

NATIONAL KINDERGARTEN CURRICULUM GUIDE (NKCG)

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KINDERGARTEN CLASS THIRD GRADING DAILY PLANS

WEEK 21: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: Family Members are Alike/Different in Some Ways		
MEETING TIME 1: Message: Some family members are male and some are female. Some are adults and some are young children. Questions: How many members in your family are male? How many are female? How many adults are there in your family?	MEETING TIME 1: Message: Family members are like one another in some ways and different in other ways. Some may look alike and others may look different from each other. Question: Who do you look like in your family?	MEETING TIME 1: Message: Family members are like one another in some ways and different in other ways. Some may have similar interests and do common activities. Some may differ in things they like and do. Question: What activities your family do together?
WORK PERIOD 1 Teacher-Supervised: Graph: How many members of your family are male and female? Independent: <ul style="list-style-type: none"> • Funny Family Figure (PEHT p. 68) • Dramatic Play: Bahay-bahayan • Letter Picking Up Game • Go Fish: Letters • Writer's Workshop 	WORK PERIOD 1 Teacher-Supervised: Target Letter: Oo Independent: <ul style="list-style-type: none"> • Funny Family Figure (PEHT p. 68) • Playdough: People in My Family • Letter Collage: Oo • Letter Mosaic : Oo • Dramatic Play: Bahay-bahayan 	WORK PERIOD 1 Teacher-Supervised: Letter Poster: Oo Independent: <ul style="list-style-type: none"> • Family Place Mat • Dramatic Play: Bahay-bahayan • Letter Puzzlers • Playdough: People in My Family • Family Portraits: Family Activities • Writers Workshop
MEETING TIME 2: Invite children to look at the family chart. Talk about the composition of each family. Questions: Whose family has more male members? More female members? Whose families have the same number of females? Males?	MEETING TIME 2: Phonemic Awareness Activities	MEETING TIME 2: Have them share their family portraits to the class. Questions: Whose family eats together? Who goes to church/mosque together? Who works together? Who plays/spends leisure time together?
Supervised Recess	Supervised Recess	Supervised Recess
STORY: The Family-Teenagers	STORY: Big World, Small World	STORY: Chenelyn! Chenelyn!
WORK PERIOD 2: Teacher-Supervised: Number Stations and Number Books (quantities of 7; using toothpicks) Independent: <ul style="list-style-type: none"> • Playdough Numerals (0-7) • Number Cover All/Call Out: Numbers (0-7) • Mixed Up Numbers (0-7) • Number Concentration (0-7) 	WORK PERIOD 2: Teacher-Supervised: Who Has More? (quantities of 7) Comparing Quantities: A Game for Partners Independent: <ul style="list-style-type: none"> • Playdough Numerals (0-7) • Number Cover All/Call Out: Numbers (0-7) • Mixed Up Numbers(0-7) • Number Concentration (0-7) 	WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 7) Independent: <ul style="list-style-type: none"> • Number stations/ number books (quantities of 7) • Playdough Numerals (0-7) • Number Cover All/Call Out: Numbers (0-7) • Number Picking Up Game/ Number Concentration (0-7)
INDOOR/OUTDOOR ACTIVITY: Hopping Home (PEHT p. 74); House to Rent	INDOOR/OUTDOOR ACTIVITY: Footprint Walk (PEHT p.70) Mother/Father May We? (PEHT p. 230)	INDOOR/OUTDOOR ACTIVITY: The Boat is Sinking Body Letters; Movement counting
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine Homework: Bring pictures of your brothers and sisters	MEETING TIME 3: Dismissal Routine Homework: Are you happy to have helpers/maid at home? Yes/no... Why?

THURSDAY	FRIDAY	NOTES
<p>MEETING TIME 1: Message: Family members are like one another in some ways and different in other ways. Some may have similar interests and do common activities. Some may differ in things they like and do. Questions: What games do your brother/sister play? Do you like the games your brother/sister play? WORK PERIOD 1 Teacher-Supervised: : Let's Write Oo Independent:</p> <ul style="list-style-type: none"> ● Picking Up Game : Letters ● Blocks/Construction Toys ● CVC Word Connect ● Fingerpainting ● Odd One Out: Words 	<p>MEETING TIME 1: Message: Some family members share the same name. Other family members have different names. Question: Who among your family members have the same name? WORK PERIOD 1 Teacher-Supervised: Family Name Designs Independent:</p> <ul style="list-style-type: none"> ● Picking Up Game: Letters ● Blocks/Construction Toys ● CVC Word Connect ● Fingerpainting ● Odd One Out: Words 	
<p>MEETING TIME 2: Listen to the Last Sound Circle Game (7) Supervised Recess</p>	<p>MEETING TIME 2: Song: Brother, Sister, Help Me Do- PEHT p. 162 With My Family Supervised Recess</p>	
<p>STORY: Milly, Molly and Heidi Untidy</p>	<p>STORY: Papa's House, Mama's House</p>	
<p>WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 7) Independent:</p> <ul style="list-style-type: none"> ● Number stations/ number books (quantities of 7) ● Comparing quantities: A Game for Partners ● It's A Match/ Number Concentration (1-7) ● Number Cover All/Call Out: Numbers (0-7) ● Number Picking Up Game (0-7) ● Tapatán 	<p>WORK PERIOD 2: Teacher-Supervised: Shape patterns Independent:</p> <ul style="list-style-type: none"> ● Number stations/ number books (quantities of 7) ● Comparing quantities: A Game for Partners ● It's A Match/ Number Concentration (1-7) ● Number Cover All/Call Out: Numbers (0-7) ● Tapatán 	
<p>INDOOR/OUTDOOR ACTIVITY: Footprint Walk (PEHT p.70); Mother/Father May We? (PEHT p. 230); House to Rent</p>	<p>INDOOR/OUTDOOR ACTIVITY: The Boat is Sinking Body Letters; People Counting Games (up to 7); Count and Turn (up to 7)</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX: WEEK 21

SMALL GROUP ACTIVITIES A. THEME-RELATED ACTIVITIES

Graph: How many members of your family are male and female?

Objective: to count/compare data

Materials: graph, permanent marker

Number of players/participants: 6 – 8 children

Preparation: Make a graph on kraft or manila paper:
How many siblings do you have?

Name of Pupil	MALE	FEMALE

Procedure:

1. Let the children conduct a survey on the number of male and female siblings each one in class has.
2. Have children write the name of their classmate, the number of male and female siblings on the chart.
3. Show the graph to the class during meeting time. Ask the following questions:

Who has the most number of male siblings? Female siblings?

Who has the least number of male siblings? Female siblings?

How many people in class do not have male siblings? Female siblings?

Does the class have more male members than female members?

You may also ask the following questions to individual children:

Do you have more female siblings than _____?

Do you have less male siblings than _____?

Funny Family Figure (PEHT p.68)

Play Dough: People in My Family

Objective: to develop fine motor coordination

Material: play dough

Number of players/participants: 8 children

Procedure:

1. Tell children to make figures of their family members using play dough.
2. Encourage children to describe their family members, identify similarities and differences among the members.

Dramatic Play: Bahay-bahayan

Objectives: to recreate family activities through dramatic play
to express one's feelings, thoughts and ideas
to practice problem solving skills and build new knowledge
to develop gross and fine motor coordination

Materials: props for dramatic area (things usually found at the home such as clothes and shoes, kitchen utensils, etc)

Number of players/participants: 4 -8 children

Procedure:

1. Allow children to explore the different roles of family members through dramatic play.
2. Encourage children to switch roles.

Family Portraits: Family Activities

Objectives: to draw and describe family activities
to develop fine motor coordination

Materials: popsicle sticks, small accessories to stick on the frame, glue, scissors, yarn

Number of players/participants: small group

Procedure:

1. Talk about different family activities that their families engage in. Have them talk about which activities family members enjoy doing together. Assign children to draw these.
2. Then assign some children to draw activities that their family members do separately from the rest of the family. Have them talk about these too. Ex. My brother likes climbing trees. My sister likes playing with marbles.
3. Let children make borders around their drawings using popsicle sticks.
4. Let them design the popsicle sticks.

B. OTHER MATH ACTIVITIES

Shape Patterns

Objective: to reproduce patterns, to develop fine motor coordination

Materials: shape patterns on card strips

Number of players/participants: small group

Procedure:

1. Prepare shape patterns on card strips
2. Distribute shape pattern cards and individual pieces of paper to the children.
3. Ask them to copy the pattern card on their paper.

Number Stations (quantities of 7)

Objectives: to count up to quantities of 7

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

to develop fine motor coordination

Materials: several boxes of toothpicks, paper and pencil

Number of players/participants: small group

Procedure:

1. Teacher chooses a number to work with for the day, in this case 7.
2. Children work together exploring a given quantity of toothpicks, in this case 7, 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 7)

Objectives: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Number of players/participants: small group

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 Cover All (0-7)

Objective: to match numerals

Materials: number boards, 2 sets of number cards, 0-7

Number of players/participants: 2 - 4 children

Procedure:

1. Give each player a cover all 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 cover all 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 (0-7)

Objective: to match numerals

Materials: 2 sets of number cards, 0-7

Number of players/participants: small group

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.

Play Dough Numerals (1-7)

Objective: to identify the numerals 1, 2, 3 and 4

Material: play dough

Number of players/participants: 6 children

Procedure:

1. Give each child a medium-sized ball of play dough.
2. Let them 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)

Number Connect Game

Objectives: to recognize numbers 1-7

to match numbers that are alike

Materials: set of 28 connecting numbers

Number of players/participants: small group

Procedure:

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

Call Out Number (0-7)

Objective: to match numerals

Materials: call out card for each player, calling cards, tokens

Number of players/players: 1 or more children

Procedure:

1. Provide each player with a call out 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 Call Out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Picking Up Game

Objective: to recognize and identify numerals

Materials: fish or guava shape cut-outs (that have the numbers 1-7 written on them) with paper clip, rod with magnet

Number of player/participants: 4 - 6 children

Procedure:

1. Set up a "picking area" where shapes are placed on the floor.
2. Children take turns using the rod to pick a 'number'.
3. When a child picks a 'number' he identifies the number written on the fish or guava shape.
4. The next child takes his turn.

Mixed Up Numbers

Objectives: to read and recognize number words

to recognize the sequence of numbers

Materials: vocabulary cards of number words

Number of players/participants: small group

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 changes 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.

It's a Match

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -7, one set of cards with dots (corresponding to the numerals)

Number of players/participants: pairs or small group

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

Number of players/participants: 5 - 6 children

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.

Which Card Is Missing?

Objective: to identify missing number in a series of numbers

Materials: number cards with spots drawn on them (0-7)

Number of players/participants: 5 - 6 children

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.

Comparing Numbers – A Game For Partners

Objective: to compare quantities

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

Number of players/ participants: 3 pairs

Procedure:

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 7)

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 7.
3. Children separate counters in different ways and verbalize the combinations that result.

Teacher says:		Children say:
"Place seven sticks in your right hand."		"None and seven is seven." or "Zero and seven is seven."
"Place one stick in your left hand."		"One and six is seven."
"Place one more stick in your left hand."		"Two and five is seven."
"Place one more stick in your left hand."		"Three and four is seven."
"Place one more stick in your left hand."		"Four and three is seven."
"Place one more stick in your left hand."		"Five and two is seven."
"Place one more stick in your left hand."		"Six and one is seven."
"Place one more stick in your left hand."		"Seven and none is seven." or "Seven and zero is seven."

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

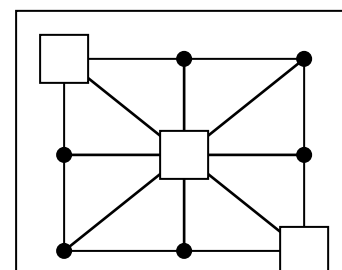
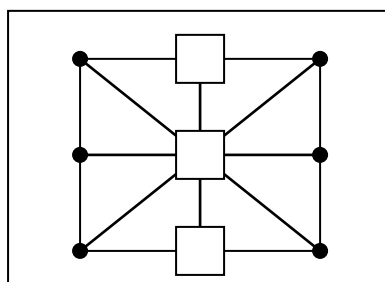
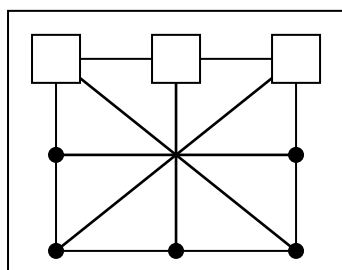
Tapatan (tic-tac-toe's brainy Filipino cousin)

Objective: to arrange the same color

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

Please refer to instructions for the following activities to previous appendices: [Letter Mosaic](#), [Letter Collage](#), [Letter Puzzlers Cards](#), [Odd One Out: Words](#), [Letter Picking Up Game](#)

Picking Up Game: Letters

Objective: to recognize and match letters

Materials: letter cards

Number of players/participants: 4 – 6 children

Procedure:

1. The object of the game is to form pairs of identical letters
2. Each player is dealt 5 cards.
3. At the player's initial turn, he lays down all the pairs of letters he has.
4. On his next turn, the player asks the person to his right that he can pair up with a card he is holding. For instance, if he is a holder of letter M", he can ask the person sitting next to him, "Do you have a letter M?" If the person being asked has letter M, he has to give it up to the player. The player then lays out the pair of cards face up. If the person does not have the card that the player is asking for, he would say, "No, I don't have it, go fish!"
5. The player then picks out a card from the deck. He will continue to take a card until he is able to get one that could make up a pair with any of the cards he is holding. He then lays down the pair of card. As soon as he has done this, it is the next player's turn to make a pair.
6. The person who makes the greatest number of pairs is the winner.

CVC Word Cover All

Note: This game is played like Letter Cover All but instead of letter boards and individual letters, prepare CVC words composed of vowels and consonants that have already been learned during the second quarter. These could include different rimes or word chunks such as -an, -at, -et, -en, -in, -it

Picky Mommy (or Meeting Time 2)

(Adapted From: Blevins, W, Phonics From A To Z)

Objective: to identify initial/final sound

Materials: sock puppet, picture cards

Number of players/participants: 8 children

Procedure:

1. Distribute a set of picture cards evenly among the children.
2. Then, using classroom puppet or a sock puppet of any family member, explain to children that this puppet is a "sound puppet" who likes only things whose names begin with the /m/ sound. For example, if the puppet likes mangoes, it will also like other things whose names begin with the /m/ sound.
3. If the children have any picture cards whose names also begin with the first sound in the object's name, they should hold up those cards.
4. Have the puppet provide corrective feedback by reiterating the beginning sound of each card to check children's responses. For example:

PUPPET: I like marshmallows.

One child holds up the mop picture card.

PUPPET: I see a mop. M-m-mop. Mop begins with /m/, just like marshmallows,

Picture-Sound Match

Objective: to identify initial sounds

Materials: cardboard, pictures to represent the sounds of the initial alphabet letters.

Number of players/participants: 8 children

Procedure:

1. Divide a piece of cardboard or heavy paper into six sections.
2. Draw or cut out three pictures and glue them on the top three sections of the card. On the bottom three sections write (in random order) the letters that correspond to the pictures above. Laminate the card. (You can identify the letters you are targeting for a specific period.)
3. Let the children match the pictures to their appropriate initial letters by using a yarn to connect them

RHYMES/POEMS/SONGS

We are a family

We're girls and boys,
We're big and small,
We're young and old,
We're short and tall.
We're everything
That we can be
And still we are
A family.

We laugh and cry,
We work and play,
We help each other
Every day.
The world's a lovely
Place to be
Because we are
A family.

A Family Fingerplay

This is a family *hold up one hand, fingers spread*
Let's count them and see,
How many there are,
And who they can be *count 1, 2, 3, 4, 5*

This is the mother *touch pointer finger*
Who loves everyone
And this is the father *touch big finger*
Who is lots of fun.

This is my sister *touch ring finger*
She helps and she plays,
And this is the baby *touch little finger*
He's growing each day.

But who is this one? *touch thumb*
He's out there alone,
Why it's Jackie, the dog,
And he's chewing a bone. *wiggle thumb.*

With My Family (Original Author Unknown)

Sung to: "The Muffin Man"

Tell me what you like to do
Like to do, like to do.
Tell me what you like to do
With your family.
Edward likes to rake the leaves
Rake the leaves, rake the leaves.
Edward likes to rake the leaves
With his family."

Family Items

These are Mother's knives and forks
interlock as in praying fingers and lift them slightly
And this is our dining table
lower fingers keeping them interlocked, straighten
wrist to form a flat surface
This is Sister's looking glass
form a circle by touching thumbs and index finger
And this is the baby's cradle
cup hands together to form cradle.

Can you say? (sang 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?

HUG O' WAR

I will not play at tug o' war.
I'd rather play at hug o' war,
Where everyone hugs
Instead of tugs,
Where everyone giggles
And rolls on the rug,
Where everyone kisses,
And everyone grins,
And everyone cuddles,
And everyone wins.



