, 2, 3, 4 and 5.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

Writing Numerals (0,1, 2, 3, 4, 5)

Objective: to write numerals

Materials: lined paper (blue-red-blue lines) numeral cards

Preparation: Draw the numerals on a piece of card board. The first part of the numeral is drawn with the purple crayon and the second part with green. The purple and green marks will help children determine which stroke to do first.

1. Provide each child with numeral cards and lined paper.
2. Let each child practice writing the numerals on lined paper.

It's A Match

Objectives: to match numeral to set of objects/ dots

Players: pairs or small group

Materials: one set of cards with numerals – 0 -4

one set of cards with dots (corresponding to the numerals)

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray.
3. Call on a child to get a card from the box and place it over the equivalent card in the chalk tray.
4. If correct, the child may choose the next player

Mixed Up Numbers

Objectives: To read and recognize number words

To recognize the sequence of numbers

Players: small group

Materials: vocabulary cards of number words (1-4)

Procedure:

1. Place the word cards at random in the chalk tray.
2. Ask the students to say each word with you.
3. Ask the children to help you place them in correct sequence.
4. Tell the children to hide their eyes while a mischievous kitten (you) comes and change the order of the cards.
5. The children close their eyes and lower their heads on their desk.
6. The teacher switches cards and then calls on a pupil to return them to the correct places.

Variation: Distribute the cards to the children. Call one of the word names. A student with the corresponding card is invited to stand. "Neighbors" – those whose numbers are one less or one more than this student's – are then invited to join in.

Continue until all are standing in the appropriate number.

Draw 5

Objective : to explore different combinations that make 5

Materials : 4 sets of numeral cards (0 –5)

No. of players / participants: 3- 5 players

Procedure

1. One card is drawn from the deck and is set aside throughout the game, so that there will be an odd card without a mate at the end of the game. All the other cards are dealt.
2. Each player goes through the cards received trying to find pairs that make 5. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding her cards like a fan and letting the person to her left draw one of them without looking at them. If the person who draws the card can use it to make 5 with one of the cards in her hand, she discards the pair in the middle of the table. If she cannot use it, she has to keep it. She then holds all her cards like a fan so that the person to her left can draw one of them by chance.
4. Play continues until one person is left holding the odd card and loses the game.

5 Concentration

Objective: to explore different combinations that make 5

Materials: 4 sets of numeral cards (0-5)

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 5. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person who collects the greatest number of pairs is the winner.

Find 5

Objective / Competency: collect pairs of cards

Materials : 4 sets of numeral cards (0-5)

No. of players / participants : 3-5 players

Procedure

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.
2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 5, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

Go 5

Objective: to explore different combinations that make 5

Materials: 4 sets of numeral cards (0-5)

Procedure:

1. All the cards are dealt.
2. The players take turns asking specific people for specific cards in a way similar to the card game Go Fish. For example, John may say to Carol do you have a 1 ?" If Carol has a 1, she has to give it up to John. John then lays this 1 and a 4 in front of himself, face up.
A player can continue asking for a card as long as he gets the card he requested. If he does not get the card he asked for, the turn passes to the person who said, "I don't have it."
3. The person who makes the greatest number of pairs is the winner.

Subtraction Cards

Objective: to subtract quantities up to 5

Materials: subtraction cards, counters

No. of Participants: 1-4

Procedure:

1. Teacher reads the total on the card, in this case 5.
2. Children get 5 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "four"
5. Teacher shows the group the four remaining dots on the subtraction card.

Bingo: Addition (up to quantities of 5)

Objective: To match an addition fact with its correct sum

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Bingo: Subtraction (up to quantities of 5)

Objective: To practice subtraction up to quantities of 3

Materials:bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

1. Provide each player with a bingo card.

- Assign a student to call out what is written on calling cards.
- First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

☺ **Counting Boards (concrete, up to quantities of 5)**

Objective: to explore different combinations that make a given quantity

Materials: counting boards & counters (example: webs & spiders, rivers & fish, stores & hats, tables & chairs, sinks & plates)

Procedure:

- Give each child one counting board.
- Have the children take the number of counters being worked with for the day and decide what they want to represent.
- Take turns in telling a story to go with the counters.

Ex: Three fish were swimming. Three more came. That makes six fish swimming.

I saw seven mangoes in the tree. I climbed the tree and got two mangoes. Five mangoes were left.

Lift The Bowl (connecting, up to quantities of 5)

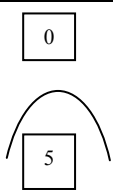
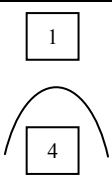
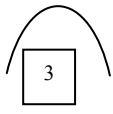
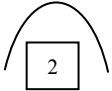
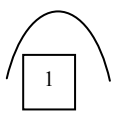
Objective: to explore different combinations that make a given quantity

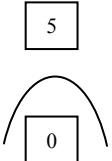
Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

No. of Participants: small group

Procedure:

Game proceeds as Hand Game but bowls are used for separating quantities.

| Teacher says: | | Children say: | Teacher places these cards on the Lift the Bowl counting board |
|-------------------------------------|--|------------------------------------------------------|---------------------------------------------------------------------------------------|
| "Place five blocks under the bowl." | | "None and five is five." or "Zero and five is five." |  |
| "Place one block on the bowl." | | "One and four is five." |  |
| "Place two blocks on the bowl." | | "Two and three is five." |  |
| "Place three blocks on the bowl." | | "Three and two is five." |  |
| "Place four blocks on the bowl." | | "Four and one is five." |  |

| | | | |
|----------------------------------|--|---------------------------------------------------------|-------------------------------------------------------------------------------------|
| "Place five blocks on the bowl." | | "Five and none is five." or "Five and zero is five." |  |
|----------------------------------|--|---------------------------------------------------------|-------------------------------------------------------------------------------------|

Hand Game (symbolic, up to quantities of 5)

Objective: to explore different combinations that makes a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks numeral cards work mats

Number of Players/Participants: 8 children

Procedure:

- Children work in small groups.
- Teacher gives each child a given quantity of sticks, for example 3.
- Children separate counters in different ways and verbalize the combinations that result.
- Children write a number sentence to represent number combinations.

| Teacher says: | | Children say: | Children write: |
|-------------------------------------------|--|---------------------------------------------------------|-----------------|
| "Place five sticks in your right hand." | | "None and five is five." or "Zero and five is five." | $0 + 5 = 5$ |
| "Place one stick in your left hand." | | "One and four is five." | $1 + 4 = 5$ |
| "Place one more stick in your left hand." | | "Two and three is five." | $2 + 3 = 5$ |
| "Place one more stick in your left hand." | | "Three and two is five." | $3 + 2 = 5$ |
| "Place one more stick in your left hand." | | "Four and one is five." | $4 + 1 = 5$ |
| "Place one more stick in your left hand." | | "Five and none is five." or "Five and zero is five." | $5 + 0 = 5$ |

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

Lift The Bowl (symbolic; up to quantities of 3)

Objective: to explore different combinations that makes a given quantity

Materials: bowl or cup, or any kind of counter such as pebbles, chips, or sticks

Number of Players/Participants: 8 children

Procedure:

1. Game proceeds as Hand Game but bowls are used for separating quantities.
2. Children write a number sentence to represent number combinations.

| Teacher says: | | Children say: | Children write: |
|--------------------------------------|--|---------------------------------------------------------|----------------------------------------------------|
| "Place five blocks under the bowl." | | "None and five is five." or "Zero and five is five." | $\begin{array}{r} 0 \\ +5 \\ \hline 5 \end{array}$ |
| "Place four blocks under the bowl." | | "One and four is three." | $\begin{array}{r} 1 \\ +4 \\ \hline 5 \end{array}$ |
| "Place three blocks under the bowl." | | "Two and three is five." | $\begin{array}{r} 2 \\ +3 \\ \hline 5 \end{array}$ |
| "Place two blocks under the bowl." | | "Three and two is five." | $\begin{array}{r} 3 \\ +2 \\ \hline 5 \end{array}$ |

| | | | |
|-----------------------------------|--|------------------------------------------------------|----------------------------------------------------|
| "Place one block under the bowl." | | "Four and one is five." | $\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$ |
| "Place no blocks under the bowl." | | "Five and none is five." or "Five and zero is five." | $\begin{array}{r} 5 \\ +0 \\ \hline 5 \end{array}$ |

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

Hand Game – Worksheet

Objective: to write addition equations involving quantities of 4
To conserve number

Materials: counters Hand game work mat Hand game worksheet pencil

Procedure:

- Instruct children to play the Hand game as before.
- Tell them to record or write equations that represent their concrete manipulations on the Hand game worksheet

If worksheets are not available, teacher can simply write the combinations

$$0 + 5 = \underline{\quad} \quad 1 + 4 = \underline{\quad} \quad 2 + 3 = \underline{\quad} \quad 3 + 2 = \underline{\quad} \quad 4 + 1 = \underline{\quad} \quad 5 + 0 = \underline{\quad}$$

$$5 - 0 = \underline{\quad} \quad 5 - 1 = \underline{\quad} \quad 5 - 2 = \underline{\quad} \quad 5 - 3 = \underline{\quad} \quad 5 - 4 = \underline{\quad} \quad 5 - 5 = \underline{\quad}$$

Lift the Bowl - Worksheet

Objective: to write addition equations involving quantities of 4
To conserve number

Materials: counters Lift the Bowl work mat Lift the Bowl worksheet pencil

Procedure:

- Instruct children to play the Lift the Bowl activity as before.
- Tell them to record or write equations that represent their concrete manipulations on the Lift the Bowl worksheet.

If worksheets are not available, teacher can simply write the combinations in the following vertical position

| | |
|--------------------------------------------------|--------------------------------------------------|
| $\begin{array}{r} 0 \\ +5 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ -5 \\ \hline \end{array}$ |
| $\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$ |
| $\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$ |
| $\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$ |

| | |
|--------------------------------------------------|--------------------------------------------------|
| $\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$ |
| $\begin{array}{r} 5 \\ +0 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$ |

Don't Rock the Boat

Materials: playing board, counters, dice

Procedure:

1. Players roll the dice to travel back and forth inside the "boat".
2. The player who lands in the center with an exact roll is the winner.

Variation: For a solitaire, place markers on all the twelve outer spaces. Each time the player lands on a space, he or she collects the marker. The object is to collect as many markers as possible before landing in the center.

C. OTHER LANGUAGE ARTS ACTIVITIES

Letter Fishing Game

Objective: to identify upper case letters

Materials: fishing hook, 24 letter cards

Number of players/participant: 5-6

Procedure:

1. Arrange the chairs in a circle.
2. Place the letter fish cards inside the circle.
3. Ask players to sit on each chair.
4. Each player takes turns fishing a card.
5. Ask the child to identify the letter that he fishes out.
6. Ask everyone from the group to sound out the letter.
7. Invite the children to think of 2-3 words that begin with that letter.
8. At the end of the game, ask children to count the number of fishes that they caught.

Variation: After the game, children can be asked to copy the letters that they caught on a piece of paper or draw things that begin with that letter.

Sound Roll

Objective: letter-sound association

Materials:

- Ball
- Picture card necklaces

Number of Players: 6

Procedure:

- Gather the children and let them sit in a circle. Give each child a picture card necklace.
- Roll the ball to one child
- That child rolls the ball to another child whose picture card begins with the same letter as his picture card.

Variation: This can be done for final sounds, or medial sounds or rhyming words as well.

See previous appendices for the following activities:

- Letter Mosaic
- Letter Collage
- Letter Poster: Pictures/Drawings of objects that begin with li/ Cc
- Let's Write
- Words Poster
- Playdough: Form a Letter

Letter Memory Game

Objective: to identify upper case letters

Material : 6 pairs of upper case letters

Number of players/participant: 5-6

Procedure:

1. Place all cards on the table face down.
2. Each player turns over two cards during his turn. If he gets a pair of identical letter cards, he gets to keep the pair and takes another turn.
3. If the letter cards do not match, the player puts back the cards into their original places.
4. The player who is able to get the most number of pairs wins the game.

Shape Domino

Objective: recognize geometric shapes

Material : shape domino cards

Number of players/participant: 4-5

Procedure:

1. Deal all cards to the players.
2. The first player lays down a card.
3. The next player lays down a card that can be connected to either shape on the card. Game continues until all cards have been laid down or until none of the cards left could be connected to either end

Story Banner

Objective: identify story details

Materials: manila paper

Number of players/participants: 4-6

Procedure:

1. Pre-cut the manila paper in the shape of a banner.
2. Ask children to recall details of the story just read. e.g. characters, setting, major events, title
3. Write the title at the top or center of the manila paper.
4. Each child draws a story detail in a separate paper (construction or bond paper).
5. He/She cuts this out and paste this on the story banner.

Story Strips

Objectives: identify story events

Materials: manila paper folded in 6 parts lengthwise, marker, crayons, bond paper/newsprint

Number of players/participants: 4-6

Procedure:

1. Discuss the story just read.
2. Have children recall story events and have them draw this on strips of paper.
3. Have them paste this on the manila paper.
4. Display the story strip poster.

D. SONGS/POEMS/ RHYMES

- Sampung Mga Karapatan (song)
- Edukasyon aking karapatan (PEHT p. 140)
- Rhyme: I had a Little Brother

E. INDOOR/OUTDOOR GAMES

Save Yourself (PEHT p. 227)

One Potato (PEHT p. 231)

Touch Color

Ask the children to touch a specific number of items of a certain color with a particular body part. For example, you might call out: "Touch three red things with one knee." The children will now look for red items and then seek to apply their knees to the items.

Blend Homerun

Materials:

- chalk

Procedure:

- Mark four corners of your game area as your bases with chalk or anything that the players can easily see e.g. plants in pots or sand bags.
- Divide the group into two teams.
- For each turn: Say aloud a word in parts, such as /s/ /a/ /t/. If the can blend the word, he or she can go to the first base. Each player will get three tries before he or she strikes out of the team's turn.

- When the second player takes his or her turn and runs to the first base, the child on the first base will move to the second base. He or she will move to the next base as new runners take a base. The team gets a homerun (or a score) when a player has gone to all the four bases.
- Each team's turn will end when three of its players are out. Then the other team can take their turn.

Variation:

- Allow the members of the other team to think and say aloud words in parts for the other team to blend.

Count And Turn

Objectives: to count in sequence
 To develop body coordination
 To develop a sense of rhythm
 To learn one-to-one correspondence

Players: whole or small group

Procedure:

The children stomp their feet as they count, throwing their arms up in the air to emphasize the last number in the sequence. The children change directions without losing the beat, counting "one" as they turn.

One, two, three, four, fiiiiive
 (turn) one, two, three, four, fiiiiive
 (turn) one, two, three, four, fiiiiive....

KINDERGARTEN CLASS SECOND GRADING DAILY PLANS
WEEK 17: _____

| Monday | Tuesday | Wednesday |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: I have rights and responsibilities. Teach us to grow in peace, freedom and love so we can also teach others to be peaceful when we grow up. I needed to be protected from harm and from cruelty. In times of war and disasters, we need to be helped right away. | | |
| MEETING TIME 1: Message: Karapatan ng bata na lumaki sa kapaligirang mapayapa at ligtas sa kapahamakan. Questions: Sinu-sino ang mga tumutulong sa mga bata para magkaroon ng katahimikan at kaayusan ang kanilang kapaligiran? | MEETING TIME 1: Message: Karapatan ko ang maging ligtas sa pang-aabuso. Questions: Paano mo maaring pinapangalagaan ang inyong kaligtasan sa bahay? paaralan? komunidad? | MEETING TIME 1: Message: Kapag may sakuna, kalamidad o digmaan, ang mga bata ang dapat maunang iligtas. Questions: Paano maaring mapangalagaan ang inyong kaligtasan sa ganitong mga panahon ? |
| WORK PERIOD 1 Teacher-Supervised: Three-Sound Word Building Independent: Stick Puppets –Community Helpers Who Keep Us Safe CVC Domino CVC Word Lotto Writer’s Workshop | WORK PERIOD 1 Teacher-Supervised: Mobile: Safety Rules at Home, School, Community Independent: <ul style="list-style-type: none"> • Name Designs: Whose name begins with Pp? • CVC Domino/CVC Word Lotto • Sand Play/Playdough | WORK PERIOD 1 Teacher-Supervised: CVC Call Out <ul style="list-style-type: none"> • Poster: Ways I Can Protect Myself Independent: <ul style="list-style-type: none"> • CVC Fishing Game/CVC Word Puzzles • Writer’s Workshop • Sand Play |
| MEETING TIME 2: show Community Helpers Puppets – talk about how they keep us safe | MEETING TIME 2: Sing the song “What’s the Sound? “ (substitute with Pp words) Activity: Have children think of words that begin with Pp. List them down on the board. | MEETING TIME 2: Sing “Can you say the first sound? “ (use Pp words) Activity: Have them think of people and places that begin with letter Pp. |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: Ang Mahiwagang Sombrero | STORY: Ang Lihim ni Lea | STORY: Ang Pambihirang Buhok ni Lola |
| WORK PERIOD 2: Teacher-Supervised: Number Stations and Number Books (quantities of 6; using toothpicks or squares) Independent: <ul style="list-style-type: none"> • Block Play • Sand Play: Mark the Scoops • Number Concentration/Fishing Game: Numbers (0-6) • Lit-based: Sino-sino ang mga mabanggit na tauhan sa kwento na tumutulong sa ating pamayanan? | WORK PERIOD 2: Teacher-Supervised: Who Has More? (quantities of 6) Comparing Quantities: A Game for Partners Independent: <ul style="list-style-type: none"> • Block Play • Sand Play: Mark the Scoops • Lit-based: Anu-ano ang mga maaaring gawin ni Lea sa kwento upang maging ligtas sa pang-aabuso? • Writing Papers (6) • Number stations/ number books (quantities of 6) | WORK PERIOD 2: Teacher-Supervised: Which Card is Missing? (1-6) Independent: <ul style="list-style-type: none"> • Playdough Numerals (0-6) • Lit-based: Bakit nasabing pambihira ang buhok ni lola? • Writing Papers (6) • Number stations/ number books (quantities of 6) • Comparing quantities: A Game for Partners |
| INDOOR/OUTDOOR ACTIVITY: Traffic Policeman - PEHT p. 163 Five Police Officers – PEHT p.165 | INDOOR/OUTDOOR ACTIVITY: Body Movement Week 10 | INDOOR/OUTDOOR ACTIVITY: Save Yourself – PEHT p.42 |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| CONTENT FOCUS: | | |
| MEETING TIME 1: Message: Ako ay may mga responsibilidad bilang miyembro ng aking pamilya. Questions: Anu-ano ang aking mga responsibilidad bilang miyembro ng aking pamilya? | MEETING TIME 1: Message: Ako ay may mga responsibilidad bilang miyembro ng aking paaralan at komunidad. Questions: Anu-ano ang aking mga responsibilidad bilang miyembro ng aking paaralan at komunidad? | |
| WORK PERIOD 1 Teacher-Supervised: Target Letter: Pp <ul style="list-style-type: none"> Letter Mosaic : Pp Letter Collage : Pp Independent: <ul style="list-style-type: none"> Letter Making: Pp Playdough Water Play Poster: My Responsibilities at Home | WORK PERIOD 1 Teacher-Supervised: Target Letter Pp <ul style="list-style-type: none"> Let's Write Pp Pp Words Poster Independent: <ul style="list-style-type: none"> Sand Paper Letters: Ss, Ee, Nn, Mm, Aa, Tt, Ff, Bb, Ii, Cc Letter Poster: Pictures/Drawings of objects that begin with Pp Water Play Mini-book: My Responsibilities in School and in the Community | |
| MEETING TIME 2: show Crayon Resist: My Responsibilities at Home Supervised Recess | MEETING TIME 2: show Chart: My Responsibilities in School and in the Community Supervised Recess | |
| STORY: Chenelyn! Chenelyn! | STORY: Klasmeyt | |
| WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 6) Independent: <ul style="list-style-type: none"> Number stations/ number books (quantities of 6) Comparing quantities: A Game for Partners It's A Match (1-6) Number Concentration/ Mixed Up Numbers (1-6) Number Lotto/Bingo: Numbers(0-6) Lit-based: Sa papaanong paraan nakatulong ang bawat miyembro ng pamilya kay Chenelyn noong siya ay nagkasakit? | WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 6) Independent: <ul style="list-style-type: none"> Number stations/ number books (quantities of 6) Comparing quantities: A Game for Partners It's A Match (1-6) Number Concentration/ Mixed Up Numbers (1-6) Number Lotto/Bingo: Numbers (0-6) Lit-based: Papaano naipakita ng mga tauhan sa kwento ang kanilang pagiging responsible sa paaralan? | |
| INDOOR/OUTDOOR ACTIVITY: Here I Am –PEHT p.222 | INDOOR/OUTDOOR ACTIVITY: Sampung Karapatan | |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | |

APPENDIX: WEEK 17

A. THEME-RELATED ACTIVITIES

Stick Puppets: Community Helpers Who Help Keep Us Safe

Objective/Competency: to identify people in the community who help keep it clean and safe for its members

Materials: popsicle sticks, glue or paste, paper/cardboard, pair of scissors, empty bottles

Number of participants: 6-8 children

Procedure

1. Talk about the community helpers that help our community clean, safe, peaceful and orderly.
2. Teacher lets the pupils name the community helpers mentioned above.
(Example: street cleaner, fireman, police officer)
3. Teacher tells the pupils that they will make stick puppets of community helpers that make our community clean, safe, peaceful and orderly.
4. Teacher explains the steps in making stick puppets to the pupils.
 - a. Draw the community helper in a paper/cardboard.
 - b. Cut the drawing.
 - c. Paste a popsicle stick at the back of the drawing.
 - d. Put the puppet in an empty bottle.

Mobile: Safety Rules

Objective/Competency: to identify safety rules at home, in school and in the community

Materials: paper, pencil, string

Number of Participants: 4-6 children

Procedure:

1. Talk about safety rules at home, in school and in the community.
2. Teacher tells the pupils that they will make safety rules mobile.
3. Divide the class into three (3).
4. Have each group make safety rules mobile.
5. Teacher explains the steps in making safety rules mobile.
 - a. Write safety rules in strips of paper
 - b. Make a hole at the center of the upper most part of the strip of paper
 - c. Slip a string into the hole
 - d. Hang the mobile in the ceiling or window

Poster: Ways I Can Protect Myself

Objective/Competency: to state ways how one can protect oneself

Materials: manila paper, white paper, pencils, colored markers, crayons

Number of Participants: 4-6 children

Procedure:

1. Talk about ways how one can protect himself or herself.
2. Ask each student to draw his or her answer and write about it.
3. Take down dictation if the child cannot write his own words or sentences yet.
4. Paste their answers in the manila paper and post it on the wall.

Poster: My Responsibilities at Home

Objective/Competency: to identify his responsibilities at home

Materials: booklet, crayons/colored marker

Number of players/participants: 6-8 children

Procedure:

1. Talk about their responsibilities at home.
2. Ask each student to draw his or her answer and write about it.
3. Take down dictation if the child cannot write his own words or sentences yet.
4. Paste their answers in the manila paper and post it on the wall.

Mini-book: My Responsibilities in School and in the Community

Objective/Competency: to identify his responsibilities in school and in the community

Materials: 6-page booklet, pencils, crayons, colored markers

Number of players/participants: 6-8 children

Procedure:

1. Prepare a blank booklet for each child in the group.
2. On every page, have him draw a responsibility that he needs to fulfill in school and in the community.
3. Let them share their books to the class during meeting time.'

B. OTHER MATH ACTIVITIES

Block Play

Objective: to explore the attributes of 3-dimensional or space figures
to understand the relationship between figures
to build structures using blocks

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Sand Play: Mark The Scoops

Objective: to compare quantities

To see relationships

Materials: large container (basin) with sand assorted jars measuring cup
1 cm or ½ in strips of paper tape funnel

Number of Players/ Participants: 2-4

Procedure:

The children take a measuring cup to experiment with. They tape a strip of paper to the side of each of the available jars. They put 1 measuring cup of sand in 1 jar and shake the jar to even out the sand and mark the level on the paper taped to the side of the jar. As the children add each measuring cup of sand, they mark the level on the paper. This is repeated for each jar.

Encourage the children to discuss why the distance between each mark differs with some jars and does not with others.

Writing Papers (6)

Objective: to learn sequence
To observe the form of each numeral
To develop eye-hand coordination

Materials: writing papers (with number dot patterns for each numeral)
crayon

Number of participants: individual

Procedure:

- Each child is given a writing paper with the numeral he is working on, in this case 6.
- Children use a crayon to connect the dots of the number pattern.

Number Stations (quantities of 6)

Objective: to count
to see that despite differences in appearance quantities remain the same (conservation)

Materials: several boxes of toothpicks

Procedure:

1. Teacher chooses a number to work with for the day, in this case 6.
2. Children work together exploring a given quantity of toothpicks, in this case 6, making as many arrangements as possible.
3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.

Variation: Children can explore other materials such pebbles, popsicle sticks, and blocks.

Number Books (quantities of 6)

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Procedure:

1. Help your child to draw pictures or glue in pictures from magazines of things that are important to him and write the number 6 underneath.
2. Try making a book to illustrate a number story or rhyme.

Variation: Glue the designs from the Number Stations activity on sheets of paper. Bind the paper to make a book.

Number Lotto (0-6)

Objective: to match numerals

Materials: lotto boards, 2 sets of number cards, 0-6

Procedure:

1. Give each player a lotto board.
2. Players take turns to pick up a card from the deck.
3. If the number appears on their board they use this to cover the number up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a bingo game. She holds up the number cards and players have to shout out the name of the number in order to claim it to put on their board.

Bingo: Number (0-6)

Objective: To match numerals

Players: 2 or more

Materials: bingo card for each player calling cards tokens

Procedure:

1. Provide each player with a bingo card (numerals).
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Concentration (0-6)

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-6

Procedure:

1. Lay the cards down, either in rows or just anyhow.
2. Take turns turning over 2 cards.
3. If the cards match, you win them. If not, turn them face down again.
4. Player with most number of cards win.