Family Items

STORIES

Chenelyn! Chenelyn

(Garlitos, C, 2002, Adarna House, Inc., Quezon City, Philippines)

Questions before the story:

- Sino sa inyo ang may kasambahay o katulong sa bahay?
- Ano sa tingin ninyo ang ginagawa ng mga kasambahay o katulong?
- Papaano sila nakatutulong sa mga miyembro ng pamilya?

Questions during reading:

- Sino sa inyo ang parang si Ate? Kuya? Tatay? Nanay? Bata?
- Anong nangyari kay Chenelyn isang araw?
- Bakit kaya sya nagkasakit?
- Ano kayang gagawin ng buong pamilya?

Questions after reading:

- Sino-sino ang mga tauhan sa kuwento?
- Saan nangyari ang kuwento?
- Ano ang naging problema sa kuwento?
- Paano ito naayos?
- Kung ikaw ay miyembro ng kanilang pamilya, ganoon din ba ang iyong gagawin? Ano kaya ang dapat gawin?

Big World, Small World

(Titherington, J (1985), Greenwillow Books, New York)

Questions before the story:

- Looking at the cover, what do you think is the story about?

Questions during reading:

- How do the characters look like?

Questions after reading:

- Who are the main characters in the story?
- How are you like one of the characters?
- What were some of the things that Mama did? Anna did?
- What are the things that they do that are the same?
- What are the things they do that are different?

Milly, Molly and Heidi Untidy

(Pittar, G, 2004, MM House Publishing, New Zealand)

Questions before the story:

- What does the picture in the cover remind you of?
- Have you seen your room or your house look like this?

Questions during reading:

- Did you ever lose something important to you?
- What did you feel?

Questions after reading:

- What is the story about?
- Where did the story take place?
- What happened in the first part of the story?
- Tell two things that happened in the middle of the story.
- What happened at the end of the story?

The Family Teenagers

(Vendrell, CS and Parramon, JM, 1987, Barron's Educational Series, Inc., New York)

Questions before the story:

- Who has an older brother or sister in the family?
- What makes you different from your older brother/sister?

Questions during reading:

- Have you had similar experience?
- Is there an event that reminds you of your experiences?

Questions after reading:

- What is the story about?
- What do teenagers look like?
- What are some of the activities teenagers do?
- Are there teenagers in your family?

INDOOR/OUTDOOR ACTIVITIES

Movement Counting

Objectives: to count up to quantities of 7
to develop gross motor coordination

Number of players/participants: 8 children

Procedure:

1. Have the children stand.
2. Give directions for moving in different ways:
 - Jump one time
 - Hop two times
 - Tiptoe three times
 - Turn four times
 - Gallop four times
 - (Continue until 7)

House to rent

Kids make groups of 3, two of them hold hands and the third one stands in the middle of the house. As soon as the teacher says 'House to rent' the kid in the middle has to run and search another house and enters it.

Body Letters

Divide the class into groups of three to five students. Assign each group a letter to form with their bodies. They might form the letter individually (each child forming it), or use the entire group to form it (four children might lie on the floor to form letter E).

Count And Turn

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, three, four, five, six, seveeeen
(turn) one, two, three, four, five, six, seveeeen
(turn) one, two, three, four, five, six, seveeeen....

People Counting Games (7)

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 players/participants: whole or small group

Procedure:

Hopping forward: "One, two, three, four, five, six, seven" (change direction)
"one, two, three, four, five, six, seven" (change direction)

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

Number of players/participants: 6 - 8 children

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 him 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, in this case 7, 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.

DISMISSAL ROUTINE

1. Begin routine by sending few children at a time to collect their belongings.
2. Teacher may say things related to the content for the week like:
 - If you have two (substitute with other numbers) males in the family, get your things.
 - If you have three (substitute with other numbers) females in the family, get your things.
 - If your father's name starts with the sound /m/ (substitute with other sounds), get your things.
 - If your brother name starts with the sound /b/ (substitute with other sounds), get your things.
 - If you look like your mother/father, get your things.
 - If your family goes to church/mosque together, get your things.
 - If your family plays together, get your things.

KINDERGARTEN CLASS THIRD GRADING DAILY PLANS

WEEK 22: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: A School is a Place Where Children and Adults Do Many Things Together		
<p>MEETING TIME 1: Message: A school is a place where children and adults learn and play together. There are many different areas in school. We use these areas in particular ways. Certain things can be found in these areas. Questions: What are the different areas in school? What can we find in these areas? What do people do in these areas?</p>	<p>MEETING TIME 1: Message: There are many different areas in school. We use these areas in particular ways. Certain things can be found in these areas Questions: What are the other areas in school? What can we find in these areas? What do people do in these areas?</p>	<p>MEETING TIME 1: Message: Adults do different jobs in school. ⇒ Teachers teach children. They make materials that children use in class. They meet with parents. They make classroom a nice place for learning. Questions: Who are the people who help me in school? How do they help me?</p>
<p>WORK PERIOD 1 Teacher-Supervised: Making a Trip Chart</p> <p>Independent:</p> <ul style="list-style-type: none"> • Playdough • Comparing Quantities: A Game for Partners • Writing Papers (7) • Threading Letters • Letter Snap 	<p>WORK PERIOD 1 Teacher-Supervised: School Tour</p> <p>Independent:</p> <ul style="list-style-type: none"> • Dramatic Play: At the _____ (specify school area) • Block Play: School • Letter Snap • Threading Letters • CVC Word Connect 	<p>WORK PERIOD 1 Teacher-Supervised: Big Book: All About Our School/School Map</p> <p>Independent:</p> <ul style="list-style-type: none"> • Dress Me Up • Odd One Out (CVC words) • Where do I work? (matching: school helpers and areas) • Dramatic Play
<p>MEETING TIME 2: Songs: A Game in School; Mga Nagagawa ko sa Paaralan Talk about your walking trip around the school. Ask children to list down in strips of paper things that they saw around the school and post them on the board. Have them sort these words by a given category e.g. beginning sound, ending sound or # of letters.</p>	<p>MEETING TIME 2: Songs: Off to School we Go; School's the Place to Be Iniisip Ko...Ano Ito? (PEHT p. 79)</p> <p style="text-align: center;">Game: Guess the Sound</p>	<p>MEETING TIME 2: Songs: I Like to Come to School; School's the Place to Be! Post the school words on the board again.</p> <p>Play Word Sort using different categories e.g. words that rhyme, 3-letter words, 4-letter words</p>
Supervised Recess	Supervised Recess	Supervised Recess
<p>STORY: Ayaw Kong Pumasok Sa Paaralan Question/s: Bakit kaya gustong pumasok sa paaralan ng mga bata? Ano ang mga ginagawa ng mga bata sa loob ng paaralan?</p>	<p>STORY: Ingatan at Tipirin Question/s: Ano ang inyong ginagawa sa putol putol na krayola o lapis? Bakit nagbulungan ang mga kaklase nila Avy at Marian? Bakit kaya nagkakaputol putol ang mga krayola?</p>	<p>STORY: Pasan Ko si Bunso Question/s: Ano-ano ang daladala mo sa pagpasok sa paaralan? Sino ang nagdadala ng kapatid sa paaralan? Bakit?</p>
<p>WORK PERIOD 2: Teacher-Supervised: School Tour</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play: school/ parts of a school • Drawing: This is My School • Different Parts of a School • Count Game: Numbers (0-7) 	<p>WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting; up to quantities of 7)</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Comparing Quantities: A Game for Partners • Writing Papers (7) • It's A Match/ Mixed Up Numbers (1-7) • Number Snap/ Number Concentration (0-7) • Count Game: Numbers (0-7) 	<p>WORK PERIOD 2: Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 7)</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Find 7; 7 Concentration • Number Snap/ Mixed Up Numbers (1-7) • Number Cover All/ Call Out: Numbers (0-7)

INDOOR/OUTDOOR ACTIVITY: This is the Way I Learn	INDOOR/OUTDOOR ACTIVITY: Obstacle course; I Spy	INDOOR/OUTDOOR ACTIVITY: Going to a the Canteen; Obstacle course
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
MEETING TIME 1: Message: Some people prepare and sell food in our canteen. Questions: Who are the people who work in our canteen? What kind of work do they do?	MEETING TIME 1: Message: Some people help keep our school clean. ⇒ Some people help us make it a safe place for children. ⇒ Some people provide us things that we need in school. Questions: Who are the people who help me in school? How do they help me?	
WORK PERIOD 1 Teacher-Supervised: School Tour; School Map Independent: <ul style="list-style-type: none"> • Word Sort: School Words • CVC Memory Game • Literature-based: Bee Collage • What do I need? (matching: school helpers and tools or materials needed) 	WORK PERIOD 1 Teacher-Supervised: Trip Chart School Tour; Role play: In School Independent: <ul style="list-style-type: none"> • Sorting Pictures (appropriate-inappropriate behavior) • Mobile Making (use dolls from Dress Me Up) • Find a Match – CVC Words • CVC Memory Game 	
MEETING TIME 2: Songs: Seven Green Speckled Frogs; Mga Nagagawa ko sa paaralan; Off to School we Go	MEETING TIME 2: Songs: Seven Little Fish; Seven Little Monkeys; I Like to Come to School	
Questions: What do you like about your school? What activities do you enjoy doing? Supervised Recess	Message: People share responsibility for taking care of their school. Questions: Question: How can I help take care of my school? Supervised Recess	
STORY: Aray, May Bukbok ang Ngipin Ko Question/s: Ano ang gagawin pagkatapos kumain? Ilang beses sisipilyuhin ang ngipin?	STORY: Bong's Day Question/s: Anong oras kayo gumigising sa umaga? Anong oras naman kayo pumapasok sa paaralan?	
WORK PERIOD 2: Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 8) Independent: <ul style="list-style-type: none"> • Block Play • Find 7 • 7 Concentration • Number Snap/ Mixed Up Numbers (1-7) • Call Out: Numbers (0-7) • Tapatan 	WORK PERIOD 2: Teacher-Supervised: Can You Find Me? Independent: <ul style="list-style-type: none"> • Block Play • Find 7 • 7 Concentration • Number Snap/ Mixed Up Numbers (1-7) • Call out: Numbers (0-7) • Tapatan 	
INDOOR/OUTDOOR ACTIVITY: Going to the Canteen; Obstacle course	INDOOR/OUTDOOR ACTIVITY: Teacher May I	
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	

APPENDIX: WEEK 22

A. SMALL GROUP ACTIVITIES THEME-RELATED ACTIVITIES

Trip Chart

Objective: to make a trip chart in preparation for the school tour

Materials: clean bond paper, pencil,

Number of players/participants: individual

Procedure:

1. Give each child 2 pieces of clean bond paper
2. Assign each child a partner.
3. Ask the child to fold one bond paper into 2 (crosswise).
4. On the upper part of the paper tell the children to copy and fill-up the following (teacher can prepare format for children):

My name is _____ Today is ____ ____, 201____ My partner is _____ We will leave at __:00 A.M. We will be back by __:30 A.M.
--

5. During the tour, tell the children to bring at least 3 pieces of clean bond paper or teacher made format (shown below) and pencil. Tell them to draw the things and people they saw in the school on the corresponding column. (see sample below)

People	Things
At the <u>(canteen)</u>	
People	Things
At the <u>(library)</u>	

School Tour

Objective: to identify parts of the school

Materials: trip chart, pencil

Number of players/participants: 8 - 12 children

Procedure:

1. Discuss the purpose of the trip.
We will go around the school to learn more about it and the people we see here.
2. Discuss rules regarding the school tour.
During our school tour, always remember:
 - Keep quiet while walking around the school so that others will not be disturbed
 - Just walk. No running allowed.
 - Listen well when people we interview are talking to us.
 - Ask questions in a polite way.
 - Greet the people you meet.
 - Ask permission before using anything you see in the places we will visit.
3. While going around the school tell the children to take note of and draw what they see (hear, smell, feel).
4. Encourage the children to ask questions about the places that you will go to.
5. Back in the classroom give children some time to finish their trip charts.
6. Discuss observations and show the class each one's drawings.

Drawing: My School

Objectives: to identify people and places in the school
to recall
to develop fine motor coordination

Materials: bond paper, pencil, crayons

Number of players/participants: individual

Procedure:

1. Tell children to fold the papers into halves, crosswise
2. Write the title on the cover page.
3. Tell the children to draw what they saw during the tour
4. Ask the children to color and label their drawings.

School Map

Objectives: to identify the different areas of the school
to show how to find their way around the classroom

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

Number of players/participants: 8 children

Procedure:

1. Ask children to draw the different parts of the school in small strips of paper.
2. Have them lay these out on the manila paper. Ask questions that can help think about the locations of these areas
Ex. What's beside this area? What is in front of this room?
3. Let them write labels/signs where appropriate.

Big book: All About My School

Objective: to identify favorite activities in their school

Materials: bond paper, pencil, crayons

Number of players/participants: individual

Procedure:

1. Distribute individual mini-books to children.
2. On the first page, have them draw their school and describe how it looks.
3. On the succeeding pages, have them write about their favorite activities in school, what they like about their school, things they do in school and ways they can care for their school

Note: Children can work on this project over a period of several days.

Block Play: My School

Objective: to construct different areas in the school

Materials: blocks, props, paper (for labeling areas)

Number of players/participants: 4 – 5 children

Procedure:

1. Tell the children that they are to build a replica of their school.
2. Tell them to label the parts of their structure.

Dress Me Up Paperdolls

Objective: to identify school helpers

Materials: card board cut outs of people, scissors, scrap cloth, yarn or string, card board, glue

Number of players/participants: individual

Procedure:

1. Ask each child to choose a school helper he/she would like to dress up.
2. Give each child a card board cut-out to dress up.
3. Encourage children to think of the things this school helper needs and to make these out of the materials provided.

Where Do I Work? Matching Cards

Objective: to identify different areas in school

Materials: one set of cards with drawings or pictures of school helpers (at least 10 cards)

one set of cards with drawings or pictures of area in the school (at least 10 cards)

Number of players/participants: pairs or small group

Procedure:

1. Spread the cards on the floor.
2. Children take turns matching a picture card showing an area in school with a picture card of a school helper that works in this area.

What Do I Need? Matching Cards

Objective: picture association

Materials: one set of cards with drawings or pictures of tools used in the school (at least 10 cards)
one set of cards with drawings or pictures of school helpers (at least 10 cards)

Number of players/participants: pairs or small group

Procedure:

1. Spread the cards on the floor.
2. Children take turns matching school helpers with the tools that they use.

Sorting Pictures

Objective: to identify inappropriate and appropriate behavior in school

Materials: pictures showing appropriate and inappropriate behavior during different school activities

Number of players/participants: small group

Procedure:

1. Lay down all the pictures of activities on the table.
2. Each child picks up a card and identifies if the behavior shown is appropriate or inappropriate.
3. Encourage children to explain his/her choice and to think of alternative ways of solving problems when these arise.

Mobile-Making

Objective: to identify school helpers, to develop fine motor coordination

Materials: cartolina, pictures of different school helpers, paste, string, hanger and a puncher

Number of players/participants: small group (individual)

Procedure :

1. Prepare cartolina round cut-outs for the group, pictures of different school helpers, paste, string, hanger and a puncher.
2. Ask the pupils to paste each picture on the round cutouts.
3. Then, assist the pupils to put a string in the hole at the upper part of the cutouts.
4. Then tie each cut out to the hanger to make a mobile.

Shape Collage: Places in School

Objectives: to develop eye-hand coordination
to create figures with different shapes

Materials: shape cut-outs, glue, bond paper

Number of players/participants: 6 – 8 children

Procedure:

1. Have children choose an area in school to represent.
2. Let him recreate this area using the shape cut-outs.
3. After everyone is done, have each one present this to the group. Let him/her talk about the area of his choice - who uses, what is it used for and what can be found in this area.

Drawing: Different Parts of a School

Objectives: to develop fine motor coordination
to note details

Materials: paper or construction paper

Number of players/participants: 8 – 10 children

Procedure:

1. Ask children to choose a part of the school they want to draw.
2. Have them recall what they saw in this area.
3. Give each one ½ bond or construction paper and have them draw the area of their choice.
4. Encourage them to label the different parts of the area they are drawing.

B. OTHER MATH ACTIVITIES

Block Play: My School

Objectives: to explore the attributes of 3-dimensional or space figures
to demonstrate understanding of the relationship between figures
to build structures using blocks

Materials: table or floor blocks

Number of players/participants: 1-4 children

Procedure:

1. Children use table or floor blocks to build structures.
2. 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)
3. 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 (7)

Objectives: to follow 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 players/participants: individual

Procedure:

1. Each child is given a writing paper with the numeral he is working on, in this case 4.
2. Children use a crayon to connect the dots of the number pattern.