Fishing Game: Numbers (0-6)

Objective: to recognize and identify numerals

Number of Players/ Participants: 2-4

Materials: fish cut-outs (that have the numbers 0-6 written on them) with paper clip, fishing rod with magnet

Procedure:

1. Set up a "fishing area" where fish with shapes are placed on the floor.
2. Children take turns using the fishing rod to catch a 'fish'.
3. When a child catches a 'fish' he identifies the number written on the fish.
4. The next child takes his turn.

Playdough Numerals (0-6)

Objective/Competency: To identify the numerals 0, 1, 2, 3, 4, 5 and 6

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them to form the numerals 1, 2, 3, 4 and 5.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

It's A Match

Objectives: to match numeral to set of objects/ dots

Players: pairs or small group

Materials: one set of cards with numerals – 0 -6

one set of cards with dots (corresponding to the numerals)

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray.
3. Call on a child to get a card from the box and place it over the equivalent card in the chalk tray.
4. If correct, the child may choose the next player

Who Has More?

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Procedure:

1. Put out about six saucers, each with a different number of things in, for example, six toothpicks, five small buttons, four big buttons, three peas, two pebbles, one marble.
2. The child points at two saucers and chooses without counting out, which has more. Child then checks by pairing up the contents of the two saucers.

Variations:

1. Put the same number of things in two of the saucers.
2. Put four big things and four small things in another saucer.
3. Put out bigger number of things.

Comparing Numbers – A Game For Partners

Objective: Compares quantities

Number of Players/ Participants: 3 pairs

Materials: clothespins, small card numbers, More/less spinner

1. Each player draws a numeral card from a pile of cards.
2. They each build the appropriate clothespin stack to match their cards.
3. One child turns the more/less spinner. If it lands on less, the partner whose stack has lesser clothespins wins both stacks. If the spinner lands on more, the partner with more clothespins wins both stacks.
4. They continue to take turns, each accumulating clothespins.
5. When the time is up or the children decide to end the game, they snap together all the clothespins. They turn the spinner to see if the person who has accumulated more or less clothespins is the winner.

Which Card is Missing?

Objective: to identify missing number in a series of numbers

Materials: number cards with spots drawn on them (0-6)

Procedure:

1. Put in order a set of number cards.
2. While child closes her eyes, hide one of the card and close up the gap.
3. Ask the child which one is missing.

Variation: Swap two cards around instead of hiding one or spread the cards out anyhow and then hide one.

☺ Hand Game (concrete, up to quantities of 6)

Objective: to explore different combinations that make a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks

No. of Participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 3.
3. Children separate counters in different ways and verbalize the combinations that result.

| Teacher says: | | Children say: |
|-------------------------------------------|--|--------------------------------------------------|
| "Place six sticks in your right hand." | | "None and six is six." or "Zero and six is six." |
| "Place one stick in your left hand." | | "One and five is six." |
| "Place one more stick in your left hand." | | "Two and four is six." |
| "Place one more stick in your left hand." | | "Three and three is six." |
| "Place one more stick in your left hand." | | "Four and two is six." |

| | | |
|-------------------------------------------|--|--------------------------------------------------|
| "Place one more stick in your left hand." | | "Five and one is six." |
| "Place one more stick in your left hand." | | "Six and none is six." or "Six and zero is six." |

Variation: ☺ **CAVE GAME (concrete)**: The game proceeds as Hand Game but the position of hands is varied.

C. OTHER LANGUAGE ARTS ACTIVITIES

Writers' Workshop

Objective: to represent experiences through drawing
 Materials: ½ lengthwise bond paper, pencils, crayons
 Number of Players/Participants: 8 children
 Procedure:

1. Ask each student to draw a particular experience and write about it.
 Take down dictation if the child cannot write his own words or sentences yet.
2. Compile the stories and make it into a book.

Three Sound Word Building

*see Week 14 Appendix but this time you will blend a different cluster of letters, such as:

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| mat | fat | sat | bat | cat | men | ten | tan |
| fan | ban | can | met | bet | set | tin | fin |
| sin | bin | fit | bit | net | | | |

CVC Domino (same as Letter Lotto but replace with CVC words that can be formed from the letters m,a,t,f,e,n,s,b,i,c)

Word Lotto (same as Letter Lotto but replace with CVC words that can be formed from the letters m,a,t,f,e,n,s,b,i,c)

CVC Sound Call Out (same as Letter Call out or bingo but replace with CVC words that can be formed from the letters m,a,t,f,e,n,sb,i,c)

*Variation: Teacher sounds out letters of the CVC word instead of showing children the CVC card

Playdough

Objective/Competency: To create different figures using playdough
 Materials: playdough
 Number of Players/Participants: 6-8 children
 Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them to form different figures.
3. Then ask each child to talk about the figures they have created.

Water Play

Objective: to compare quantities
 to see relationships
 Materials: large container (basin) with water, blue poster paint, different-sized plastic containers, different –sized sponges
 Preparation:

1. Add a little blue poster to the water and mix well.

Number of Players/ Participants: 2-4 children

Procedure:

1. Let the children to dip a sponge in the water.
2. Ask them to squeeze the sponge over a container and observe how much water will come out from the sponge.
3. Ask them to compare quantities of water they will gather from different-sized sponges.

Sand Play

Objective: to compare quantities
 to see relationships
 Materials: large container (basin) with wet sand, different-sized plastic containers, plastic spoons
 Number of Players/ Participants: 2-4 children
 Procedure:

4. Let the children explore the wet sand using their fingers. Encourage to fill the plastic containers with wet sand using the plastic spoons.
5. Ask them to invert the containers inside the basin and try to form different figures with the wet sand.

D. SONGS/POEMS/ RHYMES

What's the Sound ?

(to the tune of Old MacDonald Had a Farm)

What's the sound that these words share?
Listen to these words.
Sad and silly are these two words.
Tell me what you've heard. (ssssssss)
With a /s/, /s/ here, and a /s/, /s/ there,
Here a /s/, there a /s/, everywhere a /s/, /s/.
/s/ is the sound that these words share.
We can hear that sound!

Traffic Policeman - PEHT p.163

Sampung Karapatan

(to the tune of "Sampung mga Daliri")

Sampung mga karapatan ang dapat taglayin
Pagmamahal, edukasyon, unang liliigtas
Natatanging kalinga, lahi't kalusugan
Paglalaro, kapatiran
Maging makabuluhan.

Can you Say the First Sound?

(to the tune of Happy Birthday)

Can you say the first sound?
Can you say the first sound?
It's the first sound in rabbit.
Can you say the first sound?

Five Police Officers – PEHT p.165

E. INDOOR/OUTDOOR GAMES

Body Movement

Objective/Competency: To develop body coordination
To develop a sense of rhythm

Materials: CD player, CD/music, ball

Number of Players/Participants: whole class or small group

Children respond to the rhythm of the music with the ball e.g. dribbling, throwing, shooting, passing rolling, etc.

Save Yourself – PEHT p.42

Here I Am – PEHT p.222

The Boat is Sinking

The "it" calls, "The boat is sinking! Group yourselves into 6 (2 or 3 or 5)!"

Children try to join a group. The child who is not able to join any group becomes the next it.

KINDERGARTEN CLASS SECOND GRADING DAILY PLANS

WEEK 18: _____

| Monday | Tuesday | Wednesday |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: | | |
| <ul style="list-style-type: none"> Every person has a family A family is a group of people who care for and love one another. Families differ in many ways e.g. size, composition, living arrangements | | |
| MEETING TIME 1: Message: Every person is a member of a family. Questions: Who are the members of your family? What do you call your father, mother, siblings? | MEETING TIME 1: Message: Some families are big. Some families are small. Some of us have siblings. Some of us do not have siblings Question: How many people are there in your family? | MEETING TIME 1: Message: Members of our bigger family are called relatives. Our relatives include our grandparents, uncles, aunts, cousins. We call them by specific names. Question: Who are the other members of your bigger family ? Do they live with you ? |
| WORK PERIOD 1 Teacher-Supervised: Target Letter : Gg <ul style="list-style-type: none"> Letter Mosaic : Gg/ Letter Collage : Gg Independent: <ul style="list-style-type: none"> Name Designs (Different Ways Family Members are called) Family Portrait Dramatic Play Block Play Writer's Workshop | WORK PERIOD 1 Teacher-Supervised: Graph: How many people are in your family ? Independent: <ul style="list-style-type: none"> Word Poster : Gg Shape Frames: My Family My Family Book Dramatic Play Block Play Letter Lacing Cards | WORK PERIOD 1 Teacher-Supervised: Let's Write Gg Family Chart Independent: <ul style="list-style-type: none"> Letter Scavenger Hunt We are a Family Dramatic Play Block Play My Family Book Letter Lacing Cards |
| MEETING TIME 2: Message: People in a family are called by specific names e.g. Tatay, Nanay, Ate, Kuya Questions: How do you call your parents, older siblings and relatives ? Do you have a special name for them ? Do they have a special name for you ? | MEETING TIME 2: Invite children to examine the family graph carefully. Ask questions about the graph. (see questions in the appendix) | MEETING TIME 2: Show the family graph again. Have children continue comparing and analyzing the data. (see questions in the appendix) |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: Si Pulong Patago-tago | STORY: Kung Dalawa Kami | STORY: " Sandosenang Kuya" |
| WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting; up to quantities of 6) Independent: <ul style="list-style-type: none"> Block Play: Building Houses Comparing Quantities: A Game for Partners Lit-based: Sinu-sino ang iba't ibang miyembro ng family ni Pilo na kanyang pinagtataguan? Tapatan | WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting; up to quantities of 6) Independent: <ul style="list-style-type: none"> Block Play: Building Houses Comparing Quantities: A Game for Partners It's A Mathc/ Mixed Up Numbers/ Number Snap/ Number Concentration/Bingo: Numbers (0-6) Tapatan | WORK PERIOD 2: Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 6) Independent: <ul style="list-style-type: none"> Block Play: Building Houses Find 6/ 6 Concentration Number Snap/ Mixed Up Numbers (1-6) Number Lotto/ Bingo: Numbers (0-6) |
| INDOOR/OUTDOOR ACTIVITY: Mother May I? | INDOOR/OUTDOOR ACTIVITY: The Boat is Sinking | INDOOR/OUTDOOR ACTIVITY: Family Relay |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <p>MEETING TIME 1: Message: Some family members live in the same or different households. ⇒ Some children live with both their parents and siblings. ⇒ Some children live with one parent only. ⇒ Some children live with their grandparents. Question: Who are the family members who live with you ? Do you have family members who are not staying with you ?</p> | <p>MEETING TIME 1: Message: Families may be separated but they still love one another. ⇒ There are different reasons for being apart but the important thing is they care about each other. ⇒ Some families have parents or siblings living or working abroad. ⇒ Some families may family members who have already died.</p> | |
| <p>WORK PERIOD 1 Teacher-Supervised: Target Letter : Uu Word Poster : Uu ; Family Faces Independent:</p> <ul style="list-style-type: none"> • My Family Book • Letter Collage: Uu • Sand Paper Letters • Dramatic Play • Playdough | <p>WORK PERIOD 1 Teacher-Supervised: We are a Family Independent:</p> <ul style="list-style-type: none"> • Family Faces • Letter Memory Game • Toss a Letter • Sand Paper Letters • Dramatic Play • Writer's Workshop | |
| <p>MEETING TIME 2: Message: People in the family help one another> Questions: How do you help each other in the family?</p> | <p>MEETING TIME 2: Are there relatives of yours who are living away from you? If there are where do they live? How do you communicate with them? How do you feel when you see them after a long time? Activity: Let's Write Uu</p> | |
| <p>Supervised Recess</p> | <p>Supervised Recess</p> | |
| <p>STORY: Papa's House, Mama's House</p> | <p>STORY: Ang Nanay Ko ay si Darna</p> | |
| <p>WORK PERIOD 2: Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 6) Independent:</p> <ul style="list-style-type: none"> • Block Play • Find 6/ 6 Concentration/Go 6/Draw 6 • Number Snap/ Mixed Up Numbers (1-6) • Bingo: Numbers (0-6) • Don't Rock the Boat • Lit-based: Anu-ano ang mga ginagawa ng mga bata sa bahay ni Papa? sa bahay ni Mama? | <p>WORK PERIOD 2: Teacher-Supervised: Walk the Number Line Independent:</p> <ul style="list-style-type: none"> • Block Play • Find 6/ 6 Concentration/Go 6/ Draw 6 • Number Snap/ Mixed Up Numbers (1-6) • Bingo: Numbers (0-6) • Don't Rock the Boat • Lit-based: Anu-ano ang mga naramdaman ng bata noong malaman na darating na ang kanyang nanay na nagtatrabaho sa ibang bansa? | |
| <p>INDOOR/OUTDOOR ACTIVITY: Maria Went to Market</p> | <p>INDOOR/OUTDOOR ACTIVITY: The Boat is Sinking/ Father May I?</p> | |
| <p>MEETING TIME 3: Dismissal Routine</p> | <p>MEETING TIME 3: Dismissal Routine</p> | |

APPENDIX: WEEK 18

A. THEME-RELATED ACTIVITIES

Name Designs: Different Ways Family Members are called

Objective/Competency: vocabulary building, fine-motor coordination

Materials: 1/5 construction paper, glue, colored markers

Number of Players/Participants: 8 children

Procedure:

1. Brainstorm on terms used to call different members of the family. Ex. tatay, ama, itay ; nanay, inang, Mama
2. Ask children to write these terms on individual strips of construction paper.
3. Have them design each name card using junk materials e.g. seeds, twigs, buttons, yarn

My Family Book

Objective/Competency: to use vocabulary for comparison when describing their place in the family

Materials: booklets with 5-6 pages, crayons, markers, pencil

Procedure

1. Provide paper or booklets for each child. On each page write different headings such as "In my family, I am older than my...", "I am younger than my...", "I am taller than my..." Have children fill out these statements on each page or dictate their responses.
2. Then let them accompany these with drawings

Source: Working with Young Children

We are a Family

Objective: develop awareness for different family compositions

Materials: picture cards

Preparation:

Cut out pictures depicting a variety of family compositions (couples without children, single parent with a child or children, grandparents with grandchild, male head-of-household, traditional family). Glue each picture on a card for ease of handling.

Number of Participants: 6-8 students

Procedure:

Present the picture cards to children with directions for classifying them into groups that are alike in some way. If children have difficulty with this task, provide them with pictures of individuals and tell them to form family groups. Provide cards, as described above, or pictures they can glue onto paper.

Source: Working with Young Children

Family Faces

Objective: fine-motor coordination

Materials

Preparation:

Cut out pictures of individual people from magazines or other sources. Separate the heads from the bodies of the figures

Number of Participants: 6-8 .

Procedure:

1. Present these to children using a tray for heads and a tray for bodies. Tell them to put together people in the funniest way they can think of.
2. Provide paste and colored paper for individual projects or a mural-sized paper for a group poster. (Note: More experienced children will benefit from cutting the figures out and apart themselves.)
3. Give children opportunities to tell why they think their figures are funny.

Source: Working with Young Children

Family Portrait

Materials: paper plates, yarn, colored markers/crayons, pencil

Participants: 8 children

Procedure:

1. Let the children create a picture of their family on the inside of the plate.
2. Then put holes in the sides of the plate and thread the yarn through it.
3. Hang this on the wall.

Shape Frames: My Family

Materials: shape cut-outs, glue, crayons/colored markers, pencils

Participants: 8 children

Procedure:

1. Distribute shape cut-outs to the children.
2. Have them design a frame using these shape cut-outs.
3. Ask them to draw their family portrait inside the frame.

B. OTHER MATH ACTIVITIES

Block Play

Objective: to explore the attributes of 3-dimensional or space figures
to understand the relationship between figures
to build structures using blocks

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Walk The Number Line

Objective: to sequence numbers

Materials : chalk, number cards 0 to 6

Procedure:

1. Chalk a line outdoors, long enough to include all the numbers 0 to 10 one step apart
2. Make a mark where each number will come but don't actually write them in.
3. Shuffle a set of number cards
4. Take it in turns to take a number card and walk along the line from the start, stepping on the markers and counting out loud as you do so.
5. When you get to the correct spot for your number, put the card on the ground.
When all the cards are in position, turn them face down. Ask your child to walk slowly along the line from the beginning until you shout "stop". Then see if she can tell you which number she is on. Check by turning the card over.

Number Lotto (0-6)

Objective: to match numerals

Materials: lotto boards, 2 sets of number cards, 0-6

Procedure:

1. Give each player a lotto board.
2. Players take turns to pick up a card from the deck.

3. If the number appears on their board they use this to cover the number up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a bingo game. She holds u the number cards and players have to shout out the name of the number in order to claim it to put on their board.

Bingo: Number (0-6)

Objective: To match numerals

Players: 2 or more

Materials: bingo card for each player calling cards tokens

Procedure:

1. Provide each player with a bingo card (numerals).
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Concentration (0-6)

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-6

Procedure:

1. Lay the cards down, either in rows or just anyhow.
2. Take turns turning over 2 cards.
3. If the cards match, you win them. If not, turn them face down again.
4. Player with most number of cards win.

It's A Match

Objectives: to match numeral to set of objects/ dots

Players: pairs or small group

Materials: one set of cards with numerals – 0 -6
one set of cards with dots (corresponding to the numerals)

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray.
3. Call on a child to get a card form the box and place it over the equivalent card in the chalk tray.
4. If correct, the child may choose the next player

Mixed Up Numbers

Objectives: To read and recognize number words

To recognize the sequence of numbers

Players: small group

Materials: vocabulary cards of number words (1-6)

Procedure:

1. Place the word cards at random in the chalk tray.
2. Ask the students to say each word with you.
3. Ask the children to help you place them in correct sequence.
4. Tell the children to hide their eyes while a mischievous kitten (you) comes and change the order of the cards.
5. The children close their eyes and lower their heads on their desk.
6. The teacher switches cards and then calls on a pupil to return them to the correct places.

Variation: Distribute the cards to the children. Call one of the word names. A student with the corresponding card is invited to stand. "Neighbors" – those whose numbers are one less or one more than this student's – are then invited to join in. Continue until all are standing in the appropriate number.

Number Snap

Objective: to match numerals

Number of Players/ Participants: 2-4
 Materials: 3 sets of number cards, 0-6
 Procedure:

1. Shuffle and deal the cards.
2. The players take it in turns to turn over their top card.
3. If two matching cards are turned over, the first player to shout "snap" wins both the piles concerned.
4. Continue until only one player is left.

Variation: Make a set of cards with the numbers shown in different ways.

Comparing Numbers – A Game For Partners

Objective: Compares quantities

Number of Players/ Participants: 3 pairs

Materials: clothespins, small card numbers, More/less spinner

1. Each player draws a numeral card from a pile of cards.
2. They each build the appropriate clothespin stack to match their cards.
3. One child turns the more/less spinner. If it lands on less, the partner whose stack has lesser clothespins wins both stacks. If the spinner lands on more, the partner with more clothespins wins both stacks.
4. They continue to take turns, each accumulating clothespins.
5. When the time is up or the children decide to end the game, they snap together all the clothespins. They turn the spinner to see if the person who has accumulated more or less clothespins is the winner.

Hand Game (connecting level up to quantities of 6)

Objective: to explore different combinations that make a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks numeral cards work mats

No. of Participants: small group

Procedure:

1. Teacher gives each child a given quantity of sticks, in this case 6.
2. Children separate counters in different ways and verbalize the combinations that result.

| Teacher says: | | Children say: | Teacher places these cards on the Hand Game counting board | | |
|-------------------------------------------|--|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| "Place six sticks in your right hand." | | "None and six is six." or "Zero and six is six." | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>6</td></tr></table> | 0 | 6 |
| 0 | | | | | |
| 6 | | | | | |
| "Place one stick in your left hand." | | "One and five is six." | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>4</td></tr></table> | 1 | 4 |
| 1 | | | | | |
| 4 | | | | | |
| "Place one more stick in your left hand." | | "Two and four is six." | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>2</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>4</td></tr></table> | 2 | 4 |
| 2 | | | | | |
| 4 | | | | | |
| "Place one more stick in your left hand." | | "Three and three is six." | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>3</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>3</td></tr></table> | 3 | 3 |
| 3 | | | | | |
| 3 | | | | | |
| "Place one more stick in your left hand." | | "Four and two is six." | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>4</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>2</td></tr></table> | 4 | 2 |
| 4 | | | | | |
| 2 | | | | | |
| "Place one more stick in your left hand." | | "Five and one is six." | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>5</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td></tr></table> | 5 | 1 |
| 5 | | | | | |
| 1 | | | | | |
| "Place one more stick in your left hand." | | "Six and none is six." or "Six and zero is six." | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>6</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td></tr></table> | 6 | 0 |
| 6 | | | | | |
| 0 | | | | | |

Lift The Bowl (concrete, up to quantities of 6)

Objective: to explore different combinations that make a given quantity

Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

No. of Participants: small group

Procedure:

Game proceeds as Hand Game but bowls are used for separating quantities.

| Teacher says: | | Children say: |
|------------------------------------|--|-----------------------------------------------------|
| "Place six blocks under the bowl." | | "None and six is six." or "Zero and six is six." |
| "Place one block on the bowl." | | "One and five is six." |
| "Place two blocks on the bowl." | | "Two and four is six." |
| "Place three blocks on the bowl." | | "Three and three is six." |
| "Place four blocks on the bowl." | | "Four and two is six." |
| "Place five blocks on the bowl." | | "Five and one is six." |
| "Place six blocks on the bowl." | | "Six and none is six." or "Six and zero is six." |

Peek Through The Wall (concrete, up to quantities of 6)

Objective: to explore different combinations that make a given quantity

Materials: a wall made of plastic with tape around the edges, any kind of counters

Procedure:

Game proceeds as Hand Game but walls are used for separating quantities.

| Teacher says: | | Children say: |
|--------------------------|--|-----------------------------------------------------|
| "Wall off no blocks." | | "None and six is six." or "Zero and six is six." |
| "Wall off one block." | | "One and five is six." |
| "Wall off two blocks." | | "Two and four is six." |
| "Wall off three blocks." | | "Three and three is six." |
| "Wall off four blocks." | | "Four and two is six." |
| "Wall off five blocks." | | "Five and one is six." |
| "Wall off six blocks." | | "Six and none is six." or "Six and zero is six." |

Draw 6

Objective : to explore different combinations that make 6

Materials : 4 sets of numeral cards (0 –6)

No. of players / participants: 3- 5 players

Procedure

1. One card is drawn from the deck and is set aside throughout the game, so that there will be an odd card without a mate at the end of the game. All the other cards are dealt.
2. Each player goes through the cards received trying to find pairs that make 6. All the pairs thus made are discarded in the middle of the table.

3. The players then take turns, each holding her cards like a fan and letting the person to her left draw one of them without looking at them. If the person who draws the card can use it to make 6 with one of the cards in her hand, she discards the pair in the middle of the table. If she cannot use it, she has to keep it. She then holds all her cards like a fan so that the person to her left can draw one of them by chance.
4. Play continues until one person is left holding the odd card and loses the game.

6 Concentration

Objective: to explore different combinations that make 6

Materials: 4 sets of numeral cards (0-6)

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 6. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person who collects the greatest number of pairs is the winner.

Find 6

Objective : to explore different combinations that make 6

Materials : 4 sets of numeral cards (0-6)

No. of players / participants : 3-5 players

Procedure

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.
2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 3, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

Go 6

Objective: to explore different combinations that make 6

Materials: 4 sets of numeral cards (0-6)

Procedure:

1. All the cards are dealt.
2. The players take turns asking specific people for specific cards in a way similar to the card game Go Fish. For example, John may say to Carol do you have a 1 ?" If Carol has a 1, she has to give it up to John. John then lays this 1 and a 5 in front of himself, face up.
A player can continue asking for a card as long as he gets the card he requested. If he does not get the card he asked for, the turn passes to the person who said, "I don't have it."
3. The person who makes the greatest number of pairs is the winner.

Tapatan (tic-tac-toe's brainy Filipino cousin)

Materials: playing board, 3 markers of two colors (3 red and 3 blue)

Procedure:

The object of the game is to arrange 3 markers of the same color in a row along any of the board lines (horizontally, vertically or diagonally). Players take turns placing one marker at a time on any of the board points. When all six pieces are placed, the players take turns sliding from point to point along the board lines until one player is able to arrange 3 markers of the same color in a row.

Don't Rock the Boat

Materials: playing board, counters, dice

Procedure:

1. Players roll the dice to travel back and forth inside the "boat".
2. The player who lands in the center with an exact roll is the winner.

Variation: For a solitaire, place markers on all the twelve outer spaces. Each time the player lands on a space, he or she collects the marker. The object is to collect as many markers as possible before landing in the center.

C. OTHER LANGUAGE ARTS ACTIVITIES

Please refer to instructions for the following activities to previous appendices : Letter Mosaic, Letter Collage, Letter Lacing Cards Word Poster, Sand Paper Letters, Letter Memory Game, Toss a Letter

Letter Scavenger Hunt

Objective: letter-sound correspondence

Materials: varied materials that begin with the target letter for the day that are scattered in different parts of the classroom

Number of Participants:

Procedure:

1. Divide children into pairs.
2. Have each pair collect different objects in the classroom that begins with a given letter.
3. The pair who collect the most number of objects wins the game.
4. Have each pair draw the objects they collected.
5. Let them paste their drawings on manila paper.
6. Write the target letter on top.

D. RHYMES/POEMS

My Family

(tune: twinkle, twinkle)

I love mommy. . .she loves me
We love daddy. . .yes sir e
He loves us and so you see
We are a happy family

I love grandma. . . she loves me
We love grandpa. . .yes sir e
He loves us and so you see
We are a happy family

I love sister, she loves me
We love brother. . . Yes sir e
He loves us and so you see
We are a happy family

The Family's in the House

_(to the tune of "The Farmer in the Dell")

The father's in the house
The father's in the house fa. . la. . .la. . La la la la
The father's in the house

The father takes the mother (one student grabs hand of another)
The father takes the mother fa. . la. . La. . la la la la
The father takes the mother

The mother takes the brother (one student grabs hand of another)
The mother takes the brother fa. . la. . La. . la la la la
The mother takes the brother
The brother takes the sister
The brother takes the sister fa. . la. . La. . la la la la

The sister takes the baby
The sister takes the baby fa. . la. . La. . la la la la
the baby takes grandma
the baby takes grandma fa. . la. . La. . la la la la
Grandma takes grandpa
Grandma takes grandpa fa. . la. . La. . la la la la

Mahal Ko Ang Tatay at Nanay

Mahal ko, Mahal ko
Mahal ko si Nanay
Mahal ko Mahal ko
Mahal ko rin si TaTay

SONGS Masayang Pamilya

Sa lahat ng oras
Kami ay Masaya
Laging nagtutulungan

Sila nga ay mahal ko't
Iginagalang, humahalik ako ng kamay

Sa hirap at ginhawa

Laging magkasundo
Si Inay at Itay
Kami'y maligaya
Sa loob ng bahay

Daddy is Special

sung to "Where is Thumbkin?"