Number Cover All Game (0-7)

Objective: to match numerals

Materials: number boards, 2 sets of number cards, 0-7

Number of players/participants: 2 or more children

Procedure:

1. Give each player a number 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 call out 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.

Call Out: Number (0-7)

Objective: to match numerals

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 2 or more children

Procedure:

1. Provide each player with a call out 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 all the spaces, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Concentration (0-7)

Objective: to match numerals

Materials: 2 sets of number cards, 0-7

Number of players/ participants: 2 – 4 children

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

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -7

one set of cards with dots (corresponding to the numerals)

Number of players/participants: pairs or small group

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

Materials: vocabulary cards of number words (1-7)

Number of players/participants: small group

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: to compare quantities

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

Number of players/ participants: 3 pairs

Procedure:

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 7)

Objective: to explore different combinations that make a given quantity

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

Number of players/participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 7.
3. 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 seven sticks in your right hand."	"None and seven is seven." or "Zero and seven is seven."	<table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 5px; text-align: center;">0</td><td style="border: none; padding: 0 20px;"></td><td style="border: 1px solid black; padding: 5px; text-align: center;">7</td></tr></table>	0		7
0		7			
"Place one stick in your left hand."	"One and six is seven."	<table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 5px; text-align: center;">1</td><td style="border: none; padding: 0 20px;"></td><td style="border: 1px solid black; padding: 5px; text-align: center;">6</td></tr></table>	1		6
1		6			
"Place one more stick in your left hand."	"Two and five is seven."	<table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 5px; text-align: center;">2</td><td style="border: none; padding: 0 20px;"></td><td style="border: 1px solid black; padding: 5px; text-align: center;">5</td></tr></table>	2		5
2		5			
"Place one more stick in your left hand."	"Three and four is seven."	<table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 5px; text-align: center;">3</td><td style="border: none; padding: 0 20px;"></td><td style="border: 1px solid black; padding: 5px; text-align: center;">4</td></tr></table>	3		4
3		4			
"Place one more stick in your left hand."	"Four and three is seven."	<table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 5px; text-align: center;">4</td><td style="border: none; padding: 0 20px;"></td><td style="border: 1px solid black; padding: 5px; text-align: center;">3</td></tr></table>	4		3
4		3			
"Place one more stick in your left hand."	"Five and two is seven."	<table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 5px; text-align: center;">5</td><td style="border: none; padding: 0 20px;"></td><td style="border: 1px solid black; padding: 5px; text-align: center;">2</td></tr></table>	5		2
5		2			
"Place one more stick in your left hand."	"Six and one is seven."	<table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 5px; text-align: center;">6</td><td style="border: none; padding: 0 20px;"></td><td style="border: 1px solid black; padding: 5px; text-align: center;">1</td></tr></table>	6		1
6		1			
"Place one more stick in your left hand."	"Seven and none is seven." or "Seven and zero is seven"	<table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 5px; text-align: center;">7</td><td style="border: none; padding: 0 20px;"></td><td style="border: 1px solid black; padding: 5px; text-align: center;">0</td></tr></table>	7		0
7		0			

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

Lift the bowl (concrete, up to quantities of 7)

Objective: to explore different combinations that make a given quantity

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

Number of players/participants: small group

Procedure:

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

Teacher says:	Children say:
"Place seven blocks under the bowl."	"None and seven is seven." or "Zero and seven is seven."
"Place six blocks under the bowl."	"One and six is seven."
"Place five blocks under the bowl."	"Two and five is seven."
"Place four blocks under the bowl."	"Three and four is seven"
"Place three block under the bowl."	"four and three is seven."
"Place two blocks under the bowl."	"Five and two is seven."
"Place one block under the bowl."	"Six and one is seven."
"Place no blocks under the bowl."	"Seven and none is seven." or "Seven and zero is seven."

Peek thru the wall (concrete, up to quantities of 7)

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

Number of players/participants: small group

Procedure:

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

Teacher says:	Children say:
"Wall off seven blocks."	"None and seven is seven." or "Zero and seven is seven."
"Wall off six blocks."	"One and six is seven."
"Wall off five blocks."	"Two and five is seven."
"Wall off four blocks."	"Three and four is seven"
"Wall off three blocks."	"Four and three is seven."
"Wall off two blocks."	"Five and two is seven."
"Wall off one blocks."	"Six and one is seven."
"Wall off no blocks."	"Seven and none is seven." or "Seven and zero is seven."

Find 7

Objective: to explore different combinations that make 4

Materials: 4 sets of numeral cards 0, 1, 2, 3, 4

Number of players/participants: 1-4 children

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.

7 Concentration

Objective: to explore different combinations that make 4

Materials: 4 sets of numeral cards 0, 1, 2, 3, 4

Number of players/participants: 1 – 4 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 face-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

Materials: 3 sets of number cards, 0-4

Number of players/participants: 2 – 4 children

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)

Objective: to match same colors

Materials: playing board, 3 markers of two colors (3 red and 3 blue)

Number of players/participants: 1 – 3 children

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.

Can You Find Me?

Objective: to recognize shapes and their characteristics and properties

Materials: cut outs of geometric shaped regions, large paper bag, bulletin board chart of basic shapes

Number of players/participants: pairs or small group

Procedure:

1. Place the cut outs in a large paper bag.
2. Have the students find, without looking in the bag, a cut out corresponding to one they have designated on the bulletin board.

C. OTHER LANGUAGE ACTIVITIES

Literature-based: Bee Collage

Objective: to develop fine motor coordination; to recall story details

Materials: paper-cut outs, scissors, glue, drawing of a bee on kraft paper

Number of players/participants: 6 - 8 children

Procedure

1. Ask children to recall details of the story.
2. Have them share their favorite part of the story.
3. After the story discussion, let children glue paper cut-outs within the drawing of the bee.

Literature-based: Storyboard: Ayaw Kong Pumasok sa Paaralan

Objective: to create a board that shows six or more scenes in a story

Materials: tagboard; paper; ruler; pencil, markers; glue

Number of players/participants: small group (individual)

Procedure:

1. List at least six important people in their respective areas using their tools.
2. Think through what these people do in their respective areas.
3. Write a short sentence underneath each drawing explaining the scene.
4. Glue the scenes to a piece of tagboard and share your storyboard with the seatmate.

Lit-based: Beginning/Middle/End Strip: Ayaw Kong Pumasok sa Paaralan

Objective: to sequence story events

Materials: 1/2 lengthwise bond paper or construction paper folded into 3 parts

Number of players/participants: 6 children

Procedure:

1. Distribute the story strips to each child.
2. On the first section, the child draws the beginning part of the story, the middle part on the middle section and the final part on the last section.
3. Have children share their story strips with each other.

Word sort – School words

Objective: to sort words according to various categories, to recognize sight words

Materials: cards containing school words, category cards

Number of players/participants: 4 – 6 children

Procedure:

1. Spread out words on the table.
2. Ask children to look at the words carefully and find ways of grouping them together.
Categories can include: beginning letter, final letter, words with double letters, number of letters in a word
3. If children initially have difficulty identifying a category by which to group the words, teacher must provide a category first.

Threading Letters (refer to previous instructions)

CVC Memory Game

Note: This game is played like Letter Memory Game but instead of letter cards, prepare two sets of identical CVC words. These could include different rimes or word chunks such as -an, -at, -et,, -en, -in, -it

Picking Up: Letters

Objective: to recognize and match letters

Materials: letter cards

Number of players/participants: 4 – 6 children

Procedure:

1. The object of the game is to form pairs of identical letters
2. Each player is dealt 5 cards.
3. At the player's initial turn, he lays down all the pairs of letters he has.
4. On his next turn, the player asks the person to his right for a card that he can pair up with a card he is holding. For instance, if he is a holder of letter M", he can ask the person sitting next to him, "Do you have a letter M?" If the person being asked has letter M, he has to give it up to the player. The player then lays out the pair of cards face up. If the person does not have the card that the player is asking for, he would say, "No, I don't have it, go fish!"

5. The player then picks out a card from the deck. He will continue to take a card until he is able to get one that could make up a pair with any of the cards he is holding. He then lays down the pair of card. As soon as he has done this, it is the next player's turn to make a pair.
6. The person who makes the greatest number of pairs is the winner.

CVC Word Connect

Note: This game is played like letter word connect but instead of letter cards, make word cards containing CVC words. These could include different rimes or word chunks such as -an, -at, -et, -en, -in, -it

Odd One Out (CVC words)

Note: This game is played like Odd One Out (letters) but instead of letters, make cards strips containing CVC words. These could include different rimes or word chunks such as -an, -at, -et,, -en, -in, -it

Same and different (for meeting time 2)

Objective: to discriminate sounds in spoken words

Materials: list of word pairs

Number of players/participants: whole class

Procedure:

1. Tell the class you will read out pairs of words. Ask them to listen carefully and tell you if the words have the same or different final sounds.
2. Read out each set of words. Ask the class to identify which word has a different final sound.

Which does not belong?

man, can, pat
 sam, Pam , rag
 sat, mat, can
 car, far, bag
 men, hen, bed
 bag, lag, man

Guess the sound (for meeting time 2)

Objective: to discriminate letter sounds

Materials: list of word pairs

Procedure:

1. Ask children to listen carefully to the words you are going to say. Have them identify the last sound that they hear in these words.
2. Then have them identify which of the two letters that you will show represents the sound that they hear.

Ex. Show man, sun, can.

Ask "What sound do you hear at the end of each word? "

Show letters M and N. Then ask, "Which of these two letters represent the sound that you hear? "

Game: Which does not belong?

Objectives: to discriminate letter sounds

Materials: list of word pairs

Procedure:

1. Ask children to listen carefully to the words you are going to say. Have them identify the word that has a different beginning sound as the rest.

Ex. Show man, mat, car

Ask " What is the first sound that you hear in the first word? in the second word? in the third word? "

" Which word has a different beginning sound ? "

STORIES

Ayokong Pumasok Sa Paaralan

Questions Before the storytelling:

- Bakit kaya gustong pumasok sa paaralan ng mga bata?
- Ano ang mga ginagawa ng mga bata sa loob ng paaralan?

Questions During the storytelling:

- Ano ang gustong gustong gawin ni Buzzzz?
- Sino ang palagi niyang kasama?

Questions After the storytelling:

- Sino ang pangunahing tauhan sa kwento? Sino-sino ang kanyang mga kaibigan?
- Ano-ano ang gustong-gustong gawin ni Buzzz sa maghapon kasama ang kanyang mga kaibigan?
- Saan sinamahan ng Nanay si Buzzz?
- Ano-ano ang ginagawa ni Buzzz sa paaralan?
- Bakit nagustuhan ni Buzzz pumasok sa paaralan araw-araw?

Ingatan At Tipirin

Question Before the storytelling:

- Ano ang inyong ginagawa sa putol putol na krayola o lapis?

Questions During the storytelling:

- Bakit nagbulungan ang mga kaklase nina Avy at Marian?
- Bakit kaya nagkakaputol putol ang mga krayola?

Questions After the storytelling:

- Ano ang ginagawa ng mga kindergarten sa klase sa kwento?
- Bakit nagbulungan at nagtawanan ang mga kaklase nina Avy at Marian?
- Bakit natuwa ang guro sa kanyang mga batang tinuturuan?
- Ano ang ikinalungkot ng guro sa kindergarten?
- Ano ang dapat gawin ng isang batang tulad mo sa iyong mga gamit sa paaralan upang matuwa ang iyong mga magulang?

Pasan Ko Si Bunso

Questions Before the storytelling:

- Ano-ano ang daladala mo sa pagpasok sa paaralan?
- Sino ang nagdadala ng kapatid sa paaralan? Bakit?

Questions During the storytelling:

- Sino ang isinasama ni Jenny sa paaralan? Bakit?

Questions After the storytelling:

- Saan pumupunta sina tatay at nanay? sina Jenny at bunso ?
- Ano ang nararamdaman ni Jenny habang siya ay nasa loob ng paaralan?
- Bakit nahihirapan si Jenny sa pag-aaral?
- Bakit pinatawag ang mga magulang ni Jenny?
- Saan iniwan nina Jenny, Tatay at Nanay si Bunso?
- Naging maayos na ba ang pag-aaral ni Jenny / Bakit?
- Sa iyong palagay, tama ba ang naging pasya ng mag-anak para kay Bunso / Bakit?

Bong's Day

Questions Before the storytelling:

- Anong oras kayo gumigising sa umaga?
- Anong oras naman kayo pumapasok sa paaralan?

Questions During the storytelling:

- Ano nga ang bilin ni Nanay kay Bong sa pagpasok niya sa paaralan?
- Bakit kaya dapat matulog ng maaga ang batang tulad ni Bong?

Questions After the storytelling:

1. Ano ang mangyayari kapag hindi gumising si Bong sa tamang oras?
2. Ano ang mangyayari kapag hindi sumunod sa tamang oras si Bong sa kanyang mga ginagawa?
3. Bakit kailangan matulog si Bong sa hapon?

D. RHYMES/POEMS/SONGS

I Like To Come To School

Objective: to introduce the theme of the day

Materials: none

Procedure:

Sing the first verse to let the children know you are ready for them to join you.

1. I Like to Come to School (The Farmer in the Dell)
I like to come to school
I like to come to school
It's fun to play and learn each day.
I like to come to school.

2. Ask the children what they learn in school

I learn to count in school

I learn to count in school

It's fun to play and learn each day

I learn to count in school.

3. Continue having children what they learn in school as you sing the words in the song

A Game in School

Oh! I can say my A B C
And write a little,
Too
And count and read
And draw and sing
Just as the others do.

But, oh, today i could
Not think at all
When asked which i would be –
A mango tree – a flower small
Or a bird up in a tree?
A game in school

Oh! I can say my A B C
And write a little, ,
Too
And count and read
And draw and sing
Just as the others do.

But, oh, today i could
Not think at all
When asked which i would be –
A mango tree – a flower small
Or a bird up in a tree?

Mga Nagagawa ko sa School

Mga nagagawa ko sa paaralan
Sa tuwinay papasok, dito sa paaralan
Sa aming pagdating, lahat kami masaya.
Gumuguhit, nagkukulay, sumasayaw, kumakanta
Mayroong kwentuhan, at naglalaro pa.

Lumuluksot, nagtatawanan, kaming
magkakaibigan
Mayroong pagbibilang, kainan ng sabay-sabay.
Itong aming guro, mahinahon kung magsaway.
Hindi kami tinatakot, kundi inaalalayan.

Kaya aming pakiramdam, kay inam na tunay.
Sa aming paguwian, walang unahan at tulakan.
Aming mga sundo, nakangiting tunay.
Nasasabik sa pagbalik, sa kinabukasan.

Good Morning Dear Teacher

Good morning dear teacher.
We hope you'll have a happy day.
With sunshine and laughter.
Our school is bright and gay.

Good morning dear classmates.
Together we will work and play.
With sunshine and laughter.
Our school is bright and gay.

Off to School we Go (The Farmer in the Dell)

Off to school we go,
Off to school we go,
It's fun to be in school.
Off to school we go.
Time to meet friends
Time to make friends
Time to know school personnel
Who help us learn and play

Teachers help us learn
Janitors keep the school clean
Doctors and nurses
Keep us healthy and gay
Time to work and play.
Time to work and play.
It's fun to be in school.
Time to work and play.

Seven Little Fish

Seven little fish swimming in the water
Swimming in the water,
Swimming in the water
Seven little fish swimming in the water,
Bubble, bubble, bubble, bubble, splash!!!
(On the word splash, "one child in each group
falls to the ground.)

Repeat the rhyme until no fish are left.

School's the Place to Be!
(Sung to the tune of "Sing a Song of Sixpence.")

Sing a song of gladness;
Another year's begun!
We'll be busy learning
Till the year is done.

Sing a song of good times,
For all my friends and me!
New discoveries every day.
Yes, school's the place to be!

This Is the Way I learn in School
(sung to the tune of This is The Way I brush My Teeth)

This is the way I learn in school,
I learn in school, I learn in school
This is the way I learn in school,
So early in the morning

(change the word learn to count, read, play, dance, draw, write, etc)

Seven Little Monkeys

Seven 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!
Six little monkeys sitting on a tree teasing Mr. Crocodile,
"You can't catch me, no you can't catch me!"

Repeat until no more monkeys are left on the tree.

Seven Green Speckled Frogs

Seven green speckled frogs
Sat on a speckled log
Eating the most delicious bugs, "Yum, yum!"
One jumped into the pool where it was nice and cool
Then there were six green speckled frogs

Repeat until no more frogs are left on the log.

E. INDOOR /OUTDOOR GAME

Going to the Canteen

The children sit in a circle. The first one says, "I'm going to the canteen. And I'm taking (names anything)." The second repeats what the first person said and adds one new item. This continues until a child forgets the items, and then the game starts over. (For older children, have them name items in alphabetical order, such as A-apples, B-books, (c-cap, etc.)