Daddy is special, daddy is special,
Yes he is, yes he is,
Daddy is special, daddy is special,
Yes he is, yes he is.

Replace Daddy with other family members

Lima ang Daliri

Lima ang daliri ng aking kamay
Si tatay, si nanay, si Kuya, Si Ate
At sino ang bulilit
Ako, ako
Lima ang daliri ng aking kamay

E. INDOOR/OUTDOOR ACTIVITIES

Mother/Father, May I? Traditionally, this game is played outdoors but may be adapted to an indoor space, such as a hallway or driveway. The leader, or "mother/father," stands at one end, while the other players line up beside one another at the other end of the area. (Using a real or imaginary "starting line" helps children know where to begin) Mother/father issues directions to one player at a time.

"Bong, you may take (number and type of steps)." The child responds: "Mother/father, may I? Mother/father responds: "Yes, you may or "NO, you may not." Take ____ steps instead." Upon receiving a positive response, the designated child follows the directions. If the child moves without permission, he or she must return to the starting line. The object of the game is for the players to reach the leader. Older children enjoy an additional part of the game. When close enough, the player tags mother/father, and they race for the starting line. If mother/father tags the player, that person becomes the leader for the next round. With younger children, focus on their physical movements. The daycare worker should model the leader role for a while until children gain experience.

- baby steps: on tiptoe
- giant step: as big as possible
- split: slide one foot forward as far as possible
- side gallop: move sideways
- fire engine/police car: run until mother/father says "stop!"
- umbrella step: place forefinger on top of head and spin around once
- frog leaps: two-footed jump
- rabbit steps: one-footed hop

In addition, children may enjoy creating their own steps.

Family Relay

Players : 6 per team

1. Each team forms a line.
 2. The first player runs towards a designated post, moves around it and runs back to the starting line.
 3. Upon reaching the starting line, he takes the hand of the next player and together they run to the post again and then back.
1. Game continues until the last player has ran with his team.
 2. The first team to get back to the starting line wins the game.

The Boat is Sinking

Players: any number

The object of the game is to have children group themselves into the number called out by the "IT". For example, the IT calls out "The boat is sinking, group yourselves into 3's." The students then group themselves into 3. The "IT" tries to join anyone of the groups. The one who cannot join any group becomes the next "IT".

KINDERGARTEN CLASS SECOND GRADING DAILY PLANS
WEEK 19: _____

| Monday | Tuesday | Wednesday |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: Families care for and love one another. They show this in many different ways. ⇒ Family members help one another. ⇒ Family members express their feelings for one another in special ways. ⇒ Family members often teach one another new things. ⇒ Family members protect each other. | | |
| MEETING TIME 1: Message: Families care for and love one another. They show this in many different ways. Questions: How do you show your parents that you love them ? What do you do for them ? What do you enjoy doing with them ? | MEETING TIME 1: Message: Family members help one another with household chores. Questions: What household chores do you do at home ? Who helps you with it ? | MEETING TIME 1: Message: Parents and older members of the family take care of the younger ones. ⇒ They attend to their personal needs e.g. bathing, feeding ⇒ They help children with school needs. Questions: Who helps you at home ? What do they do for you ? |
| WORK PERIOD 1 Teacher-Supervised: Family Tree Independent: <ul style="list-style-type: none"> • What I Like About My Family • CVC Word Lotto/Word Match • Go Fish Game (letters) • Dramatic Play /Playdough • Writer’s Workshop | WORK PERIOD 1 Teacher-Supervised: 3-Word Building Game; Word Family Posters Independent: <ul style="list-style-type: none"> • Shape Frames: Helping at Home • What I Like About My Family • CVC Word Spinner • Dramatic Play /Playdough | WORK PERIOD 1 Teacher-Supervised: CVC Call Out Independent: <ul style="list-style-type: none"> • Drawing: Sa Aming Tahanan • CVC Go Fish /CVC Spinner • Puzzles/Lacing Cards • Dramatic Play/Playdough |
| MEETING TIME 2: Song “ Families Do Things Together “ Talk about things that their families do together. List key words on the board e.g. play, eat, work | MEETING TIME 2: Show collage that they made during work period. Invite a few children to talk about ways they help family members at home. | MEETING TIME 2: Song : “ Helping Hands” Continue discussing ways family members help one another. |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: Chenelyn! Chenelyn! | STORY: Bruha-ha-haha- Bruhihihih | STORY: Hindi Na Ako Uulit –PEHT pp 204-206 |
| WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 6) Independent: <ul style="list-style-type: none"> • Block Play: Building Houses • Playdough Numerals • Go 6/Draw 6/ Find 6/ 6 Concentration • It’s A Match/ Mixed Up Numbers (1-6) | WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 6) Independent: <ul style="list-style-type: none"> • Block Play: Building Houses • Playdough Numerals • Go 6/ Draw 6/Find 6/ 6 Concentration • It’s a Match/ Mixed Up Numbers (1-6) | WORK PERIOD 2: Teacher-Supervised: Lining Up Family Members Independent: <ul style="list-style-type: none"> • Subtraction Cards (2-6) • Bingo: Addition (0-6)/ Bingo: Subtraction (0-6) • Go 6/ Draw 6/ Find 6/ 6 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5, 6) • Hand Game/Lift the Bowl worksheets (quantities of 6) |
| INDOOR/OUTDOOR ACTIVITY: Hot Potato | INDOOR/OUTDOOR ACTIVITY: Move Around the Hoop | INDOOR/OUTDOOR ACTIVITY: Ako ay Kapitbahay |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| CONTENT FOCUS: | | |
| MEETING TIME 1: Message: Family members comfort each other when they are unhappy or have difficulties. Questions: How does a family member cheer you up when you are sad or scared ? How do you cheer up other family members when they are sad ? | MEETING TIME 1: Message: Family members are often the first ones to teach us important things. e.g. caring for our body, follow rules Questions: What are the things that you have learned from family members ? | |
| WORK PERIOD 1 Teacher-Supervised: CVC Spelling Independent: <ul style="list-style-type: none"> • Family Album: Family Activities/Celebrations • Spot the odd word • CVC Domino • CVC Booklets • Block Play | WORK PERIOD 1 Teacher-Supervised: Spell A New Word Family Mobiles: Things I Learned from my Family Independent: <ul style="list-style-type: none"> • CVC Domino • CVC Booklets • Block Play • Writer's Workshop | |
| Supervised Recess | | |
| STORY: Araw ng Palenke | STORY: Pambihirang Buhok ni Lola | |
| WORK PERIOD 2: Teacher-Supervised: Hand game (up to quantities of 6; writing number sentences) Independent: <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 6) • Subtraction Cards (2-6) • Bingo: Addition/ Subtraction (0-6) • Go 6/ Draw 6/ Find 6/ 6 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5, 6) | WORK PERIOD 2: Teacher-Supervised: Lift the bowl (up to quantities of 6; writing number sentences) Independent: <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 6) • Subtraction Cards (2-6) • Bingo: Addition/ Subtraction (0-6) • Go 6/ Draw 6/ Find 6/ 6 Concentration • Don't Rock the Boat | |
| INDOOR/OUTDOOR ACTIVITY: Catch IT! | | |
| MEETING TIME 3: Dismissal Routine Catch IT! | MEETING TIME 3: Dismissal Routine | |

APPENDIX: WEEK 19

SMALL GROUP ACTIVITIES

A. THEME RELATED ACTIVITIES

Shape Frames: Helping at Home

Objective/Competency: strengthen eye-hand coordination ; identify ways one can help at home

Materials: large shape cut-outs, crayons or colored markers, glue or paste

Number of players/participants: 6-8

Procedure:

1. Have the children draw pictures of how they help their families at home inside the shape cut-outs.
2. Let them glue their drawings on manila or kraft paper.

Family Tree

Materials: construction paper, crayons, string/yarn/ribbon; colored markers/crayons, pencil

Participants: 8 children

Procedure:

1. Distribute 1/8 bond paper or newsprint and construction paper with a drawing of a tree to each child in the group
2. Ask students to draw their family members on the bond paper/newsprint.
3. Let them paste the pictures on the tree. Have them paste the pictures of the parents on top while the siblings below his parents.

Family Album: Family Activities/Celebrations

Materials:

Number of participants:

Procedure:

1. Ask children to draw pictures of how their families celebrate birthdays, fiestas, Christmas, or what family activities they do together.
2. Use open-ended statements, such as "Tell me about this" or "Tell me what the people are doing" to elicit descriptions.
3. Suggest that children talk about why the occasion was special and about their role in the celebration.
4. Other children could find out from classmates about similar celebrations in their families.
 - a.
 - b. During these latter discussions focus both on similarities and differences.

What I Like About My Family

Objective: to draw/write about their families

Materials: crayons/colored paper, bond or construction paper

Number of players/participants: any number

Procedure:

1. Have children fold the bond paper into two (crosswise)
2. On the flap page, have the children draw a family portrait.
3. On the inside page, have children draw the different things they like about their family.

Family Mobiles: Things I Learned from my Family

Materials: crayons/colored paper, bond or construction paper, barbecue sticks, yarn

Number of players/participants: 6-8 participants

Procedure:

1. Have the children draw pictures of the different things family members have taught them to do e.g. eat, bathe, prepare food etc.
2. Let them color and label their drawing
3. Hang the drawing using yarn on the barbecue stick or hanger.

Drawing: Sa Aming Tahanan

Materials: strips of colored or construction paper, glue, crayons/colored marker

Number of players/participants: any number

Procedure:

Have children make a collage of how their family work together and help each other at various tasks like cooking, cleaning

B. OTHER LANGUAGE ARTS ACTIVITIES

CVC Word Lotto/Word Match (same as Letter Lotto but replace with CVC words that can be formed from the letters b,s,e,i,n, t, c,p,o,g,u)

CVC Domino (same as Letter Domino but replace with CVC words that can be formed from the letters b,s,e,i,n, t, c,p,o,g,u)

CVC Sound Call Out (same as Letter Call out or bingo but replace with CVC words that can be formed from the letters b,s,e,i,n, t, c,p,o,g,u)

_Variation : Teacher sounds out letters of the CVC word instead of showing children the CVC card

CVC Word Spinner

Objectives: blend 3-letter sounds

Materials: CVC spinner

How to prepare: Make a big spinner on which you will write the chunks or rimes. Cut the spinner into 8 parts.

Write the following chunks or rimes on each: an,ap,an,em, et, en, in, it. Then make a smaller spinner on which you will put the letters.

Cut the spinner into 8 parts. Write the following letters: m,t,f,n,s,p, b,c . Put the small spinner on top of big spinner.

Number of participants: 6-8 players

Procedure: At each turn, let a child turn the spinner. Have him/her blend the onset (letter on the smaller spinner) and the rime or chunk on the bigger spinner

CVC Spelling

Objective: segment sounds to spell words

Materials : paper, pencil

Number of participants: half of the class

Procedure:

1. Explain that you are going to play a spelling game.
2. Give your child a piece of lined paper.
- 3 Explain that she should say the sounds as she writes the letters.
4. Have her spell 3-letter words that can be formed from the target letters the past 3 weeks.

CVC Flip Books

Objective: form CVC words

Materials : flip cards, markers or pencil

On the right hand side on an index card, write a chunk you are working on. Punch a hole in the top center of the left hand side

where the chunk is not written. Cut several other index cards apart, sized so that when you write a letter or two on them and line them up

with the chunk, they will form a word. Punch holes in the top center of the smaller pieces and put a binder ring through all the holes

(the one of the left side of the chunk card and the ones on smaller cards to form a flip book. See illustration below:

Number of participants: 8-10 students

Procedure:

1. Use the flip book to make different words using the target rime or chunk e.g –at, -an
2. Flip the attached letter cards to see which letters can be combined with the target rime or chunk to form a new word.

Source: Reading and Writing in Kindergarten by Rosalie Franzese

3-Word Building Game – cluster of letters: o, u, i, n, t, b, c, p, g (refer to instructions on appendix 14 and 17)

Spell a New Word

Objective: segment sounds to spell words

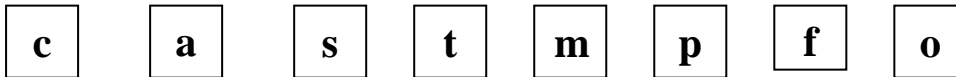
Materials : word puzzles inside each envelope Cut up word puzzles ahead of time. Write the name of each puzzle on the inside flap of the envelope.

Store puzzles in envelopes.

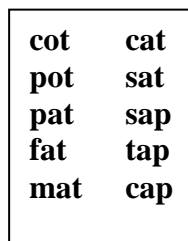
Number of participants: 8-10 students

Procedure:

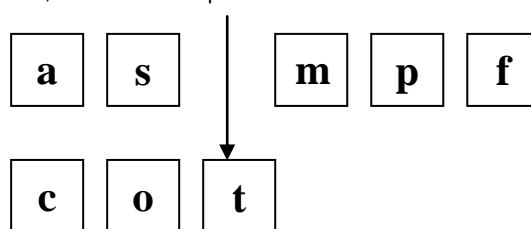
1. Lay out the sound pictures.



2. Hold the calling card in your hand so that your child cannot see the answers.



3. Say, "I'll go first. I'll spell 'cot'. Use your pointer finger to slide the letters one at a time into position to spell 'cot' on your white board with lines. Say each sound as you line up the corresponding sound letters.
4. Now, use your pointer finger or a pencil to point to each letter as your child says the corresponding sounds. If she is still learning the corresponding sounds, say each sound and then have her repeat it after you. Make sure she is looking at the letters as she says the sounds, and not at you.
5. Now say, "If that spells 'cot', 'let's spell 'pot'. Use your pointer finger or a pencil to slowly move across the word 'cot', as you say the new word, 'pot'.
6. This will bring her attention to the location of the letter that must be changed. Do not say the sounds separately, but as slowly as you can.
7. This will compel her to segment the sounds. Be very careful to make sure your pencil or pointer finger is in the correct location, over the corresponding sound as you slowly say the word.
8. Continue with each change, offering help as needed. After each change, point to each letter and have her say each sound in the word, as shown in step 4.



Poster: Word Family for rimes -en , -et,

Objectives: blend 3-letter sounds to form words

Materials: manila paper, markers, strips of paper

Number of players/participants: 6-8

Procedure:

1. Make a poster for each word family.
2. Have children list down words belonging to each word family on small strips of paper
3. Let them paste these words on the appropriate poster.

CVC Go Fish Game

Objectives:

Materials: pairs of the following words (mat, cat, sat, bat, fat, hat, pat, rat, man, ban, can, fan, pan, ran, van, tan)

Number of players/participants:

Procedure:

1. Deal out the six cards each face down.
2. Each player keeps his/her cards concealed. The remaining cards stay in a fish pile in the center of the table.
3. Players find any CVC word pairs in his/her cards, reads the word and places the pair on the table.
4. At each turn, player now tries to make pairs by asking the other for a word pair. For example, do you have a mat “ . If he has it, he has to hand it over to the player.
5. If he does not have the letter being asked for, he says “No I don't , go fish”.
6. The player now takes the top card from the fish pile. If he finds a pair, he places them down. If he doesn't then the next player takes his turn.
7. The winner is the player with the most number of pairs.

Spot the Odd Word

Objectives: to discriminate between words

Materials: spot the odd one out word cards

Number of players/participants: 4-6

Procedure:

Students place a marker on the word that is different from the words on the strip.

C. OTHER MATH ACTIVITIES

Block Play

Objective: to explore the attributes of 3-dimensional or space figures

to understand the relationship between figures

to build structures using blocks

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Playdough Numerals (0-6)

Objective/Competency: To identify the numerals 0, 1, 2, 3, 4, 5 and 6

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them to form the numerals 0, 1, 2, 3, 4, 5 and 6.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

Writing Numerals (0,1, 2, 3, 4, 5, 6)

Objective: to write numerals

Materials: lined paper (blue-red-blue lines) numeral cards

Preparation: Draw the numerals on a piece of card board. The first part of the numeral is drawn with the purple crayon and the second part with green. The purple and green marks will help children determine which stroke to do first.

1. Provide each child with numeral cards and lined paper.
2. Let each child practice writing the numerals on lined paper.

It's A Match

Objectives: to match numeral to set of objects/ dots

Players: pairs or small group

Materials: one set of cards with numerals – 0 -6

one set of cards with dots (corresponding to the numerals)

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray.
3. Call on a child to get a card from the box and place it over the equivalent card in the chalk tray.
4. If correct, the child may choose the next player

Mixed Up Numbers

Objectives: To read and recognize number words
To recognize the sequence of numbers

Players: small group

Materials: vocabulary cards of number words (1-6)

Procedure:

1. Place the word cards at random in the chalk tray.
2. Ask the students to say each word with you.
3. Ask the children to help you place them in correct sequence.
4. Tell the children to hide their eyes while a mischievous kitten (you) comes and change the order of the cards.
5. The children close their eyes and lower their heads on their desk.
6. The teacher switches cards and then calls on a pupil to return them to the correct places.

Variation: Distribute the cards to the children. Call one of the word names. A student with the corresponding card is invited to stand. "Neighbors" – those whose numbers are one less or one more than this student's – are then invited to join in. Continue until all are standing in the appropriate number.

Draw 6

Objective : to explore different combinations that make 6

Materials : 4 sets of numeral cards (0 –6)

No. of players / participants: 3- 5 players

Procedure

1. One card is drawn from the deck and is set aside throughout the game, so that there will be an odd card without a mate at the end of the game. All the other cards are dealt.
2. Each player goes through the cards received trying to find pairs that make 6. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding her cards like a fan and letting the person to her left draw one of them without looking at them. If the person who draws the card can use it to make 6 with one of the cards in her hand, she discards the pair in the middle of the table. If she cannot use it, she has to keep it. She then holds all her cards like a fan so that the person to her left can draw one of them by chance.
4. Play continues until one person is left holding the odd card and loses the game.

6 Concentration

Objective: to explore different combinations that make 6

Materials: 4 sets of numeral cards (0-6)

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 6. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person who collects the greatest number of pairs is the winner.

Find 6

Objective: to explore different combinations that make 6

Materials : 4 sets of numeral cards (0-6)

No. of players / participants : 3-5 players

Procedure

4. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.
5. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 6, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.

6. The player who collects the most number of pairs wins.

Go 6

Objective: to explore different combinations that make 6

Materials: 4 sets of numeral cards (0-6)

Procedure:

1. All the cards are dealt.
2. The players take turns asking specific people for specific cards in a way similar to the card game Go Fish. For example, John may say to Carol do you have a 1 ?" If Carol has a 1, she has to give it up to John. John then lays this 1 and a 5 in front of himself, face up.
A player can continue asking for a card as long as he gets the card he requested. If he does not get the card he asked for, the turn passes to the person who said, "I don't have it."
3. The person who makes the greatest number of pairs is the winner.

Subtraction Cards

Objective: to subtract quantities up to 6

Materials: subtraction cards, counters

No. of Participants: 1-4

Procedure:

1. Teacher reads the total on the card, in this case 6.
2. Children get 6 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "five"
5. Teacher shows the group the five remaining dots on the subtraction card.

Bingo: Addition (up to quantities of 6)

Objective: To match an addition fact with its correct sum

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Bingo: Subtraction (up to quantities of 6)

Objective: To practice subtraction up to quantities of 6

Materials:bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

☺ Counting Boards (concrete, up to quantities of 6)

Objective: to explore different combinations that make 6

Materials: counting boards & counters (example: webs & spiders, rivers & fish, stores & hats, tables & chairs, sinks & plates)

Procedure:

1. Give each child one counting board.
2. Have the children take the number of counters being worked with for the day and decide what they want to represent.
3. Take turns in telling a story to go with the counters.

Ex: Three fish were swimming. Three more came. That makes six fish swimming.

I saw seven mangoes in the tree. I climbed the tree and got two mangoes. Five mangoes were left.

Lift The Bowl (connecting, up to quantities of 6)

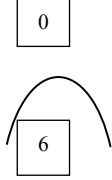
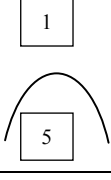
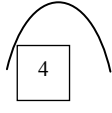
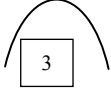
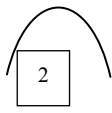
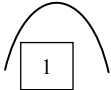
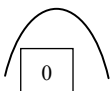
Objective: to explore different combinations that make a given quantity

Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

No. of Participants: small group

Procedure:

Game proceeds as Hand Game but bowls are used for separating quantities.

| Teacher says: | | Children say: | Teacher places these cards on the Lift the Bowl counting board |
|------------------------------------|--|--------------------------------------------------|---------------------------------------------------------------------------------------|
| "Place six blocks under the bowl." | | "None and six is six." or "Zero and six is six." |  |
| "Place one block on the bowl." | | "One and five is six." |  |
| "Place two blocks on the bowl." | | "Two and four is six." |  |
| "Place three blocks on the bowl." | | "Three and three is six." |  |
| "Place four blocks on the bowl." | | "Four and two is six." |  |
| "Place five blocks on the bowl." | | "Five and one is six." |  |
| "Place six blocks on the bowl." | | "Six and none is six." or "Six and zero is six." |  |

Hand Game (writing number sentences, up to quantities of 6)

Objective: to explore different combinations that makes a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks numeral cards work mats

Number of Players/Participants: 8 children

Procedure:

- Children work in small groups.
- Teacher gives each child a given quantity of sticks, for example 3.
- Children separate counters in different ways and verbalize the combinations that result.
- Children write a number sentence to represent number combinations.

| Teacher says: | | Children say: | Children write: |
|-------------------------------------------|--|-----------------------------------------------------|-----------------|
| "Place six sticks in your right hand." | | "None and six is six." or "Zero and six is six." | $0 + 6 = 6$ |
| "Place one stick in your left hand." | | "One and five is six." | $1 + 5 = 6$ |
| "Place one more stick in your left hand." | | "Two and four is six." | $2 + 4 = 6$ |
| "Place one more stick in your left hand." | | "Three and three is six." | $3 + 3 = 6$ |
| "Place one more stick in your left hand." | | "Four and two is six." | $4 + 2 = 6$ |
| "Place one more stick in your left hand." | | "Five and one is six." | $5 + 1 = 6$ |
| "Place one more stick in your left hand." | | "Six and none is six." or "Six and zero is six." | $6 + 0 = 6$ |

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

Lift The Bowl (writing number sentences; up to quantities of 6)

Objective: to explore different combinations that makes a given quantity

Materials: bowl or cup, or any kind of counter such as pebbles, chips, or sticks

Number of Players/Participants: 8 children

Procedure:

1. Game proceeds as Hand Game but bowls are used for separating quantities.
2. Children write a number sentence to represent number combinations.

| Teacher says: | | Children say: | Children write: |
|------------------------------------|--|--------------------------------------------------|--------------------|
| "Place six blocks under the bowl." | | "None and six is six." or "Zero and six is six." | 0 $+6$ 6 |
| "Place one block on the bowl." | | "One and five is six." | 1 $+5$ 6 |
| "Place two blocks on the bowl." | | "Two and four is six." | 2 $+4$ 6 |
| "Place three blocks on the bowl." | | "Three and three is six." | 3 $+3$ 6 |
| "Place four blocks on the bowl." | | "Four and two is six." | 4 $+2$ 6 |

| | | | |
|----------------------------------|--|-----------------------------------------------------|----------------------------------------------------|
| "Place five blocks on the bowl." | | "Five and one is six." | $\begin{array}{r} 5 \\ +1 \\ \hline 6 \end{array}$ |
| "Place six blocks on the bowl." | | "Six and none is six." or "Six and zero is six." | $\begin{array}{r} 6 \\ +0 \\ \hline 6 \end{array}$ |

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

D. SONGS/POEMS/ RHYMES

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Helping Hands Helping Hands I'm a good helper Yes I am Here is one hand, Here is the other, When I see work piled up Hear me shout I'll use my hands to help out!</p> | <p>Sound It Out (tune: If you're happy and you know it) If you have a new word sound it out (/m/ /a/ /t/) If you have a new wowalk. At first, an adult should lead the "chain," but in about thirty seconds a child should take over the lead. Every thirty seconds give another child a turn to lead until all of the children have had a chance. Before trying this outdoor activities and movement game, make sure that children understand certain basics about the safety - such as the importance of not running, not pulling on the string, and not attempting anything that the entire group cannot do. rd sound it out (/m/ /a/ /t/) If you have a new word Slowly say the word If you have a new wordwalk. At first, an adult should lead the "chain," but in about thirty seconds a child should take over the lead. Every thirty seconds give another child a turn to lead until all of the children have had a chance. Before trying this outdoor activities and movement game, make sure that children understand certain basics about the safety - such as the importance of not running, not pulling on the string, and not attempting anything that the entire group cannot do. Sound it out (/m/ /a/ /t/)</p> |
| <p>Families do Things Together (tune: The More We Get Together) Families Together Families do things together, together, together Families do things together For your family likes to _____. My family likes to _____. The more we do things together, together, together The more we do things together the happier we are!</p> | <p>Ako ay Kapitbahay Ako ay Kapitbahay Kapitbahay niyo Laging handing tumulong sa inyo Kilala niyo ako Kilala niyo Ako ay kapitbahay Kapitbahay ninyo</p> |
| <p>Brother, Sister, Help Me Do Brother, Brother, help me do Pick up sticks and branches too. When we work the pile will grow Now, let's count them row by row 1,2,3,4,5,6,7,8,9,10. Sister, sister, help me do Get the brooms and dustpans too. Come let's sweep and clean our room Check the books for paper torn 1,2,3,4,5,6,7,8,9,10.</p> | |

E. INDOOR/OUTDOOR GAMES

Hot Potato

Materials: Medium size playground ball.