I Spy!

The teacher starts the game by picking out an object in the room and saying, "I spy something (names a color)." Children take turns guessing it could be. The first one to guess it right becomes "it." (Besides spying objects of different colors you can use beginning sounds or shapes.)

Teacher May I?

Children line **U** with their backs to the wall. One person is chosen to be "teacher" and stands about 20 feet in front of them. One at a time "teacher" names a child and tells them a motion they must perform, such as three baby steps or four scissors steps, or two giant steps. The child must remember to ask, "Teacher May I?" before performing the movement or they must go back to the starting line. The first one to reach "teacher" becomes "it."

Obstacle Course

Set up an obstacle course on your playground using cardboard boxes, ropes, tricycles tires, climbing apparatus, and other equipment. The teacher explains what the children should climb over, crawl under, run around, etc. The class lines up single file and goes through the course from one obstacle to the next.

KINDERGARTEN CLASS THIRD GRADING DAILY PLANS
WEEK 23:

Monday	Tuesday	Wednesday
CONTENT FOCUS: School Activities and Parents Participation		
MEETING TIME 1: Message: I do many activities in school I participate in many celebrations. Questions: What are the different things you do in school? What celebrations or special activities do you join and participate in?		MEETING TIME 1: Message: I learn many things in school. I need certain things when I play and work. I need many things to learn in school. Questions: What do I learn in school? What are the things I need when I am in school?
WORK PERIOD 1 Teacher-Supervised: Mural: Our Life in School Independent: <ul style="list-style-type: none"> • Outline Game: Things we use in School • Board Game: I go to School • Word Family Flip Book • Find a Pair: CVC Words • Playdough 	WORK PERIOD 1 Teacher-Supervised: School Activity Quilt Independent: <ul style="list-style-type: none"> • Mini Book: Things I Do in School • Word Family Flip Book • Straw Painting • Find a Pair: CVC Words • Playdough 	WORK PERIOD 1 Teacher-Supervised: Target Letter: J Walk Around the Letter Independent: <ul style="list-style-type: none"> • Letter Mosaic • Picture-Sound Match • Mini-book: Things I Do in School • Straw Painting • Upper and Lower Case Puzzles
MEETING TIME 2: Question: Which activities in school do you like best? Game: Which does not belong?	MEETING TIME 2: Questions: How do you feel when you cannot go to school? What happens if you do not go to school? Song: Paaralan (PEHT page146)	MEETING TIME 2: Questions: How can you help your classmates learn? How can they help you learn? Game: Stand, Sit and turn (up to 7) Song: Tayo'y Magligpit (PEHT page139) Let's Clean Up Today
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Sampung Magkakaibigan	STORY: Si Tembong Mandarambong	STORY: Pasko sa Klasrum
WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 7) Independent: <ul style="list-style-type: none"> • Block Play • Playdough Numerals (1-7) • Go 7/Draw 7/Find 7/ 7 Concentration • It's A Match/ Mixed Up Numbers (1-7) • Grab Bag with Partners 	WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 7) Independent: <ul style="list-style-type: none"> • Block Play • Playdough Numerals (1-7) • Go 7/Draw 7/Find 7/ 7 Concentration • It's a Match/ Mixed Up Numbers (1-7) • Number Train Graph 	WORK PERIOD 2: Teacher-Supervised: Lining Up Snakes (7) Independent: <ul style="list-style-type: none"> • Subtraction Cards (2-7) • Call Out Card: Addition (0-7)Call Out Card: Subtraction (0-7) • Go 7/ Draw 7/ Find 7/ 7 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7) • Hand Game/Lift the Bowl worksheets (quantities of 7) • What Numbers Can You Make
INDOOR/OUTDOOR ACTIVITY: I like to come to school	INDOOR/OUTDOOR ACTIVITY: Follow the Leader	INDOOR/OUTDOOR ACTIVITY: Circle Kick Balls
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
MEETING TIME 1: Message: Parents help the school in many ways. Question: How do your parents help the school?	MEETING TIME 1: Message: Parents participate in school activities. Question: What activities do your parents participate in?	
WORK PERIOD 1 Teacher-Supervised: Poster: Our Parents Help our School Walk Around the Letter Independent: <ul style="list-style-type: none"> • Block Play: Constructing the school ground • Letter Collage • Literature-based: Tell Me About Character • Literature-based: Storyboards 	WORK PERIOD 1 Teacher-Supervised: Parent Helpers Independent: <ul style="list-style-type: none"> • Block Play: Constructing the school ground • Letter Mosaic • Upper and Lower Case Puzzles • Picture-sound Match 	
MEETING TIME 2: Introduce oral segmentation games. Sing " I am Thinking of a Word " Playmates	MEETING TIME 2: Play Syllable Clap Song: Mother's Day Song(PEHT p.181)	
Supervised Recess	Supervised Recess	
STORY: Si Emang Engkantada at ang Tatlong Haragan	STORY: Sa Araw ni Titser	
WORK PERIOD 2: Teacher-Supervised: Hand game (up to quantities of 7; writing number sentences) Independent: <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 7) • Subtraction Cards (2-7) • Call Out Card: Addition/Call Out Card: Subtraction (0-7) • Go 7/ Draw 7/ Find 7/ 7 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7) 	WORK PERIOD 2: Teacher-Supervised: Lift the bowl (up to quantities of 7; writing number sentences) Independent: <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 7) • Subtraction Cards (2-7) • Call out Card: Addition/ Call Out Card: Subtraction (0-7) • Go 7/ Draw 7/ Find 7/ 7 Concentration 	
INDOOR/OUTDOOR ACTIVITY: Mother May I?	INDOOR/OUTDOOR ACTIVITY: Going to a Trip	
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	

APPENDIX: WEEK 23

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Outline Game

Objective: to match object to outline

Materials: outline game board, things found in school

Number of participants/players: 4 - 6 children

Procedure:

1. Lay down the outline board and materials on the table or floor.
2. Players take turns in picking an object and matching this with its corresponding outline on the board.
3. Ask each child to name the object and describe how people use it in class/school.

Board Game: I go to school

Objectives: to count in one-to-one correspondence; to name parts of the school

Materials: board game, tokens, dice

Number of participants/players: 4 – 6 children

Procedure:

1. Players take turns throwing the die to determine how many spaces a player will move at his/her turn.
2. If the player lands in an area of a school, he/she must identify this part and its function.
3. The first player to reach the end is the winner. Note: Game must continue until all players have reached the end.

School Activity Quilt

Objective: to develop self esteem and creativity

Materials: construction paper, markers or crayons, yarn

Number of participants/players: small group

Procedure:

1. For a quilt, cut squares out of paper.
2. Ask each child to draw a picture of things they do in school.
3. Then put all the squares together and tie them with yarn.
4. Use blank colors to make a border and fillers.

Mini-book: Things I do in school

Objectives: to develop fine-motor coordination, expressive language, representation

Materials: booklets, markers, crayons, pencils

Number of participants/players: small group

Procedure:

1. Distribute individual booklets to children.
2. On each page, ask children to draw things they do in school.

Straw Painting

Objectives: to develop creativity and fine motor coordination

Materials: drinking straw, paper, spoon, paint or food color, glitters (optional)

Number of participants/players: 4 – 6 children

Procedure:

1. Put a spoonful of paint on the paper.
2. Take the straw and blow a design.
3. Let the children label their works.

Variations: Drop several different colors and blow to make "fireworks," add details to your design with crayons or markers.

Parents Helpers

Objectives: to organize data; to develop expressive language skills

Materials: cartolina or manila paper

Prepare a pictograph showing these different activities

Number of participants/players: 6 – 8 children

Procedure:

1. Show the graph to the group. Talk about each activity and ask them if their parents volunteer for any of these activities.
2. Ask each child to paste a strip of paper with her name in it on each column that shows an activity that his/her parent participates in.

Which of these activities do your parents participate in?			
Emil	Ella	John	Fion
Attend meetings	Cook food for the students	Help clean the school	Make playthings for children

POSTER: OUR PARENTS HELP OUR SCHOOL

Objectives: to identify activities done by parents in school
to express feelings, thoughts and ideas

Number of participants/players: 6 – 8 children

Procedure:

1. Ask children to think of ways parents get involved in the life of the school. What activities do they participate in? How do they help the school? Where do they see them in school?
2. Possible answers may include: having a meeting, cooking food, painting the school fence, etc.
3. List these down on the board.
4. Ask each one in the group to draw a particular activity that parents participate in.
5. Draw an outline of your school.
6. Have children paste their drawings in the appropriate spaces.

Pantomime

Objective: to identify things found in school

Materials: assorted objects or supplies used or found in school

Number of players/participants: small or whole group

Procedure

1. Ready as many different articles as there are players. Take any articles related to school things like - a piece of pencil, a book, an eraser, a bag, a crayon, etc. Do not show all these articles to the players.
2. Write the name of each article on the sheet of paper. Fold up all the sheets of paper so that the players cannot see what is written on them.
3. Each player draws out a sheet of paper. With the help of pantomime the players must show what is written on their sheets of paper.
4. All the rest of the players try to guess what kind of article is represented

B. OTHER MATH ACTIVITIES

Block Play

Objectives: to explore the attributes of 3-dimensional or space figures
to demonstrate understanding of the relationship between figures
to build structures using blocks

Materials: table or floor blocks

Number of participants/players: 1 – 4 children

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 (0-7)

Objective: to identify the numerals 0, 1, 2, 3, 4, 5, 6 and 7

Materials: playdough

Number of participants/players: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them form the numerals 0, 1, 2, 3, 4, 5, 6 and 7.
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, 7)

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.

Number of participants/players: small group

Procedure:

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

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -7

one set of cards with dots (corresponding to the numerals)

Number of participants/players: pairs or small group

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

Materials: vocabulary cards of number words (1-7)

Number of participants/players: small group

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. These students are then invited to join in. Continue until all are standing in the appropriate number.

Draw 7

Objective: to explore different combinations that make 7

Materials: 4 sets of numeral cards (0 –7)

Number of participants/players: 3- 5 children

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 7. 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 7 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.

7 Concentration

Objective: to explore different combinations that make 7

Materials: 4 sets of numeral cards (0-7)

Number of participants/players: 1- 4 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 7. 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 7

Objective: to collect pairs of cards

Materials: 4 sets of numeral cards (0-7)

Number of participants/player: 3 - 5 children

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 7, 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 7

Objective: to explore different combinations that make 7

Materials: 4 sets of numeral cards (0-7)

Number of participants/players: 1 – 4 children

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 6 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.

Call Out Card: Addition (up to quantities of 7)

Objective: to match an addition fact with its correct sum

Materials: call out card for each player calling cards tokens

Number of participants/players: 1 – 4 children

Procedure:

1. Provide each player with a call out 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 all spaces, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Call Out Game: Subtraction (up to quantities of 7)

Objective: to practice subtraction up to quantities of 7

Materials: call out card for each player, calling cards, tokens

Number of participants/players: 1 – 4 children

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 all spaces, 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 7)

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)

Number of participants/players: small group

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.

Hand Game

Objective: to explore different combinations that make a given quantity

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

Number of participants/players: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 7.
3. Children separate counters in different ways and verbalize the combinations that result.
4. While playing the game, children write the equations or number sentences that represent each combination.

Teacher says:	Children say:	Children write:
"Place seven sticks in your right hand."	"None and seven is seven." or "Zero and seven is seven."	$0 + 7 = 7$
"Place one stick in your left hand."	"One and six is seven."	$1 + 6 = 7$
"Place one more stick in your left hand."	"Two and five is seven."	$2 + 5 = 7$
"Place one more stick in your left hand."	"Three and four is seven."	$3 + 4 = 7$
"Place one more stick in your left hand."	"Four and three is seven."	$4 + 3 = 7$
"Place one more stick in your left hand."	"Five and two is seven."	$5 + 2 = 7$
"Place one more stick in your left hand."	"Six and one is seven."	$6 + 1 = 7$
"Place one more stick in your left hand."	"Seven and none is seven." or "Seven and zero is seven"	$7 + 0 = 7$

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

Lift The Bowl

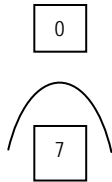
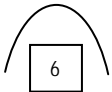
Objective: to explore different combinations that make a given quantity

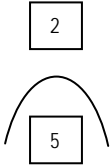
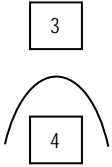
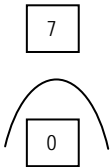
Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

Number of participants/players: small group

Procedure:

1. 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 seven blocks under the bowl."	"None and seven is seven." or "Zero and seven is seven."	
"Place one block on the bowl."	"One and six is seven."	

"Place two blocks on the bowl."	"Two and five is seven."	
"Place three blocks on the bowl."	"Three and four is seven."	
Continue until...		
"Place seven blocks on the bowl."	"Seven and none is seven." or "Seven and zero is seven."	

- 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

Objective: to explore different combinations that make a given quantity

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

Number of participants/players: small group

Procedure:

- Game proceeds as Hand Game but bowls are used for separating quantities.
- Children write equations or number sentences that represent each combination.

Teacher says:	Children say:	
"Place seven blocks under the bowl."	"None and seven is seven." or "Zero and seven is seven."	$\begin{array}{r} 0 \\ +7 \\ \hline 7 \end{array}$
"Place six block under the bowl."	"One and six is seven."	$\begin{array}{r} 1 \\ +6 \\ \hline 7 \end{array}$
"Place five blocks under the bowl."	"Two and five is seven."	$\begin{array}{r} 2 \\ +5 \\ \hline 7 \end{array}$
"Place four blocks under the bowl."	"Three and four is seven"	$\begin{array}{r} 3 \\ +4 \\ \hline 7 \end{array}$
"Place three block under the bowl."	"Four and three is seven."	$\begin{array}{r} 4 \\ +3 \\ \hline 7 \end{array}$
"Place two blocks under the bowl."	"Five and two is seven."	$\begin{array}{r} 5 \\ +2 \\ \hline 7 \end{array}$
"Place one block under the bowl."	"Six and one is seven."	$\begin{array}{r} 6 \\ +1 \\ \hline 7 \end{array}$
"Place no blocks under the bowl."	"Seven and none is seven." or "seven and zero is seven."	$\begin{array}{r} 7 \\ +0 \\ \hline 7 \end{array}$

Subtraction Cards (7)

Objective: to subtract quantities

Materials: subtraction cards, counters

Number of participants/players: individual or pairs

Procedure:

1. Child 1 reads the total on the card, for example 7.
2. Child 2 gets 7 counters.
3. Child 1 says "take away three".
4. Child 2 gets the subtraction card and lifts the right hand flap that indicates 3 dots.
5. Child 1 counts remaining dots and say "four".
6. Both children write the corresponding equation: $7 - 3 = 4$

Grab Bag with Partners (up to quantities of 7)

Objective: to practice addition skills

Materials: clothespins, paper sack, sheet of paper for recording

Number of participants/players: pairs

Procedure:

1. Partner A fills the bag with 7 clothespins (or depending on what number is being worked with).
2. Partner B reaches into the bag and takes out some clothespin, showing Partner A what has been removed.
3. They predict how many clothespin they think are left.
4. Then they check their predictions, and each child records the equation on a sheet such as the one below.

Name _____	
I played a game today.	
These are the equations I made.	

Number Train Graph

Objective: to identify number combinations that make up 7

Materials: clothespin (2 colors), Manila paper, clothespin train outlines, crayons

Number of participants/players: small group

Procedure:

1. The following activity can be worked on by a group of children without direct involvement.
2. The children try to find all the possible arrangements for the combinations that make up a number being worked with, in this case 7.
3. As they find the arrangements, they color a number train outline and place it in the appropriate column of the butcher paper. (The columns can be labeled with the labeled possible combinations, or the children can label the columns as needed.)

What Numbers Can You Make? (7)

Objective: to combine numbers that make up 7

Materials: clothespin, crayons, sheet of paper

Number of participants/players: small group

Procedure:

1. The children make clothespin stacks (each stack made with different color clothespin and no stack more than seven clothespins high). There can be more than one stack of seven. The object is to try to make each of the numbers from one to seven in as many ways as possible.
2. The children are allowed to use more than one stack to make any number, but they may not break any stacks apart. If they can't make a number, they are to cross it out. If they can make the number, they draw the clothespins using crayons (of the same color as clothespins used) and write the equation that describes the trains used.
3. The game can be played over and over, as it will be a new experience each time the numbers used changes.

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

Number of participants/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

Which Does Not Belong? (see attachments for Weeks 21 and 22)

Oral Segmentation Games (for Meeting Time 2)

Syllable Clap

Objective: to orally segment words

Materials: none

Number of players/participant: whole or half groups

Procedure:

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

sunshine	vacation	delicious
furniture	alphabet	transportation
school	wonderful	playground

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

Tell Me About the Character

Objective: to describe characters

Materials: crayons, pencil, paper

Number of players/participants: -5-6 children

Procedure:

1. Distribute a piece of paper to each child.
2. Have them draw things they know about the character - what he does in the story, what he likes and does not like and how he felt at different parts of the story.