Direction: Put a medium sized ball in the center of a circle along with a child chosen to be 'it'. The child who is 'it' pushes the ball with his or her feet, trying to get it out of the circle. The other children try to stop the ball with their feet. Once the ball is out, another leader is chosen. The ball is called the 'hot potato' and the children will enjoy trying to keep it in the 'oven'.

Move around the Hoop

Materials: Different colored hoops, an open area and drum or tambour.

Direction: Let the children warm up in an open area. Give the children different ideas for moving around - walk, hop, skip, run, walk sideways, run, backwards and so on. Place lots of different colored hoops around the open space. Demonstrate to the children how to walk or run around without touching the hoops. Intersperse these instructions with 'stand in groups of two in red hoops' or 'three people go into each green hoop' and so on.

Get the children to listen to the next instruction using a tambour, beat the drum or clap your hands, the children stop and listen for the next step. For example, put your hand in a hoop, put your foot in a hoop. Make it more complex by adding colors and numbers. For example, put one knee in a red hoop, put four fingers in a yellow hoop and so on.

Mother May I? (see appendix of Week 18)

Catch It !

Direction: Have a group of children sit in a circle with one child in the middle. Give the children in the circle a ball and challenge them to catch the "fish," or the child in the center. To catch him, they need to roll the ball lightly and hit him, while he tries to avoid the ball. The child who finally catches the fish becomes the new fish, and the game starts anew

Chain Game

Direction: Let the children form a long line and provide a string for them to hold. Tell the children that they will be following a leader and doing everything that the leader does. For example, the leader might wave her hands over her head, march like a marching band, or jump over a crack in the sidewalk. At first, an adult should lead the "chain," but in about thirty seconds a child should take over the lead. Every thirty seconds give another child a turn to lead until all of the children have had a chance. Before trying this outdoor activities and movement game, make sure that children understand certain basics about the safety - such as the importance of not running, not pulling on the string, and not attempting anything that the entire group cannot do.

KINDERGARTEN CLASS SECOND GRADING DAILY PLANS
WEEK 20: _____

| Monday | Tuesday | Wednesday |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT FOCUS: Family members have different responsibilities at home. Families set their own rules. | | |
| MEETING TIME 1: Message: Parents and older siblings earn a living for the family Question: Who earns a living for your family? What kind of work do they do? | MEETING TIME 1: Message: Sometimes other family members help their parents with their jobs. Ex. children help their parents in their farm or cook food to sell Question: Do you or your siblings help your parents with their job ? | MEETING TIME 1: Message: People earn a living in different ways. Some people earn a living by making and selling goods. Question: Who makes and sells goods in your community? |
| WORK PERIOD 1 Teacher-Supervised: Target Letter : Rr Poster: People Earn a Living in Different Ways Independent: <ul style="list-style-type: none"> • Letter Collage : Rr • Letter Mosaic • Making a trip chart • Finger Painting • Writer's Workshop | WORK PERIOD 1 Teacher-Supervised: Fieldtrip to a place of work of a parent Independent: <ul style="list-style-type: none"> • Letter for the Day • Sound- O /Spin a Word • Sand Play • Writer's Workshop | WORK PERIOD 1 Teacher-Supervised: <ul style="list-style-type: none"> • Poster: At the _____ (place of work of the parent) • Big Book: People do different jobs . Independent: <ul style="list-style-type: none"> • Letter for the Day • Sound O /Spin a word • Finger Painting • Block Play |
| MEETING TIME 2: Show the family mobiles to the class. Ask the children what sort of things do we learn from our families. Songs: Mag-anak (PEHT, p. 153) Masayang Pamilya (PEHT p. 15) | MEETING TIME 2: Invite a few children to talk about the work that their parents and older siblings do. Songs: Heto na si Ina (PEHT p. 15), Si Kuya (PEHT p. 154) | MEETING TIME 2: Let's Write Rr Song: Masayang Pamilya (PEHT p. 154) |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: May Higante sa Aming Bahay | STORY: Tight Times | STORY: Araw sa Palengke |
| WORK PERIOD 2: Teacher-Supervised: Descriptions Independent: <ul style="list-style-type: none"> • Block Play • Bingo: Addition/ Bingo: Subtraction (0-6) • 6 Concentration/ Find 6 • Roll and Count (up to quantities of 6) • Lit-based: Ano ang trabaho ng tatay sa kwento? Ikaw, ano ang trabaho ng magulang mo? | WORK PERIOD 2: Teacher-Supervised: Subtraction Cards (writing number sentences) Independent: <ul style="list-style-type: none"> • Block Play • Bingo: Addition/ Bingo: Subtraction (0-6); 6 Concentration • Roll and Count (up to quantities of 6) • Writing Numerals (0, 1, 2, 3, 4, 5, 6) • Lit-based: Sa panahon ng kagipitan, papaano ka makakatulong sa iyong pamilya? | WORK PERIOD 2: Teacher-Supervised: Subtraction Cards (writing number sentences) Independent: <ul style="list-style-type: none"> • Block Play • Bingo: Addition/ Bingo: Subtraction (0-6)/Draw 6/Go 6 • Roll and Count (up to quantities of 6) • Writing Numerals (0, 1, 2, 3, 4, 5, 6) • Lit-based: Kung ikaw ay isang tindera sa palengke, ano ang iyong ititinda? |
| INDOOR/OUTDOOR ACTIVITY: Face to Face | INDOOR/OUTDOOR ACTIVITY: Snake Tag | INDOOR/OUTDOOR ACTIVITY: Cat and Mouse Trap |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <p>MEETING TIME 1: People earn a living in different ways ⇒ Some people earn a living by giving services.</p> | <p>MEETING TIME 1: Message: Families set their own rules Questions: What rules do you follow at home ? How do these rules help your family?</p> | |
| <p>WORK PERIOD 1 Teacher-Supervised: Target Letter : Dd</p> <ul style="list-style-type: none"> • Letter Poster: Dd • Puppets: People Who Do Things for Others/ People Who Make or Sell things <p>Independent:</p> <ul style="list-style-type: none"> • Sight Words Trace • Letter-Making • Letter Collage : Dd • Words Poster: Letter D • Sand Play | <p>WORK PERIOD 1 Teacher-Supervised: Let's Write Dd Literature-based Activity : Picture Walk</p> <p>Independent:</p> <ul style="list-style-type: none"> • Our Rules At Home • Letter for the Day :Dd • Letter Domino • Literature-based Activity: Accordion Book • Sand Play • Writer's Workshop | |
| <p>MEETING TIME 2: Talk about household chores at home. Let them share about responsibilities at home.</p> | <p>MEETING TIME 2: Ask some children to share rules that they follow at home. Compare some of these rules with those that they follow in school. How do these rules help them?</p> | |
| <p>STORY: Ang Tikbalang Kung Kabilugan ng Buwa</p> | <p>STORY: Sina Dosal at Makopoy sa Paanan ng Bundok Pinatubo</p> | |
| <p>WORK PERIOD 2 Teacher-Supervised: Pattern Block/ Card Patterns</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Bingo: Addition/ Bingo: Subtraction (0-6) • Draw 6/Go 6 • Roll and Count (up to quantities of 6) • Writing Numerals (0, 1, 2, 3, 4, 5, 6) | <p>WORK PERIOD 2 Teacher-Supervised: Train Ride Balloons</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Pattern Block/Card Designs • Subtraction Cards (writing number sentences) • 6 Concentration/ Find 6/ Draw 6/Go 6 • Roll and Count (up to quantities of 6) | |
| <p>INDOOR/OUTDOOR ACTIVITY:Snake Tag</p> | <p>INDOOR/OUTDOOR ACTIVITY: Leap frogs Roll the ball Through The Tunnel</p> | |
| <p>SONGS/RHYMES: Si Neneng PEHT p. 154)</p> | <p>SONGS/RHYMES: Magtanim ay Di Biro</p> | |
| <p>MEETING TIME 3: Dismissal Routine</p> | <p>MEETING TIME 3: Dismissal Routine</p> | |

APPENDIX: WEEK 20

A. THEME RELATED ACTIVITIES

Poster: People Earn a Living in Different Ways

Materials: manila paper, crayons/colored marker, glue, magazines

Number of players/participants: 6-8

Procedure:

1. Have children cut-out pictures of people earning a living.
2. Paste these pictures on manila paper or kraft paper.
3. Have children label each picture or drawing.

Note: if there are no magazines available, have children draw instead.

Trip Chart:

Family Mobiles: What I learned from my family

Materials: yarn , colored shape cut-out mounted on cardboard, puncher,

Number of players/participants: 6-8

Procedure:

1. Have children draw things they have learned from particular family members.
2. Let them label their drawings.
3. Punch a hole on top of the shape card. Tie a yarn through it and hang on a hanger.
4. Write the title " Things I learned from my family" on a strip of paper and tape it into the handle of the hanger

Puppets: People Who Do Things for Others/ People Who Make or Sell things

Materials: mineral water bottles, scrap cloth, glue, scissors

Number of players/participants: 4-6

Procedure:

1. Have children make puppets of community helpers using junk materials.
2. Let them write or draw what each community helper does for others.

Poster: At the (work place of parent)

Materials: manila paper, crayons/ colored markers

Number of players/participants: 6-8

Procedure:

1. Ask children to recall what they saw at the workplace of the parent.
2. Have them draw things they saw there, other people who work there and what they do.
3. Have them share this poster with the rest of the class

Shape Poster: Our Rules At Home

Materials: house cut-outs (bond paper or construction paper), crayons/colored markers, pencils

Number of participants: 10-12

Procedure: Have children draw or write rules their families have at home

B. OTHER LANGUAGE ARTS ACTIVITIES

Letter Collage, Letter Mosaic, Word Poster Letter Collage, Spot the Letter, Letter Poster (refer to Week 11 appendix)

Letter Making

Objective/Competency: letter formation

Materials/Preparation: cardboard, glue, buttons or beans

On separate piece of cardboard, draw each letter of the alphabet and outline them in block style. Use numbers and arrows to show the letters are formed.

Procedure:

1. Distribute letter cards to each child.
2. Let each child place beans or buttons within the outline of each block letter.
3. Have them use the arrows and numbers as a guide for forming the letters in writing.

- Have them run their finger over the beans or buttons and verbalize the movements they are making to form the letter. For example, for the capital L, they would say “down, across.”

Literature-based Activity : Picture Walk

Materials/.preparation:

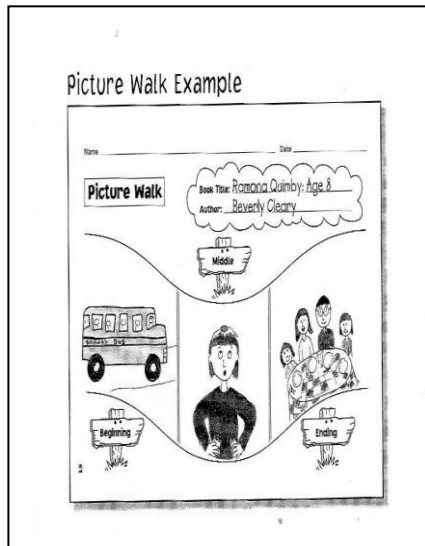
Storybook for the day
picture Walk sheet
Crayons or markers

Number of Players/participants:

6-8

Procedures:

- Write the title and author.
- Think about how to retell the story in pictures.
- Decide on three key events. They should retell the beginning, middle, and ending.
- Draw a picture for each event in the order they happened.



Sight Words Trace

Objectives: trace sight words

Materials: pencil, sight word cards mounted on cardboard

Number of players/participants: any number

Procedure:

- Give each child a worksheet with several sightwords.
- Have the child trace these words with her pencil.

Letter Domino: Upper/ Lower Case Letters

Objective: to identify upper case letters

Material : 24pcs upper case letter domino cards

Number of players/participant: 5-6

Procedure:

- Deal all cards to the players.
- The first player lays down a card.
- The next player lays down a card that can be connected to either letter on the card that s been previously laid down
- Game continues until all cards have been laid down

Sound- O

Objective/Competency: Letter sound correspondence

Materials: cardboard, picture cards

Preparation: Divide the cardboard into 26 sections and write a different letter of the alphabet on each. Prepare 26 picture cards(each showing an item beginning with a different letter). Write the name of the object on the back of its card and underline its initial letter. For example, if the card has a picture of a dog on it, write the word dog on the back and

underline the letter d.

Procedure:

1. First player picks up a picture card, say the name of the object aloud and place it on the letter that corresponds to the initial sound of the object.
2. Continue until all the letters on the gameboard are covered.
3. Remove the cards, checking each one against the word on the back.

Spin a Word

Objectives: recognize sight words

Materials: sightwords printed on the spinner board, individual sight word chart, pencil

Preparation:

1. Make a spinner board with a set of sight words
2. Write a chart containing the same sight words on the spinner board

Number of players/participants: 4-6

Procedure:

1. Distribute a sight word chart and pencil to each player.
2. Each child takes turns using the spinner. At each turn, the child reads the sight word that he lands on.
3. Then he marks this off on the chart.
4. The first person to mark off all the words on his chart is the winner.