Picture-Sound Match

Objective: letter-sounds correspondence to match sounds to letters

Materials: cardboard, pictures to represent the sounds of the initial alphabet letters

Preparations:

1. Divide a piece of cardboard or heavy paper into six sections.
2. Draw or cut out three pictures and glue them on the top three sections of the card.
3. On the bottom, three sections write (in random order) the letters that correspond to the pictures above. Laminate the card or cover with a scotch tape.

Procedure:

1. Let the children match the pictures to their appropriate initial letters by using an erasable marker to draw connecting lines

Variation: Set the game up so that the pictures represent ending consonant sounds, or digraphs (sh, th, wh, ch), or blends (br, bl, sw).

Upper and Lower Case Puzzles

Objective: to identify and match 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.

Walk Around The Letter (With Teacher)

Objective: teaches letter recognition to recognize letters

Material: masking tape

Procedure:

1. Put masking tape on the floor in the shape of the letter "N" (Nutrition).
2. With the children, say the letter and think "N" words.
3. Point out to the children that the letter "N" has a round part and a straight part.
4. Walk around the letter and sing this song to the tune of "London Bridge is Falling Down."
Walk around the letter N, letter N, letter N
Walk around the letter N,
My fair lady.
5. Try this game with other letters.

Word Family Flip Book

Introduction: Teach children various decoding strategies such as chunking, blending sounds, using picture clues and context, and recognizing sight words and watch reading confidence soar! Try any of these ideas below to help children manipulate letters and make new words. Young children can manipulate only two "chunks" of information at a time in their brain. That's why word family "chunking" is such a powerful decoding strategy for beginning readers.

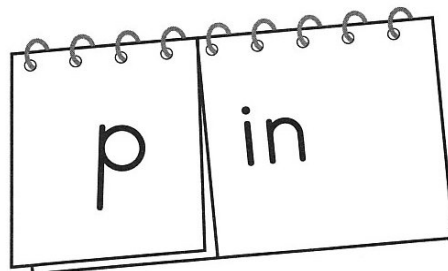
Objective: to recognize that words are made up of letters

Materials: index cards with words, spiral spring from old notebook

Number of participants/players: small group, 1 – 2 children

Procedure:

1. Cut through all the cards in a spiral-bound index card notebook.
2. Write consonants, blends, and digraphs on the left section, and rimes on the right section.
3. Prepare at least 2 sets with different words
4. Challenge the children to form read words.
5. The flip book can also be played by partners.



Letter Mosaic/Letter Collage (refer to instructions in previous weeks)

STORIES

Sampung Magkaibigan

ni: Kristine Canon

Questions before reading the story

- Mayroon ba kayong mga kaibigan dito sa paaralan?
- Ano ang pakiramdam kapag hindi kayo isinasali sa mga laro?

Questions after reading the story:

- Sino-sino ang sampung magkakaibigan?
- Ano-ano ang kanilang gustong gawin pag sila'y magkakasama?
- Kung kaibigan nyo si Karlo, gagawin nyo rin ba ang hindi pagsali sa laro? Bakit?
- Ano sa palagay nyo ang naramdaman ni Karlo?

Si Tembong Mandarambong : Mahilig Sa Walis Pero Tamad Maglinis

ni: Susan Dela Rosa Aragon

Questions before the story

- Ano-ano ang iyong ginagamit sa paglilinis ng bahay?
- Bakit kaya tinawag na mandarambong si Tembong?

Questions after reading the story:

- Bakit kakaiba ang Baryo Walis?
- Bakit tinangay ng hangin ang palasyo ni Tembong?
- Sa pagbalik ni Tembong sa Baryo, ano ang napansin niya?

Pasko sa Klasrum

Question before reading:

- Ano-ano ang iyong mga nakikita kapag malapit na ang pasko?

Questions after reading:

- Anong regalo ang kanyang ibinalot para sa kriz kringle?
- Ano ang naramdaman ni Lina nung binuksan ang kanyang regalo?
- Kung ikaw si Susana, ikinahihiya nyo rin ba ang inyong regalo? Bakit?

Si Emang Engkantada at ang Tatlong Haragan

ni: Rene Villanueva

Question before reading the story

- Ano ang itsura ng bakuran ng bahay ninyo?

Questions after reading the story:

- Bakit itinuring na haragan ang tatlong bata?
- Ano ang inyong maitutulong upang mapanatiling maganda ang isang bakuran? Magbigay ng mga halimbawa.

Sa Araw ni Titser

Question before reading the story:

- Kayo ba'y nakapaghandog o nakapagbigay na ng regalo sa iyong mga mahal sa buhay?

Questions after reading the story:

- Ano-ano ba ang inihandog o binigay ng mga bata sa titser?
- Ano ang naramdaman ni titser Dela Cruz?

RHYMES/POEMS/SONGS

LOOK AT ME

(Tune: If You're Happy and You Know It")

If you're ready for a snack look at me
If you're ready for a snack look at me
If you're ready and you know then your face will surely
show it
If you're ready for a snack look at me.
(Change the words to fit what you want the children to
do; such as, "If you want to hear a story sit down
please," or "If you want to go outside line up at the
door.")

Note: This can be done before reading a story

For Story Time

Sometimes my hands are at my side
hold hands at side
The behind my back they hide
put hands behind back
Sometimes I wiggle my fingers so
wiggle your fingers
Shake them fast, shake them slow
shake fingers fast and slow
Sometimes my hands go clap, clap, clap
clap hands
Then I rest them in my lap
Now they're quiet as can be.
sit down and rest hands in lap

Good Morning Teacher

Good morning dear teacher
We are glad to see you here
Let us sing together
Good morning.

Mother's Day Song

by F. Santiago

Mother dear, I love you
And you love me too
You're the dearest playmate
That I ever know.

Let's Clean Up

(Tune : "Farmer In the Dell")

Let's clean up today
Let's clean up today
We've had our fun
Our day is done.
So, let's clean up today.

Playmates (Finger Play)

Begin with closed fists
From a window in this house
open one fist, fingers point up
From a window in this house
other fist open, fingers point up
Playmates wave at each other
close fists, then thumbs wag at each other
They jump
hands go up and down quickly
And have such fun!
hands together and clap

Tayo'y Maglipit

Tayo na't maglipit
Magsaya't, umawit
Mga kagamitan,
Ay ating hugasan

Laging iingatan
Ang anumang bagay
Huwag sanang mabasag
Nang di masugatan

This Is The Way

(Tune: "This Is The Way You Brush Your Teeth")

This is the way we clean our things
Clean our things (2x)
This is the way we clean our things
And put these all together.

GOODBYE SONG

(Tune: "Are You Sleeping")
We are going, 2x
Now goodbye. 2x
See you all tomorrow. 2x
Now goodbye. 2x

Paalam Na Sa 'Yo

Paalam na sa 'yo? 2x
Bukas babalik 2x
Paalam na sa 'yo? 2x
Bukas babalik

GOODBYE MY TEACHER, GOODBYE

Goodbye my teacher, goodbye (2x)
We will all come back again (2x)
Goodbye my teacher, goodbye

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?

INDOOR/OUTDOOR ACTIVITIES

Roll Ball

Children sit in a circle with their legs stretched out. The teacher takes a beach ball or sponge ball and rolls it to a child saying, "I roll the ball to _____, and he rolls it back to me." Continue rolling the ball to all the children in the circle. The children then take turns calling a name and rolling the ball to that person. (You can play a similar game

Follow The Leader

The class lines up behind a chosen leader. Whatever the leader does, the rest of the class must follow. The leader may hop, march, skip, crawl under a table, or perform other actions. Give several children a turn to play leader. (This is also fun to play outdoors.)

Circle Kick Ball

The children stand in a circle and join hands. One child begins by trying to kick a ball between the legs of another player or two players. The children continue to kick the ball around the circle. If the ball is kicked out of the circle the player or players who let it out are eliminated. If a child kicks the ball over the heads of other players, the child who kicked the ball is eliminated. The game continues until there are only two children left.

Going On A Trip

The children sit in a circle. The first one says, "I'm going on a trip. And I'm taking (names anything)." The second repeats what the first person said and adds one new item. This continues until a child forgets the items, and then the game starts over. (For older children, have them name items in alphabetical order, such as A-apples, B-books, (c-cap, etc.)

Mother May I?

Children line **U** with their backs to the wall. One person is chosen to be "mother" and stands about 20 feet in front of them. One at a time "mother" names a child and tells them a motion they must perform, such as three baby steps or four scissors steps, or two giant steps. The child must remember to ask, "Mother May I?" before performing the movement or they must go back to the starting line. The first one to reach "mother" becomes "it."

KINDERGARTEN CLASS THIRD GRADING DAILY PLANS

WEEK 24: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: Places of Learning in the Community		
MEETING TIME 1: Message: There are schools or places of learning in a community. ⇒ A Daycare center is a place for learning for very young children. Some children attend daycare classes before they go to a big school. ⇒ There are public elementary and high schools for older children. Families do not have to pay to send their children to a public school. ⇒ There are also private schools in some communities. Families have to pay when they send their children to these schools. Questions: Where is our school located? Are there other schools in our community?		MEETING TIME 1: Message: A Madrasah is a school for Muslim children. Children learn about Allah and His teachings in a Madrasah. They also learn how to speak, read and write Arabic in their Madrasah. Question: Where else do you know places for learning?
WORK PERIOD 1 Teacher-Supervised: Diorama : Different Schools in our Community Independent: <ul style="list-style-type: none"> • Mapping: Home to School • Block Play: Schools in the community • Word Walls: CVC words • Call Out Letter Game • Writer's Workshop 	Teacher-Supervised: Where does your sibling go to school Independent: Block Play: Schools in the community Mapping: Home to School Word Walls: CVC Words Same and Different : Medial sounds Kaya kong – (Draw what on can do in school) PEHT p. 80	WORK PERIOD 1 Teacher-Supervised: Target Letter : Hh Letter Poster Independent: <ul style="list-style-type: none"> • Literature-based: Story Mobile • Literature-based: Picture Walk • Same and Different: Medial Sounds • Call Out Letter Game • Kaya kong – (Draw what on can do in school) PEH p.80
MEETING TIME 2: Game: Listen to the Sound (medial sound)	MEETING TIME 2: Message: Some children go to schools within their community. Some children live in communities where there are no schools so they have to walk to another village just to be able to go to school Poem: I can Do Many Thing, Everybody Do this	MEETING TIME 2: Message: There are many activities children do in school. Activities can be inside the room, they can be outdoor activities. They can also be in the community, like parade, scouting activities and Alay tanim project. Activity: Snap and Clap
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Ang Batang Ayaw Gumising (UNICEF)	STORY: Pasan Ko si Bunso	STORY: Sumunod sa Panuto
WORK PERIOD 2: Teacher-Supervised: Number Stations and Number Books (quantities of 8; using toothpicks or squares) Independent: <ul style="list-style-type: none"> • Sand Play • Cover All Game (0-8) • Call Out Game: Numbers (0-8) • Number Concentration (0-8) • Number Connect Game 	WORK PERIOD 2: Teacher-Supervised: More Than, Less Than, As Many As (comparing quantities up to 8) Independent: <ul style="list-style-type: none"> • Sand Play • Playdough Numerals (0-8) • Writing Papers (8) • Number stations/ number books (quantities of 8) • Cover All Game/Call Out Game: Numbers (0-9) • Number Concentration/ It's A Match (1-8) • Picking Up Game: Numbers 	WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 8) Independent: <ul style="list-style-type: none"> • Block Play • Playdough Numerals (0-8) • Writing Papers (8) • Number stations/ number books (quantities of 8) • Comparing quantities: A Game for Partners • It's A Match (1-8) • Who Has More? • Which Card is Missing
INDOOR/OUTDOOR ACTIVITY: Drop the Handkerchief	INDOOR/OUTDOOR ACTIVITY: Body Letters	INDOOR/OUTDOOR ACTIVITY: Hop Relay
MEETING TIME 3: Dismissal Routine Homework: Draw your classroom	MEETING TIME 3: Dismissal Routine Homework: Draw the things you usually do in school.	MEETING TIME 3: Dismissal Routine Homework: List down the things other people in the community do in school

THURSDAY	FRIDAY	NOTES
<p>MEETING TIME 1: Message: The community uses the school in different ways. ⇒ Sometimes schools are used as evacuation centers.</p> <p>Question: How can the school help evacuees?</p>	<p>MEETING TIME 1: Message: The community uses the school in different ways. ⇒ Sometimes schools are used for special celebrations in the community. ⇒ Schools are used during election.</p> <p>Question: How else can the school be used by the community?</p>	
<p>WORK PERIOD 1 Teacher-Supervised: Opposite Words</p> <p>Independent:</p> <ul style="list-style-type: none"> • Literature-based: Story Mobile • Literature-based: Picture Walk • Find a Pair: Opposite Words • Opposite Words Booklet • Letter H Designs 	<p>WORK PERIOD 1 Teacher-Supervised:</p> <ul style="list-style-type: none"> • Let's Write : Hh • Poster : The School can be used in different <p>Independent:</p> <ul style="list-style-type: none"> • Letter H Designs • Opposite Words Booklet • Letter Collage • Writer's Workshop 	
<p>MEETING TIME 2: Message: People in the community can help the school in many ways. ⇒ They can help clean the school before classes begin ⇒ They can volunteer when something needs to be built or made in the Madrasah.</p> <p>Game: Same and Different Medial Sound</p>	<p>MEETING TIME 2: Message: People in the community can help the school in many ways. ⇒ They can cook food for the children in the Madrasah. ⇒ They can make learning materials for children. ⇒ They can set-up a garden in school.</p> <p>Song This is the Way We Cross The Road</p>	
<p>Supervised Recess</p>	<p>Supervised Recess</p>	
<p>STORY: Fireman Fred (Letterland Handbook)</p>	<p>STORY: Fireman Fred (Letterland Handbook)</p>	
<p>WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 8)</p> <p>Independent:</p> <ul style="list-style-type: none"> • Number Stations/ Number Books (quantities of 8) • Comparing quantities: A Game for Partners • Number Concentration/ Mixed Up Numbers (1-8) • Cover All Game/Call Out Game: Numbers(0-8), It's a Match 	<p>WORK PERIOD 2: Teacher-Supervised: Measuring Strings</p> <p>Independent:</p> <ul style="list-style-type: none"> • Number Stations/ Number Books (quantities of 8) • Comparing quantities: A Game for Partners • Number Concentration/ Mixed Up Numbers (1-8) • Cover All Number/Call Out Game: Numbers (0-6); It's A Match (1-8) 	
<p>INDOOR/OUTDOOR ACTIVITY: One Potato (PEHT 231) Count and Turn (up to 8)</p>	<p>INDOOR/OUTDOOR ACTIVITY: People Counting Games Circle Game (up to 8)</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX: WEEK 24

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Mapping: Home to School

Objective: to develop fine motor coordination

Materials: newsprint

Number of players/participants: 6 - 8 children

Procedure:

1. Give each child a piece of newsprint.
2. Have him draw his house on one end of the paper and his school on the other end.
3. Let him recall the places he would pass by on his way to school and have him draw in the space between his house and the school.
4. Have him describe his drawing or take down dictation if the child has difficulty writing sentences yet.

Diorama: Different Schools in our Community

Objective: to create a model of different kinds of school in their community

Materials: shoebox, crayons, scissors, glue, cloth/string, masking tape

Number of players/participants: 6 - 8 children

Procedure:

1. Divide the children into groups of 3 - 4
2. Distribute shoe boxes or any box of similar size for their diorama.
3. Brainstorm with them what can be seen in the school assigned to each group.
4. Using clay or play dough and other junk materials, have them recreate the school that was assigned to them.
5. Cover the box with art or construction paper and draw the natural features of the school.
6. Have them set up their clay and junk models inside the box.
7. Ask children to hang the name of the school or learning center they recreated on the box.

Graph: In what school does your sibling go to?

B. OTHER MATH ACTIVITIES

Block Play

Objectives: to explore the attributes of 3-dimensional or space figures
to demonstrate understanding of the relationship between figures
to build structures using blocks

Materials: table or floor blocks

Number of participants/players: 1 – 4 children

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)

Number Stations (quantities of 8)

Objectives: to count up to quantities of 8
to see that despite differences in appearance quantities remain the same (conservation)
to develop fine motor coordination

Materials: several boxes of toothpicks, paper and pencil

Number of participants/players: small group

Procedure:

1. Teacher chooses a number to work with for the day, in this case 8.
2. Children work together exploring a given quantity of toothpicks, in this case 8, 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 8)

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Number of participants/players: small group

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 Cover All

Objective: to match numerals

Materials: cover all boards, 2 sets of number cards, 0-8

Number of participants/players: 1 – 4 children

Procedure:

1. Give each player a cover all 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 his/her board.

Variation: One person is a caller as in a call out 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.

Concentration

Objective: to match numerals

Materials: 2 sets of number cards, 0-8

Number of participants/players: small group

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 (0-8)

Objective: to identify the numerals 0, 1, 2, 3, 4, 5, 6, 7 and 8

Materials: play dough

Number of players/participants: 6 children

Procedure:

1. Give each child a medium-sized ball of play dough.
2. Let them form the numerals 0, 1, 2, 3, 4, 5, 6, 7 and 8.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

Writing Papers (8)

Objectives: to observe 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 players/participants: individual

Procedure:

1. Each child is given a writing paper with the numeral he is working on, in this case 8.
2. Children use a crayon to connect the dots of the number pattern.

Number Connect Game

Objectives: to recognize numbers 1-8

to match numbers that are alike

Materials: set of 28 number connect cards

Number of participants/players: small group

Procedure:

1. All number connect cards are placed face down.
2. Each player draws 8 number connect cards.
3. A player with a "double" begins to play.

- Each player in turn says the number names and then plays as in a regular connect game.
- The winner is the player who has played all number connect cards, or the player with the smallest number of number connect cards when all players must pass.

Number Call Out

Objective: to match numerals

Materials: Call out card for each player, calling cards, tokens

Number of participants/players: 1 or more children

Procedure:

- Provide each player with a Call out card (numerals).
- 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 Call out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Picking Up Game: Numbers

Objective: to recognize and identify numerals

Materials: fish or guava shape cut-outs (that have the numbers 1-8 written on them) with paper clip, rod with magnet

Procedure:

- Set up a "picking area" where fish with shapes are placed on the floor.
- Children take turns using the picking rod to pick a 'number'.
- When a child picks a 'number' he identifies the number written on the fish or guava shape.
- The next child takes his turn.

Mixed Up Numbers

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

Materials: vocabulary cards of number words

Number of participants/players: small group

Procedure:

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

It's a Match

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -8
one set of cards with dots (corresponding to the numerals)

Number of participants/players: pairs or small group

Procedure:

- Place the numeral cards face down in a box.
- Place the corresponding dot pattern cards in the chalk tray.
- Call on a child to get a card from the box and place it over the equivalent card in the chalk tray.
- If correct, the child may choose the next player.

More Than, Less Than, As Many As

Objective: to compare quantities up to 8 using terms of comparison: more than, less than, the same as

Materials: fruits or any objects

Number of players/participants: 8 children

Procedure:

- Teacher holds a tray with eight apples.
- Group children into three groups.
- Each group will be given objects.
 - 5 mangoes
 - 6 oranges
 - 7 bananas
- Ask questions:
 - Which group has less than the given objects?
 - Which group has more than the given objects?
 - Which group has as many as the given objects?

Who Has More?

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Number of participants/players: small group

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: to compare quantities

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

Number of players/ participants: 3 pairs of children

Procedure:

1. Each player draws a numeral card from a pile of cards.
2. Each player builds the appropriate clothespin stack to match his 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 (0-8)

Number of participants/players: small group

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 8)

Objective: to explore different combinations that make a given quantity

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

Number of participants/players: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 8.
3. Children separate counters in different ways and verbalize the combinations that result.

Teacher says:	Children say:
"Place seven sticks in your right hand."	"None and eight is eight." or "Zero and eight is eight."
"Place one stick in your left hand."	"One and seven is eight."
"Place one more stick in your left hand."	"Two and six is eight."
"Place one more stick in your left hand."	"Three and five is eight."
"Place one more stick in your left hand."	"Four and four is eight."
"Place one more stick in your left hand."	"Five and three is eight."
"Place one more stick in your left hand."	"Six and two is eight."
"Place one more stick in your left hand."	"Seven and one is eight."
"Place one more stick in your left hand."	"Eight and none is eight." or "Eight and zero is eight."

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

Measuring Strings

Objectives: to measure lengths using non standard tools
to compare lengths of objects

Materials: 5 lengths of string labeled with a colored dot on a strip of masking tape
5 objects marked along one edge with a length of masking tape and a letter

Number of participants/players: small group

Procedure:

1. Tell the children to take the strings and match them with the masking tape, trying to find the appropriate length of string to measure each object.
2. The children make a record of which string matches each item.
3. Repeat the activity if you change the items to be measured. At the start measurements should be quite different but as the children gain skill the measurements should become less differentiated, requiring more accurate measurements.

C. OTHER LANGUAGE ARTS ACTIVITIES

Listen to the Sound (for Meeting Time 2)

Objective: to identify medial sounds

Materials: none

Procedure:

1. Ask children to listen to the following set of words: man, can, ban
2. Point out that all these words have the same medial sound. This sound is /a/.
3. Tell them that you want them to listen carefully to each new set of words you say and then tell you what the medial sound is.
4. Finally, ask them to provide other words that have the same medial sound.

Ask them what medial sounds do they hear in each set of words:

Other set of words:	cap, map, tap	hot, pot, not
	bet, let, set	fin, sin, bin

Same and Different (Meeting Time 2)

Objective: identify medial sounds

Materials: none

Procedure:

1. Tell the class you will read out pairs of words. Ask them to listen carefully and tell you if the words have the same or different medial sounds.
2. Read out each set of words. Ask the class to identify which word has a different medial sound.
man, can, pen
sam, Pam, him
set, met, fat
men, hen, fun
nag, lag, beg

Word Wall – CVC words

Letter Call Out

Same and Different

Objective: to identify words with the same medial sounds

Materials: CVC word cards with different medial sounds, category cards

Preparation:

1. Prepare pairs of picture cards. Some pairs should have the same medial sound while others should have different medial sounds.
2. Prepare two category cards and write the word SAME on one and DIFFERENT on the other.

Procedure:

1. Lay the category cards on the table
2. Show each pair of picture cards.
3. Ask children if the words have the same medial sound. . If they do, have them place the card under the category card "SAME" . Let them identify the medial sound and give its corresponding letter name.
4. If the words don't have the same medial sound, have them place the words under the category card " DIFFERENT " .
5. Continue until all the words have been sorted.

Opposite Booklets

Objective: to identify words with opposite meanings

Materials: blank booklets

Number of participants/players: 6 - 8 children

Procedure:

1. Distribute blank booklets to children.
2. On each page, have them write words or draw pictures that show opposite meanings.

Find a Pair (opposite meanings)

Objective: to identify words with opposite meanings

Materials: word cards with opposite meanings

Number of participants/players: 4 – 6 children

Procedure:

1. Spread out words on the table.
2. Ask each child to pick out two words with opposite meanings.
3. Talk about these words. Have them practice using these words in a sentence.
4. Continue the game until all words with opposite meanings have been located.

Word Walls –CVC words

Objective: to identify medial sounds

Materials: manila paper, 1/8 strips of paper, marker

Number of participants/players: 6 - 8 children

Procedure:

1. Have children think of words containing a given word chunk or word family e. g – an words (pat, sat, cat)
2. Let them write each word on 1/8 sheet of paper.
3. Ask them to paste/glue this on the manila paper.

Literature-based: Story Mobile (refer to previous instructions)

Literature-based: Picture Walk

Title:

Objective:

Materials/preparation:

Number of players/participants:

Procedure:

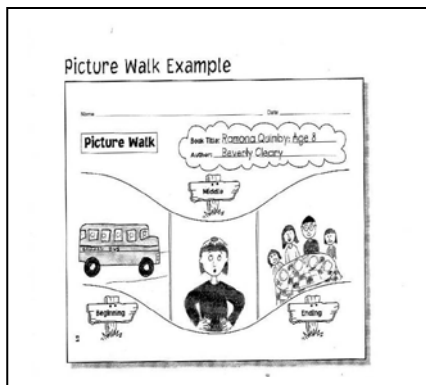
Picture Walk

to tell stories in sequence

Your book

Picture Walk sheet

Crayons or markers



Source: Reading-Writing Connections

1. Write the title and author.
2. Think about how to retell the story in pictures.
3. Decide on three key events. They should retell the beginning, middle, and ending.
4. Draw a picture for each event in the order they happened.

D. SONGS/RHYMES/ POEMS

Snap And Clap

Objectives: to count backward

to develop body coordination

to count in one-to-one correspondence

to develop a sense of rhythm

Materials: none

Number of players/participants: whole or small group

Procedure:

The children clap together in rhythm, counting forward, "One, two, three, four" and then snap their fingers counting backward, "four, three, two, one." Repeat this over and over again without losing a beat between the last clap and the first snap.

I Can Do Many Things PEHT – p.162

Sung to the tune of Bahay Kubo

BATANG MUNTI

Ako'y batang munti
Na may laging mithi
Maganda ang ugali
Mabuti ang gawi
Kahit batang munti

BISIG

Itong ating bisig
Matatag, makisig
Kung magkakabigkis
Lahat makakamit
Dito sa daigdig

BALIKAT

Sukatan ng lakas
Ang ating balikat
Kung may binubuhat
Bagay na mabigat
Dito sumasadlak

BUHOK

Itong ating buhok
Tuwid man o kulot
Sa ulo ay suklob
Pampagandang lubos
Kaloob ng Diyos

Everybody Do This

Everybody do this (do an action such as shaking one hand
or tapping one's shoulder)

Do this, do this

Everybody do this

Just like this

Song is repeated each time a new action is done

E. INDOOR/OUTDOOR ACTIVITIES

Count And Turn

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

Materials: none

Number of players/participants: whole or small group

Procedure:

1. 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, five, six, seven, eight
(turn) one, two, three, four, five, six, seven, eight
(turn) one, two, three, four, five, six, seven, eight....

People Counting Games (8)

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

Materials: ball or jump rope

Number of players/participants: whole or small group

Procedure:

Bouncing ball/: "One, two, three, four, five, six, seven, eight" (bounce a ball/ jump rope)

Jumping rope "one, two, three, four, five, six, seven, eight" (bounce a ball/ jump rope)

Circle Game (8)

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

Materials: chairs for each player

Number of players/participants: 6 - 8 children

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.

Title: Body Letters

Objective: to be able to form letters through body simulations.

Materials: Letters of the Alphabet

Number of players/participants: 3-5 children in each group

Procedure:

1. Divide the class into groups of three to five students.
2. Assign each group a letter to form with their bodies. They might form the letter individually (each child forming it), or use the entire group to form it, e.g., four children might lie on the floor to form letter E).

KINDERGARTEN CLASS THIRD GRADING DAILY PLANS
WEEK 25: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: Our Community		
MEETING TIME 1: Message: A community is a place where a group of families live together. Question: What is a community? (Draw a web while students answer the question)	MEETING TIME 1: Message: There are different places in the community. Question: What are the different places in our community? Note: Choose 1-2 places in the community you will focus on each day (ex. school, hospital, church/mosque, police station, fire station, municipal/barangay hall, store, market)	
WORK PERIOD 1 Teacher-Supervised: Building a Community Word Wall Independent: <ul style="list-style-type: none"> • Making a Trip Chart • Lacing Cards • Word Sort (High Frequency Words) • *Ang Pamayanan PEHT p.116 • Writer's Workshop 	WORK PERIOD 1 Teacher-Supervised: Walking Trip Around the Community Independent: <ul style="list-style-type: none"> • Play dough • Lacing Cards • Word Sort (High Frequency Words) • Pick a Part • Upper and Lower Case Memory Game 	WORK PERIOD 1 Teacher-Supervised: Walking Trip Around the Community Independent: <ul style="list-style-type: none"> • Block Play: Reconstruct place in the community visited • Mga Katulong sa Pamayanan (PEHT 115) • Drawing: This is my community. • Pick a Part • Opposite Words Match
MEETING TIME 2: Question: What places have you gone to in our community? Introduce the song " It's I Who Build the Community Game: Which does not belong? (Medial Sound)	MEETING TIME 2: Introduce the poem " All Around the Neighborhood " Play " Blend a Word :	MEETING TIME 2: Message: There are natural features in the community. There are plants, animals, mountains, rivers in our community. Poem: All Around the Neighborhood
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Ang Pambihirang Sumbbrero	STORY: The Mayor's Visit	STORY: Si Eman
WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting up to quantities of 8) Independent: <ul style="list-style-type: none"> • Block Play • Comparing Quantities: A Game for Partners • It's A Match/Mixed Up Numbers (1-8) • Number Snap/ Number Concentration (0-8) • Call Out Game: Numbers (0-8) 	WORK PERIOD 2: Teacher-Supervised: Walking Trip Around the Community Independent: <ul style="list-style-type: none"> • Block Play • Comparing Quantities: A Game for Partners • It's A Match/ Mixed Up Numbers (1-8) • Number Snap/ Number Concentration (1-8) • Call Out Game: Numbers (0-8) 	WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting; up to quantities of 8) Independent: <ul style="list-style-type: none"> • Block Play • Find 8 • 8 Concentration • Number Snap/ Mixed Up Numbers (1-8) • Number Cover All/ Call Out: Numbers (0-8)
INDOOR/OUTDOOR ACTIVITY: Head race	INDOOR/OUTDOOR ACTIVITY: Hide the Letter	<ul style="list-style-type: none"> • INDOOR/OUTDOOR ACTIVITY: Who's the person (song and riddle; Community Olympics)
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
<p>Message: There are different places in the community.</p> <p>Questions: What are the different places in our community? What are each for? What do you find in these places.</p> <p>Note: choose 1-2 places in the community you will focus on each day (ex. school, hospital, church/mosque, police station, fire station, municipal/barangay hall, store, market)</p>		
<p>WORK PERIOD 1 Teacher-Supervised: Community Map</p> <p>Independent:</p> <ul style="list-style-type: none"> • Poster: At the _____ • Dramatic Play • Who is the helper? /Where's the place? • Upper and Lower Case Memory Game • Three Sound Word Building • Who are the people in the neighborhood? 	<p>WORK PERIOD 1 Teacher-Supervised: cont ... Community Map</p> <p>Independent:</p> <ul style="list-style-type: none"> • Poster: At the _____ • Dramatic Play • Who is the helper? /Where's the place? • Three Sound Word Building • Look, Say, Name Cover, Write Check • Writer's Workshop 	
<p>MEETING TIME 2:</p>	<p>MEETING TIME 2:</p>	
<p>Questions: Who are the people who help us in the community? What do they do for us? Poem: People Everywhere Play "Which does not belong?"</p>		
<p>Supervised Recess</p>	<p>Supervised Recess</p>	
<p>STORY: The Gingerbread Man</p>	<p>STORY: Isang Dosenang Sapatos</p>	
<p>WORK PERIOD 2: Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 8)</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Find 8/ 8 Concentration • Go 8 • Draw 8 • Number Snap/ Mixed Up Numbers (1-8) • Call Out: Numbers (0-8) 	<p>WORK PERIOD 2: Teacher-Supervised: Weighing and Comparing</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Find 8/ 8 Concentration • Go 8/ Draw 8 • Number Snap/ Mixed Up Numbers (1-8) • Call Out: Numbers (0-8) 	
<p>INDOOR/OUTDOOR ACTIVITY: People in the neighborhood (PEHT p117)</p>	<p>INDOOR/OUTDOOR ACTIVITY: Word Writing Race</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX: WEEK 25

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Trip Chart: Our Community

Objectives: to recall what they have seen
to make a story of what they saw
to plan and organize

Materials : clean bond paper, pencil,

Number of players/participants: 1 – 6 children

Procedure:

1. Give each child 5 pcs. of clean bond paper (teacher made format)
2. Assign each child a partner.
3. Ask the child to fold one bond paper into 2 (crosswise).
4. On the upper part of the paper tell the children to copy and fill-up the following (teacher can prepare format for children):

My name is _____.
Today is _____, 201_____.
My partner is _____.
We will leave at __:00 A.M.
We will be back by __:30 A.M.

5. During the tour, tell the children to bring at least 3 pieces of clean bond paper or teacher made format (shown below) and pencil. Tell them to draw the things and people they saw in the community (play ground or plaza; church; barangay hall, health center; etc.) on the corresponding column. (see sample below)

People	Things
In the barangay hall	
People	Things
In the church	

6. After the trip, tell the children to compile their drawings (people and things in the community).
7. Talk about the visit.

Poster: At The _____ (feature different parts of the community)

Objective: to identify different areas in the community

Materials: manila paper crayons, pencil, art paper, marker

Number of players/participants: 4-6 children

Procedure:

1. Assign a group to make a poster of one place in the community you have visited.
2. Have them draw this place on ¼ size manila paper.
3. Then let them write a short description of the place they drew.
4. Paste their drawings on Manila paper.