Literature-based Activity: Accordion Book

A. OTHER MATH ACTIVITIES

Descriptions

Assemble the children and ask for a volunteer. This child stands apart from the group so everyone can see him or her. The class describes the child by naming visual attributes, they sit down until the volunteer is the only child left standing. The teacher writes the attributes on cards as each is mentioned.

Teacher: Everyone stand up. What can you tell me about our volunteer?

Children: She's a girl.

The teacher writes

a girl

Teacher: Anyone fitting the description can remain standing. Anyone who doesn't fit it must sit down. What else can you tell me to write down about our volunteer?

Children: She's got long hair.

The teacher writes

long hair

Block Play

Objective: to explore the attributes of 3-dimensional or space figures
to understand the relationship between figures
to build structures using blocks

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Writing Numerals (0, 1, 2, 3, 4, 5, 6)

Objective: to write numerals

Materials: lined paper (blue-red-blue lines) numeral cards

Preparation: Draw the numerals on a piece of card board. The first part of the numeral is drawn with the purple crayon and the second part with green. The purple and green marks will help children determine which stroke to do first.

1. Provide each child with numeral cards and lined paper.
2. Let each child practice writing the numerals on lined paper.

Draw 6

Objective : to explore different combinations that make 6

Materials : 4 sets of numeral cards (0 –6)

No. of players / participants: 3- 5 players

Procedure

1. One card is drawn from the deck and is set aside throughout the game, so that there will be an odd card without a mate at the end of the game. All the other cards are dealt.
2. Each player goes through the cards received trying to find pairs that make 6. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding her cards like a fan and letting the person to her left draw one of them without looking at them. If the person who draws the card can use it to make 6 with one of the cards in her hand, she discards the pair in the middle of the table. If she cannot use it, she has to keep it. She then holds all her cards like a fan so that the person to her left can draw one of them by chance.
4. Play continues until one person is left holding the odd card and loses the game.

6 Concentration

Objective: to explore different combinations that make 6

Materials: 4 sets of numeral cards (0-6)

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 6. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person who collects the greatest number of pairs is the winner.

Find 6

Objective: to explore different combinations that make 6

Materials : 4 sets of numeral cards (0-6)

No. of players / participants : 3-5 players

Procedure

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.
2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 6, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

Go 6

Objective: to explore different combinations that make 6

Materials: 4 sets of numeral cards (0-6)

Procedure:

1. All the cards are dealt.
2. The players take turns asking specific people for specific cards in a way similar to the card game Go Fish. For example, John may say to Carol do you have a 1 ?" If Carol has a 1, she has to give it up to John. John then lays this 1 and a 5 in front of himself, face up.
A player can continue asking for a card as long as he gets the card he requested. If he does not get the card he asked for, the turn passes to the person who said, "I don't have it."
3. The person who makes the greatest number of pairs is the winner.

Subtraction Cards (writing number sentences)

Objective: to subtract quantities up to 6

Materials: subtraction cards, counters

No. of Participants: 1-4

Procedure:

1. Teacher reads the total on the card, in this case 6.
2. Children get 3 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "five"
5. Teacher shows the group the five remaining dots on the subtraction card.

Bingo: Addition (up to quantities of 6)

Objective: To match an addition fact with its correct sum

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Bingo: Subtraction (up to quantities of 6)

Objective: To practice subtraction up to quantities of 6

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Roll and Count

Objective: to compare quantities

Number of participants: 2-4 players

Materials: plus and minus spinners die
Newsprint or bond paper for each child clothespins

Procedure:

1. The children take turns rolling the die and turning the spinner.
2. Each child adds or subtracts clothespin from his or her working space paper according to the die and spinner.
3. If the spinner and die indicate they are to take away more clothespins than they have on their papers, the children say "impossible" and spin again.
4. If they are to add more clothespins than they have room for on their working space papers, they each get an additional paper.

Train Ride

Objectives: to add and subtract single-digit numbers

Players: small or whole group

Materials: chalk and chalkboard

Procedure:

1. Divide the group into 2
2. The first player in each group goes to the chalkboard and draws a train engine. As directed the leader writes a numeral, for example 8, on the drawing of the train.
3. The second player then comes up to draw a coach, on which he writes a combination that names the number selected for the engine, such as $4 + 2$.
4. Continue in order until a member of the group thinks that all combinations have been shown.
5. The team whose train shows all combinations for the engine number wins.

Balloons

Concept: Addition-Subtraction

Objectives: to add and subtract single-digit numbers

Players: individual, small or whole group

Materials: chalk and chalkboard

Procedure:

1. Draw pictures of balloons on the chalkboard and write an addition or subtraction combination on each.
2. Players take turns by trying to “pop the balloons” by giving answers to the combinations. Children may indicate the popping of balloons by clapping hands

Variation: Instead of drawing balloons, flowers, leaves and other more familiar objects can be drawn.

Pattern Block or Cards Designs

Objectives: to explore relationships of shapes

Players: individual, pair or small group

Materials: pattern blocks or cards

Allow children to explore the properties of pattern blocks or pattern cards by creating their own designs. Pairs of children can work together – one child creates a design that his or her partner reproduces

During exploration children can be asked a variety of questions that will help them think about the geometric properties of the blocks/ cards and about the relationship between shapes

- Which shapes fit together with no shapes in between?
- Which shapes fit together to make this shape?
- How many triangles would you need to fill up this shape?

During exploration you may also comment about specific shapes or designs:

- I notice here you made a little rectangle and then you made another twice as big.
- If I drew a line here, it would look the same on both sides. That’s because it is symmetrical.

B. INDOOR/OUTDOOR GAMES

Cat and Mouse Trap

Five people are chosen to be the trap and they form a circle by holding hands with arms raised over their heads

One person is chosen to be the cat who starts by facing away from the trap, not looking at it (perhaps with eyes closed).

The remaining players are all mice.

The game begins with the mice walking in and out of the trap simultaneously. The cat waits for the right moment then suddenly turns back around and shouts “snap!” at which point the trap brings its arms down and captures whoever is in the circle. The captured mice becomes part of the trap. The game continues until all but one mouse is caught. He is declared the winner

Face to Face

Each player is assigned a partner by the leader. The leader may play music and begin calling out instructions as to how the partners may face each other. For example, if he calls out “face to face” they stand opposite each other, looking at each other. He can call out things such as side to side, back to back, elbow to elbow, thumb to thumb, right hand to left hand. At some point he stops the music or calls out (if no music is used), “Everyone changes partners!” The person left without a partner is the new leader who calls out the directions. As the game goes on, it can be more challenging if the rule is that each person must find a partner he has not had before.

Leapfrogs

Directions:

1. Have children form a line.
2. Let them crouch down as if they are playing leapfrog.
3. Sing the following song to the tune of “London Bridge is Falling Down “
4. The child in the song should be the last child in the row.
5. When the child hears his name, he holds onto the shoulders of the child in front of him and leaps. After each leap, the children call out a number. When he reaches the front of the line, the game begins again

Song:

We are hopping, hopping frogs,

Hopping frogs, hopping frogs.

We are hopping, hopping frogs,

Here hops [name of child]!

Snake Chase

Direction:

1. This game starts out like a regular game of tag.
2. When the first child is tagged, the two children join together to make a “snake,” and the snake runs after the

- remaining children.
3. Each child who is tagged becomes part of the snake.

Roll the Ball Through the Tunnel

Direction:

1. Stand with your legs spread wide.
 2. Challenge the student to roll the ball through the "tunnel" that is formed.
 3. As they becomes better and better at this, stand farther away and see if they can still succeed.
- Variation: Set up several tunnels so that the child rolls the ball through multiple tunnels with the adults standing in a line so that their legs line up.

STORIES

Si Monica Dalosdalos

Mga Tanaong sa simula ng kuwento

1. Sino sa inyo ang maagang gumising sa umaga?
2. Tumutulong ba kayo sa bahay ?
3. Ano ang paborito niyong gawaing bahay ?

Mga tanong pagkatapos ng kuwento

1. Sino ang pinaguusapan sa ating kwento?
2. Anong ginagawa ni Monica Dalosdalos paggising niya sa umaga?
3. Anong nagustuhan niyo sa mga ginawa ni Monica Dalosdalos?
4. Ano ang hindi niyo nagustuhan sa kanyang mga ginawa?
5. Saan nangyari ang kwento?
6. Ano ang mangyayari kapag hindi nag-iingat sa mga gawaing bahay ?
7. Ano ang mga pag-iingat na kailangang gawin pag ginagawa ang mga gawaing bahay ?

Si Hinlalaki

(Pagkasama , Laging Okey)

Aklat Adarna

Sa limang anak ni Inang Kamay,
Si Hintuturo ang panganay.
At dahil mahilig magturo
Kaya laging guro sa paglalaro.

Kung may hinahanap o naliligaw,
Si Hintuturo din ang pinagtatanungan.

Si Hinlalato naman ang pinakamatangkad
Kaya sa larong basketbol ay sikat.

Pinakamalakas pa sa sumping
Kaya laging pinakamagaling.

Ang pustoryosong si Palasingsingan,
Siya naming taga-ingat ng yaman.

At ang bunsong si kalingkingan
Ang masipag nilang utos-utusan;
Kahit tinutuksong "Hinliliit!"
Bawat butas nililinis.

Pero itong si Hinlalaki
Ang walang titak na silbi
Kaya sa laro ay di kasali
At palaging nasa tabi – tabi.
Dahil punggok at iba ang tabas,
Tinutukso pang" Anak sa labas".

Minsan ang lakas ni Hinlalato
Sa pagbubuhat ng poste ay napasubo.

Tumulong ang tatlong kapatid
At naligo na silang apat sa pawis;
Pero ang poste'y di matinag- tinag
At talaga yatang pagkabigat – bigat!

Sumaklolo si Hinalalaki.....
At biglang gumaan ang poste!
Kaya ngayon, sinasabi:
“Walang mabigat na poste, Pagkatulong si Hinalalaki”.

Questions before reading:

1. Ilan ang ating daliri?
2. Alin si Hinalalaki?
3. Gusto ba ninyong malaman ang mga katangian ni hinalalaki mula sa kwento?

During Reading?

1. Sino ang panganay sa limang magkakapatid?
2. Sino ang bunso?
3. Ano ang tawag kay hinalalaki?
4. Sino ang makapaglalarawan kay Hinalalaki?

After Reading:

1. Sino ang tinulungan i Hinalalaki?, Paano?
2. Dapat banating tularan si Hinalalaki?, Bakit?

Sina Dosal at MakopoySa Paanan ng Bundok Pinatubo

Mga Tanaong sa simula ng kuwento

1. Sino na sa inyo ang nakaakyat ng bundok?
2. Ano ang nakikita sa bundok?

Mga tanong pagkatapos ng kuwento

1. Sino ang mga tauhan sa kwento?
2. Ano ang nagustuhan niyong ginagawa nila Dosal at Makopoy?
3. Ano ang hindi niyo gusto sa kanilang mga ginagawa?
4. Saan nangyari ang kwento?
5. Ano ang makikita niyo sa lugar na pinangyarihan ng kwento?
6. Ano ang inyong maririnig sa pinangyarihan ng kwento?
7. Bakit lumipat sina Dosal at Makopoy nang tirahan?
8. Ano ang nangyari sa lugar nila kung bakit lumipat sila nang tirahan?
9. Kung kayo si Dosal at Makopoy lilipat din ba kayo ng tirahan pagkatapos nang pagsabog ng Pinatubo? Bakit?

Ang Tikbalang Kung Kabilugan ng Buwan

Mga tanong pagkatapos basahin ang kwento:

1. Sino ang mga pangunahing tauhan sa kuwento?
2. Anong bahagi ng kuwento ang nagustuhan mo at bakit?
3. Ano ang naramdaman nang tikbalang kapag may kalaro siya tuwing kabilugan ng buwan?
4. Saan nangyari ang kuwento?
5. Bakit nalungkot ang tikbalang?
6. Ano ang nakapagpasaya sa tikbalang?
7. Kung ikaw ang tikbalang at wala kang kalaro, ano ang gagawin mo?

Gusto ko ng Pansit Ngayon

Mga tanong sa simula ng kwento:

1. Sino sa inyo ang mahilig sa pansit?
2. Naranasan niyo bang pagsawaan ang paborito niyong pagkain?Bakit?
3. Anong nalaman ni Diding nang pinatulong siya sa paghanda ng pagkain?
4. Kayo rin ba ay tumutulong sa paghahanda ng pagkain sa bahay?

Mga tanong pagkataapos magbasa ng kwento:

1. Sino ang pangunahing tauhan sa ating kwento?
2. Anong nagustuhan niyo sa ginawa ni Diding?
3. Ano ang pagbabagong nangyari kay Diding nang malaman niyang pinag-iisipan pala ang paghanda ng pagkain?
4. Bakit ayaw na kainin ni Diding ang mga paborito niyang pagkain?
5. Ano ang ginawa ng Tatay at Nanay ni Diding upang hindi na maging mapili siya sa pagkain?

Sampung Magkakaibigan

Mga tanong sa simula ng kuwento:

1. Marami ka bang kaibigan ?
2. Sino sa sampung magkakaibigan ang katulad sa ugali niyo?
3. Naranasan niyo na bang hindi isali sa laro ng inyong mga kaibigan?
4. Ano ang inyong naramdaman?