Build a Community Word Wall

Objective: to recognize words related to the theme

Materials: sentence strips or index cards, scissors, masking tape, crayons, markers

Number of players/participants: small group or big group

Procedure:

1. Brainstorm with children on words they know that tell something about the community e.g. community helpers, sidewalk, road signs, houses, river, etc.
2. Have them write these words on strips of construction paper.
3. Paste these words on a manila paper or on your bulletin board.

Note: As children progress through the unit, help them add more words to the Wall.

Who are the people in the neighborhood? (PEHT 117)

Objective: to identify the letter that represents the sound heard

Materials: manila paper or newspaper, cutout of stars, pictures of community helpers, bean bag or small object to toss.

Number of players /participants: small group

Procedure:

1. Draw a pathway on manila paper. Divide the paths into sections. Print the beginning letters of the community helpers in each section.
2. Let the children recite:
Who are the people in the neighborhood?
In the neighborhood, in the neighborhood
Please tell me so, tell me so. (2 times)
3. Ask one child to toss the bean bag to any section of the path, then hop from the starting point to the letter where the bean bag fell.
4. While the child is hopping, let the children say:
What G (If the bag is on letter G) is one of the people in the neighborhood?
Please tell me so, tell me so. (2 times)
5. Ask the child on the path to name the community helper whose name begins with letter G.
Example: garbage collector
6. If the child gives the correct answer give him a star.
7. Repeat activity.

Community Helpers:

Barangay official

Doctor

Fireman

Street sweeper

garbage collector

mailman

nurse

teacher

policeman

vendor

Mga katulong sa Pamayanan (PEHT p. 115)

Ang Pamayanan (PEHT p. 116)

Where's the Place?

Objective: to identify areas in the community

Materials: 3 pcs of 9" x 12" sheets of cardboard; Transparent plastic wrapper; Marking pens

Pictures of structures and places in the community (example: church, barangay hall, health center, school, plaza, etc.)

Number of players /participants: small group

Procedure:

1. Tape the sheets of cardboard together.
2. Draw /paste pictures on each one depicting different job environment.
3. Paste pictures of workers, tools, etc. on the small cardboard.
4. Cover with transparent plastic.

How to play:

- The child sorts the pictures under appropriate categories
- The children can paste the workers and tools on a specific job environment.

Variation: The children can tell something about the worker and the tool. They can also describe the job environment. They can also relate their mother or father's work and match them with the pictures of the workers.

Who is the helper?

Objective: to identify community helpers

Materials: community helpers board game and picture cards

Number of players /participants: small group

Procedure:

1. Let the children take turns reading the clues on the board.
2. Have them guess which community helper is being described in each section.
3. Ask them to pick out the appropriate picture card and place this on the box.

Variation: Use these cards to play:

a. "Go Fish. ""

How to play Go Fish:

1. Divide the group into pairs.
2. Each pair uses one set of cards.
3. Partners take turns requesting cards from each other, matching workers with needs and trying to get as many pairs as possible.

b. Memory Game

How to play:

1. Lay cards facedown.
2. At each turn, player turns over two cards at a time to try to match needs with workers.

Pantomime

Objective: to show the different people and services rendered

Materials: none

Number of players/participants: 5 -7 children

Procedure

1. Tell the children to act out one community helper and the services he gives without talking or making sound.
2. Ask the other children of the group to identify what he/she is acting out.

B. OTHER MATH ACTIVITIES

Block Play: Places in My Community

Objectives: to explore the attributes of 3-dimensional or space figures
to demonstrate understanding of the relationship between figures
to build structures using blocks

Materials: table or floor blocks

Number of players/participants: 1-4 children

Procedure:

1. Children use table or floor blocks to build structures.
2. 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)
3. Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Number Cover All Game (0-8)

Objective: to match numerals

Materials: cover all boards, 2 sets of number cards, 0-8

Number of players/participants: 1- 4 children

Procedure:

1. Give each player a cover all 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 call out 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.

Call Out Game: Number (0-8)

Objective: to match numerals

Materials: Call out card for each player, calling cards, tokens

Number of players/participants: 2 or more children

Procedure:

1. Provide each player with a call out card (numerals).
2. Assign a child 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 call out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Concentration (0-8)

Objective: to match numerals

Materials: 2 sets of number cards 0-8

Number of players/ participants: 2 - 4 children

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

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals 0 -8,
one set of cards with dots (corresponding to the numerals)

Number of players/participants: pairs or small group

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

Materials: vocabulary cards of number words (1-8)

Number of players/participants: small group

Procedure:

1. Place the word cards at random in the chalk tray.
2. Ask the children 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 child with the corresponding card is invited to stand. "Neighbors" whose numbers are one less or one more than this child's card, are then invited to join in. Continue until all are standing in the appropriate number.

Comparing Numbers – A Game For Partners

Objective: to compare quantities

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

Number of players/participants: 3 pairs

Procedure:

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 8)

Objective: to explore different combinations that make a given quantity

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

Number of players/participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 8.
3. 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 eight sticks in your right hand."		"None and eight is eight." or "Zero and eight is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td><td>8</td></tr></table>	0	8
0	8				
"Place one stick in your left hand."		"One and seven is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td><td>7</td></tr></table>	1	7
1	7				
"Place one more stick in your left hand."		"Two and six is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>2</td><td>6</td></tr></table>	2	6
2	6				
"Place one more stick in your left hand."		"Three and five is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>3</td><td>5</td></tr></table>	3	5
3	5				
"Place one more stick in your left hand."		"Four and four is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>4</td><td>4</td></tr></table>	4	4
4	4				
"Place one more stick in your left hand."		"Five and three is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>5</td><td>3</td></tr></table>	5	3
5	3				
"Place one more stick in your left hand."		"Six and two is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>6</td><td>2</td></tr></table>	6	2
6	2				
"Place one more stick in your left hand."		"Seven and one is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>7</td><td>1</td></tr></table>	7	1
7	1				
"Place one more stick in your left hand."		"Eight and none is eight." or "Eight and zero is eight"	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>8</td><td>0</td></tr></table>	8	0
8	0				

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

Lift the bowl (concrete, up to quantities of 8)

Objective: to explore different combinations that make a given quantity

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

Number of players/participants: small group

Procedure:

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

Teacher says:		Children say:
"Place seven blocks under the bowl."		"None and eight is eight." or "Zero and eight is eight."
"Place six block under the bowl."		"One and seven is eight."
"Place five blocks under the bowl."		"Two and six is eight."
"Place four blocks under the bowl."		"Three and five is eight."
"Place three block under the bowl."		"Four and four is eight."
"Place two blocks under the bowl."		"Five and three is eight."
"Place one block under the bowl."		"Six and two is eight."
"Place no blocks under the bowl."		"Seven and one is eight."
"Place no blocks under the bowl."		"Eight and none is eight." or "Eight and zero is eight"

Peek Thru the Wall (concrete, up to quantities of 8)

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

Number of players/participants: small group

Procedure:

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

Teacher says:		Children say:
"Wall off eight blocks."		"None and eight is eight." or "Zero and eight is eight."
"Wall off seven blocks."		"One and seven is eight."
"Wall off six blocks."		"Two and six is eight."
"Wall off five blocks."		"Three and five is eight."
"Wall off four blocks."		"Four and four is eight."
"Wall off three blocks."		"Five and three is eight."
"Wall off two blocks."		"Six and two is eight."
"Wall off one blocks."		"Seven and one is eight."
"Wall off no blocks."		"Eight and none is eight." or "Eight and zero is eight"

Find 8

Objective: to explore different combinations that make 8

Materials: 4 sets of numeral cards 0, 1, 2, 3, 4, 5, 6, 7 and 8

Number of players/participants: 1- 4 children

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 8, 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.

8 Concentration

Objective: to explore different combinations that make 8

Materials: 4 sets of numeral cards 0, 1, 2, 3, 4, 5, 6, 7 and 8

Number of players/participants: 1- 4 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 face-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 8. 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

Draw 8

Objective: to explore different combinations that make 8

Materials: 4 sets of numeral cards (0 –8)

Number of players/participants: 3- 5 children

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 8. 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 8 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.

Go 8

Objective: to explore different combinations that make 8

Materials: 4 sets of numeral cards (0-8)

Number of players/participants: 1- 4 children

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 7 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.

Number Snap

Objective: to match numerals

Materials: 3 sets of number cards 0-8

Number of players/ participants: 2 – 4 children

Procedure:

1. Shuffle and deal the cards.
2. The players take turns in turning 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.

Weighing and Comparing

Objectives: to weigh and compare objects according to their mass
to arrange objects according to their mass

Materials: common objects to be weighed; scale (made of milk carton or small box and rubber band), paper

Number of players/ participants: 2-4 children

Procedure:

1. The children select three items to weigh on the milk carton scale. As each item is weighed, they record the name of the item on the paper behind the scale on a line with the bottom of the milk carton.
2. When they finish, they have recorded the three items in order from lightest to heaviest on their paper.
3. Other children can check this by repeating the experiment and signing their name indicating if they agree or disagree.

C. OTHER LANGUAGE ARTS ACTIVITIES

Which Does Not Belong? (Meeting Time 2)

Objective: to recognize/identify different medial sounds

Materials: set of words with different medial sounds

Number of players/ participants: big group

Procedure:

1. Ask children to listen carefully to the words you are going to say. Have them identify the word that has a different medial sound as the rest.
2. Slowly say "man, ten, bat". Ask "What is the first sound that you hear in the first word? in the second word? in the third Which word has a different medial sounds? "
3. Repeat the procedure using other sets of words.
cake, lake, bike
ban can, pin
cone, lone, mine
pet, met, fan
mine, line, cane

Blend a Word (Meeting Time 2)

Objective: to blend sounds orally

Materials: set of words

Number of players/ participants: big group

Procedure:

1. Say " I'm going to say a word very slowly, sound by sound. Then I'll say the word a bit faster. Finally I'll say the word the way it is usually said. For example, if I hear the word parts /m/ /a/ /t/, I can blend them together like this: " mmmmaaaat, mmaat, mat "
Initial words to blend: mat, sat, fat, rat
Sam, fan, let, men

Note: Begin with CVC words that start with continuous sounds such as m, s, l, r.

To help children visually note when you change from sound to sound as you blend the word, add movements. For example, you might move your hands from right to left as you change from sound to sound.

Word Sort (High Frequency Words) – refer to instructions in Weeks 23-24.

Pick a Part

Objective: to blend 3-letter sounds

Materials: individual letter cards, word segment cards, any box or plastic container

Number of players/ participants: small group

Procedure:

1. Place the individual consonant letter cards into one bowl. Put the word segment cards (an, ap, at) into another bowl. Take turns drawing one card from each bowl. If you can make a real word with your cards, keep them. If you can't, return them. Cooperate to make as many real words as you both can.

Upper and Lower Case Memory Game (played like Letter Memory Game only but this time involving matching upper and lower case letters)

Opposite Words Match (refer to instructions in Week 24)

Three Sound Word Building

Objective: to blend 3-4 letter sounds to form a word

Materials: letter cards

Number of players/participants: 8-10 children

Procedure:

1. Lay out the letters for the child to blend.
2. Have her blend each word.
3. After all letter cards have been placed, have her say each sound as you point to its letters in sequence. Once all the letters have been placed, 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 letter. Mapping should be clear, concise, and completely segmented.

Look, Say Name Cover Write Check

Objective: to read and write high frequency words

Materials: high frequency words

Number of players/participants: 8 – 10 children

Procedure

1. Distribute one word card to each student.
2. Have the children look at their cards, read it, name the letters of the word.
3. Ask them to turn over the word so the word cannot be seen.
4. Let them turn their cards again to show the word and check it against what they wrote.

D. STORIES

Ang Pambihirang Sombrero

Unlocking of difficulties: naghalungkat, baul, kandelabra, palamutian

Questions before reading:

- Ano ang ginagamit ninyong panangga kapag mainit ang araw habang kayo ay naglalakad sa labas?
- Bakit kaya kakaiba ang sombrero sa ating kwento?

Questions after reading:

- Ano ang hilig ni Mia? Ano ang kanyang nakita sa baul ng kanyang Lola?
- Ano-anong lugar ang pinuntahan ni Mia?
- Bakit kakaiba ang sombrero ni Mia?
- Kung ikaw si Mia, ano ang iyong mararamdaman ? Bakit?

The Mayor's Visit

Questions before reading:

- What do mayors do?
- Why did the Mayor visit the school?

Questions after reading?

- What does the principal advise her teachers and pupils?
- What tools do they use in cleaning the school?
- What was the impression of the visitors?
- What was the prize received by the school?
- As a student, how can you help your school maintain cleanliness?

Si Eman (PEHT page 200-202)

Questions before reading:

- Nakasama ka na bang mamasyal ng iyong pamilya?
- Saan ba namamasyal ang pamilya?

Questions after reading:

- Ano ang ginawa ng mag-anak isang araw?
- Ano ang nangyari habang namamasyal ang mag-anak?
- Saan niya natagpuan ang kanyang Tatay at Nanay? Bakit?
- Kung ikaw si Eman, magtatampo ka ba sa iyong Tatay at Nanay dahil ikaw ay naiwan? Bakit?
- Anu-ano ang magagandang katangian ng Tatay ni Eman?
- Kanino siya nagsori? Nagpasalamat?
- Tama ba ang ginawa ng Tatay ni Eman na magsori sa kanya? Bakit?

The Gingerbread Man

Questions before reading:

- Do you know the story about Gingerbread Man?
- What is your idea on why we call him a gingerbread man?

Questions after reading:

- What happened to the gingerbread boy?
- What should the gingerbread boy have done?

RHYMES/POEMS/SONGS

THE Carpenter (PEHT 164)

This is the way he saws the wood
(right hand saws left palm)
Sawing, sawing, sawing
This is the way he nails a nail
(pound right fist on left palm)
Nailing, nailing, nailing
This is the way he paints the house
(right hand paints left palm)
Painting, painting, painting

It's I Who Build Community

It's I, it's I, It's I who build community
It's I, it's I, it's I who build community
It's I, it's I, it's I who build community
It's I ... It's I ..., it's I who build community.

Roll over the ocean, roll over the sea
Roll over the ocean in the deep blue sea,
Roll over the ocean, roll over the sea
Roll over the ocean in the deep blue sea.

Five Police Officers (PEHT 165)

Five strong Police Officers standing by a store,
(hold up one hand)
One became a traffic cop, then there were four.
(hold up four fingers)
Four strong Officers watching over me,
One took a lost boy home, then there were three
(hold up three fingers)
Three strong Officers all dressed in blue,
One stopped a speeding car and then there were two.
(hold up two fingers)
Two strong Police Officers, how fast they can run,
One caught a bad man and then there was one.
(hold up one finger)
One strong Police Officer saw a smoke one day,
He called a firefighter who put it out right away.

All Around the Neighborhood (Poem)

All around the neighborhood,
People help each other.
The driver on the bus,
Helps a girl and her mother.

The girl and her mother,
See the butcher for meat.
The butcher gives a letter,
To the carrier down the street.

The carrier asks the barber,
To trim his mustache.
The barber sweeps the hair up,
And puts out all the trash.

The trash collector stops,
When a fire truck clangs its bell.
Firefighters join the police,
Who make sure all is well.

All around the neighborhood,
There's lots that people do.
All around the neighborhood,
Who helps you?

In your own little way you can help too
Clean the environment
Take care of plants and animals around you
Be responsible in everything you do.

People Everywhere (Poem)

Who are the people I see everyday?
The people who work all around me?
I see them always, here and there
There are people everywhere.

Who are these people, these people shall I see?
Those people that I see
Coming to and fro, here and there
There are people everywhere.

Where do they go to work everyday?
The people going to and fro
Wearing a rainbow of uniforms here and suits there
There are people everywhere.

The doctor, the postman and the baker too
The teacher, the firefighter and the police officer with you
They are always here and there
They are the people everywhere.

Magwalis

Magwalis, magwalis
Upang paligid ay malinis
Walisin, walisin
Lahat ng kalat natin.

E. INDOOR/OUTDOOR ACTIVITIES

Head race

Materials: balloons or books or balls

Number of players/participants: small to large groups

Procedure :

1. Organize players so that they're into pairs and each team receives a partially inflated balloon.
2. When the game starts, teams must race to a finish line carrying a balloon between their heads (a book or ball), remember don't use your hands.
3. On hot days try it with water balloons or through a sprinkler.
4. You can even try an obstacle course.

Hide the Letter Game

Materials: flash cards (3" x 5") of community words

Number of players/participants: 10 and more children

Procedure:

1. Divide the children into 2 or 3 groups.
2. Ask the group to identify the letter to be flashed by the teacher.
3. Cover first letter of a word (related to community) in a "3 x 5" flash card.
4. Ask for the class to read the text again and see if they can guess the missing letter. Ask them to say the sound of the beginning letter. If they guess the missing letter and able to say the letter sound correctly. Then ask them to read again the word aloud.
5. The first group to say the letter sound correctly wins a point. Another point for the group to read and say the word correctly.

Who's the person (song and riddle)

(to the tune of "where is thumbman?")

Who's that person, who's that person?
Teaching in the school, teaching in the school
Writing on the blackboard, writing on the blackboard
Who is it, who is it?

Who's that person, who's that person?
Baking the bread, baking the bread
Working in a bakery, working in a bakery
Who is it, who is it?

Who's that person, who's that person?
Keeping us safe, keeping us safe
Catching the criminals, catching the criminals
Who is it, who is it?

Who's that person, who's that person?
Keeping us well, keeping us well
He treats us when we're sick, he treats us when we're sick
Who is it, who is it?

Community Olympics

Materials: pictures of community places

Number of players/participants: 8 – 10 children

Procedure:

1. Divide the group into teams of 8-10 players and give each team pictures of community places. Each team will complete several series of different relays using their picture card. Here are some ideas for those relays.
 - The picture under their armpit and hopping on one leg down a field and back.
 - Place the picture card between the knees and hop down a field and back.
 - Two teammates tossing the card and forth down the field and back.
 - Place the card on the ground and each teammate must roll across the card.
 - Teammates line up in leapfrog formation and first player hops over players while holding card and then tosses card to next player in line to do the same.
 - After the game, talk about and ask them who and where they will go of the actions they played. What do people in the community do in this places.

Word Writing Race

Divide children into two teams. Have them stand in 2 rows behind a starting line. Write or post words about community and services in the community on the board. Stand back and call out the word. Each child on each team gets a chance to race to the board. The first team to circle the letter called out gets a point. The two children who raced go to the back of the line and those now in front do the next race.

KINDERGARTEN CLASS THIRD GRADING DAILY PLANS

WEEK 26: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: Plants in the Community		
MEETING TIME 1: Message: There are different kinds of plants in the community Question: What kinds of plants do you see in the community?	MEETING TIME 1: Message: Plants help us in many ways. Plants have different parts. Each plant part can be used in different ways. Questions: How do plants help people? What are the parts of plants? How do people use each plant part?	MEETING TIME 1: Message: Plants help us in many ways. Plants have different parts. Each plant part can be used in different ways. Questions: How do plants help people? What are the parts of plants? How do people use each plant part?
WORK PERIOD 1 Teacher-Supervised: Target Letter : Kk Letter Poster Independent: <ul style="list-style-type: none"> • Trip Chart • Letter Mosaic • Lo Look, Say, Name, Cover, Write, Check • Word Concentration 	WORK PERIOD 1 Teacher-Supervised: Walking Trip Independent: <ul style="list-style-type: none"> • Letter K Designs • Puzzle – Plant Parts • Leaf Patterns • Flowers for You (PEHT 103-105) • Memory Game: Plant Parts 	WORK PERIOD 1 Teacher-Supervised: Let's Write Kk Independent: <ul style="list-style-type: none"> • Poster: Things We Get from Plants • Leaf Patterns • Flowers for You (PEHT 103-105) • Memory Game: Plant Parts • Letter K Designs
MEETING TIME 2: What kinds of plants did you see? How are plants different? How are they the same? (classify plants: with & without flowers; with & without fruits) Song: Old McDonald Had a Box	MEETING TIME 2: What things in the classroom and outside are made from plants? Song: The Seed Cycle Gulay ay Kailangan	MEETING TIME 2: What parts of plants can be eaten? Game: Put It Together - onset and rime
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Let as plant trees	STORY: Cindy Spider	STORY: The Giving Tree
WORK PERIOD 2: Teacher-Supervised: Walking Trip Independent: <ul style="list-style-type: none"> • Block Play • Playdough Numerals • Go 8 • Draw 8 • Find 8/ 8 Concentration • It's A Match/ Mixed Up Numbers (1-8) 	WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 8) Independent: <ul style="list-style-type: none"> • Block Play • Playdough Numerals • Go 8 • Draw 8 • Find 8/ 8 Concentration • It's a Match/ Mixed Up Numbers (1-8) 	WORK PERIOD 2: Teacher-Supervised: Pictographs: My Favorite Fruit (four groups) Independent: <ul style="list-style-type: none"> • Block Play • Subtraction Cards (2-8) • Call Out Game: Addition/Subtraction (0-8) • Go 5/ Draw 5/ Find 5/ 5 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8) • Hand Game/Lift the Bowl worksheets (quantities of 8)
INDOOR/OUTDOOR ACTIVITY: One Potato (PEHT p.231)	INDOOR/OUTDOOR ACTIVITY: Potato Carrier's Relay	INDOOR/OUTDOOR ACTIVITY: The Falling Leaves
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
<p>Message: Plants have many needs. All plants need water and sunlight. Some plants need soil.</p> <p>Questions: What do plants need? Do all plants need the same things? Why?</p>	<p>Message: We care for plants in different ways. (Some plants grow in the wild and don't need to be cared for.)</p> <p>Question: How do people care for plants?</p> <p>Resource person (ex. farmer) talks about how to care for plants</p>	
<p>WORK PERIOD 1</p> <p>Teacher-Supervised:</p> <ul style="list-style-type: none"> • Poster: Plants need ... • Seeds Around Us <p>Independent:</p> <ul style="list-style-type: none"> • Flower Cut-outs (PEHT p118) • Printing (PEHT p105) • Story Banner • Drawing: My Favorite Plant • Playdough 	<p>WORK PERIOD 1</p> <p>Teacher-Supervised: Poster: How do we take care for plants?</p> <p>Independent:</p> <ul style="list-style-type: none"> • Flower Cut-outs (PEHT p118) • Printing (PEHT p105) • Seeds Around Us • Playdough • Drawing: My Favorite Plant? • Writer's Workshop 	
<p>MEETING TIME 2:</p> <p>What happens to plants if they don't get enough water or sunlight?</p> <p>Eight Green Speckled Frogs Eight Little Monkeys Eight Little Fish</p>	<p>MEETING TIME 2:</p> <p>What do you think will happen to the environment if all the plants died because we did not take care of them? or what do you think will happen if you take care of plants very well?</p> <p>Ating Alagaan (Likas na Yaman) PEHT p.179 Farm Chores (Peht P.163)</p>	
<p>Supervised Recess</p>	<p>Supervised Recess</p>	
<p>STORY: Mayroon Akong Alagang Puno</p>	<p>STORY: Ang Huling Puno</p>	
<p>WORK PERIOD 2:</p> <p>Teacher-Supervised: Hand game (up to quantities of 8; writing number sentences)</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 8) • Subtraction Cards (2-8) • Call Out Game: Addition/ Subtraction (0-8) • Go 8/ Draw 8/ Find 8/ 8 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8) 	<p>WORK PERIOD 2:</p> <p>Teacher-Supervised: Lift the bowl (up to quantities of 8; writing number sentences)</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 8) • Subtraction Cards (2-8) • Call Out Game: Addition/ Subtraction (0-8) • Go 8/ Draw 8/ Find 8/ 8 Concentration 	
<p>INDOOR/OUTDOOR ACTIVITY: Potato and Spoon Relay</p>	<p>INDOOR/OUTDOOR ACTIVITY: Potato Carrier's Relay</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX: WEEK 26

A. THEME-RELATED ACTIVITIES

Walking Trip

Objective: to classify plants

Materials: Community Surroundings

Number of players/participants: small group

Procedure:

1. The class will visit different places in the neighborhood.
2. Children draw or write down all the plants they see.
3. When the class is back in the classroom the children talk about similarities and differences between the different plants they have seen.
4. Enumerate and identify the plants.

Poster: Things We Get from Plants

Objective: to identify things we can get from plants

Materials: manila paper, 1/8 construction or newsprint, crayons

Number of players/participants: small group

Procedure:

1. Have children draw different kinds of plants on the manila paper.
2. Then, ask children to draw different things we can get from plants on 1/8 construction or newsprint.
3. Have them paste their drawings on the manila paper.

Plants Mobile

Objective: to identify needs of plants

Materials: cut-out of a big plant, cut-out of circles, crayons or markers

Number of players/participants: small group

Procedure:

1. Make a 3-D model of a plant.
2. Put a hole on top of it.
3. Have children draw different things that plants need to grow on the shape cut-outs.
4. Then let them thread a piece of string through the hole at the top of each shape and tie a knot.
5. Tie the string into the plant model.

Matching Cards

Objective: to match word-picture of plants

Materials: Word Cards, large picture or drawing of a tree

Number of players/participants: 5 groups of children

Procedure:

1. Teacher places a large picture of a tree on the board and places word cards (branch, leaves, flower, roots, fruits, stem) on the chalk board ledge.
2. Teacher calls on volunteers to identify parts of the tree and match the word cards to each part.

Puzzle (Plant Parts)

Objective: to organize the plant parts in puzzle

Materials: Plant Parts picture (horizontally, vertically cut)

Number of players/participants: Individual

Procedure:

1. Teacher provides puzzle of pieces to different plants which children try to put together.

Seeds Around Us (PEHT p. 112-113)

Objective: to classify seeds based on their characteristics

Materials: Seeds of different kinds

Directions:

1. Ask children to bring different kinds of seeds.
Examples: mango, guava, santol, jackfruit, tamarind, avocado, squash, peanut, beans, mongo, corn and butong pakwan.
2. Put the seeds in a tray or any wide-mouthed container.
3. Let the children group the seeds, according to size, shape, color.

Flower For You (PEHT 103-105)

Objective: to develop fine motor coordination

Materials: old glossy colored magazines or art paper

Number of players/participants: 8 – 10 children

Procedure:

1. Give each pupil a square-shape of glossy colored magazine or art paper.
2. Fold in half to make a triangle.
3. Fold up diagonally from a bottom point beyond the center.
4. Fold up the other side in the same manner.
5. Turn upside down and fold in the other side.
6. Fold inside corner just formed.
7. Turn over the completed tulip.

For the stem:

1. Cut 6" squares into quarter lengthwise. Each strip makes one stem. Give one to each pupil.
2. Fold lengthwise in half.
3. Fold in half again.
4. Combine two leaves.
5. Do many flowers you want and give to your parents.

See Seeds Grow (PEHT p. 112)

Objective: to identify what plants need in order to grow

Materials: plastic cups, tissue paper, water and mongo seeds

Number of players/participants: 8 – 10 children

Procedure:

1. Group the class by 5s.
2. Have each group :
 - Place a wad of moistened tissue paper in a plastic cup.
 - Put about 10 pieces of mongo seeds on top of the tissue paper.
 - Place the cup in different places of the room.Examples: in a dark corner, on the window sill.

Printing (PEHT p105)

Objective: to show one's creativity

Materials: spool, bottle caps, leaves, cork, a piece of woven material, water color or dye, white paper, newspaper

Number of players/participants: 8 – 10 children

Procedure:

1. Give each child a white paper.
2. Let the child select the materials for printing (example: spool).
3. Place sheet of newspaper under the paper to be printed. Have another sheet of paper on which to try the design and to ascertain whether or not too much water color or dye is being used.
4. Cover the surface of the spool with water color and make a trial print on the other sheet of paper to eliminate excess color. One or two prints may be tried so that too much water color is not being used.
5. Start printing.
6. Several different colors may be applied. If these colors are also applied to different areas of the spool, interesting prints may result.

Flower Cutouts (PEHT p118)

Objective: to show one's creativity

Materials: crayon, bond paper, scissors, paste

Number of players/participants: 8 – 10 children

Procedure:

1. Prepare flower templates.
2. Children make pattern of dots using crayons on a ¼ size bond paper.
3. Vary the sizes and colors of the dots.
4. Trace the flower template on the dot pattern.
5. Cut-out the flower, arrange them on a bond paper and paste.

B. OTHER MATH ACTIVITIES

Block Play: Places in the Community

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

to determine understanding of the relationship between figures

to build structures using blocks

Materials: table or floor blocks

Number of players/participants: 1- 4 children

Procedure:

1. Children use table or floor blocks to build structures.
2. 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)
3. 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 (0-8)

Objective: to identify the numerals 0, 1, 2, 3, 4, 5, 6, 7 and 8

Materials: playdough

Number of players/participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them form the numerals 0, 1, 2, 3, 4, 5, 6, 7 and 8.
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, 7, 8)

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.

Number of players/participants: 1-6 children

Procedure:

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

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -8

one set of cards with dots (corresponding to the numerals)

Number of players/participants: pairs or small group

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

Materials: vocabulary cards of number words (1-8)

Number of players/participants: small group

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 child's – are then invited to join in. Continue until all are standing in the appropriate number.

Draw 8

Objective: to explore different combinations that make 8

Materials: 4 sets of numeral cards (0 –8)

Number of players/participants: 3-5 children

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 8. 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 child to her left draw one of them without looking at them. If the child who draws the card can use it to make 8 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 child to her left can draw one of them by chance.
4. Play continues until one child is left holding the odd card and loses the game.

8 Concentration

Objective: to explore different combinations that make 8

Materials: 4 sets of numeral cards (0-8)

Number of players/participants: 1-4 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 8. 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 8

Objective: to collect pairs of cards

Materials: 4 sets of numeral cards (0-5)

Number of players/participants: 3-5 children

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 8

Objective: to explore different combinations that makes 8

Materials: 4 sets of numeral cards (0-8)

Number of players/participants: small group

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 7 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 8

Materials: subtraction cards, counters

Number of players/participants: 1-4 children

Procedure:

1. Teacher reads the total on the card, in this case 8.
2. Children get 8 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "seven".
5. Teacher shows the group the seven remaining dots on the subtraction card.

Call Out: Addition (up to quantities of 8)

Objective: to match an addition fact with its correct sum

Materials: call out card for each player calling cards tokens

Number of players/participants: 1-4 children

Procedure:

1. Provide each player with a call out 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 Call out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Call Out: Subtraction (up to quantities of 8)

Objective: to practice subtraction up to quantities of 8

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 1-4 children

Procedure:

1. Provide each player with a call out 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 call out, 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 8)

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: small group

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 8)

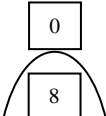
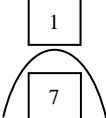
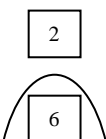
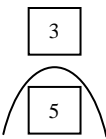
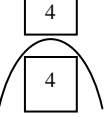
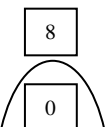
Objective: to explore different combinations that makes a given quantity

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

Number of players/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 eight blocks under the bowl."	"None and eight is eight." or "Zero and eight is eight."	
"Place one block on the bowl."	"One and seven is eight."	
"Place two blocks on the bowl."	"Two and six is eight."	
"Place three blocks on the bowl."	"Three and five is eight."	
"Place four blocks on the bowl."	"Four and four is eight."	
Continue until you reach...		
"Place eight blocks on the bowl."	"Eight and none is eight." or "Eight and zero is eight."	

Hand Game (symbolic, up to quantities of 8)

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:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, for example 3.
3. Children separate counters in different ways and verbalize the combinations that result.
4. Children write a number sentence to represent number combinations.

Teacher says:		Children say:	Children write:
"Place eight sticks in your right hand."		"None and eight is eight." or "Zero and eight is eight."	$0 + 8 = 8$
"Place one stick in your left hand."		"One and seven is eight."	$1 + 7 = 8$
"Place one more stick in your left hand."		"Two and six is eight."	$2 + 6 = 8$
"Place one more stick in your left hand."		"Three and five is eight."	$3 + 5 = 8$
"Place one more stick in your left hand."		"Four and four is eight."	$4 + 4 = 8$
"Place one more stick in your left hand."		"Five and three is eight."	$5 + 3 = 8$
"Place one more stick in your left hand."		"Six and two is eight."	$6 + 2 = 8$
"Place one more stick in your left hand."		"Seven and one is eight."	$7 + 1 = 8$
"Place one more stick in your left hand."		"Eight and none is eight." or "Eight and zero is eight"	$8 + 0 = 8$

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 put two groups of objects together."

Lift The Bowl (symbolic; up to quantities of 8)

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 eight is eight." or "Zero and eight is eight."	$\begin{array}{r} 0 \\ + 8 \\ \hline 8 \end{array}$
"Place one block under the bowl."		"One and seven is eight."	$\begin{array}{r} 1 \\ + 7 \\ \hline 8 \end{array}$
"Place one block under the bowl."		"Two and six is eight."	$\begin{array}{r} 2 \\ + 6 \\ \hline 8 \end{array}$
"Place one block under the bowl."		"Three and five is eight."	$\begin{array}{r} 3 \\ + 5 \\ \hline 8 \end{array}$
"Place one block under the bowl."		"Four and four is eight."	$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$
"Place no blocks under the bowl."		"Eight and none is eight." or "Eight and zero is eight.."	$\begin{array}{r} 8 \\ + 0 \\ \hline 8 \end{array}$

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

Objectives: to write addition equations involving quantities of 4
to conserve number

Materials: counters, Hand game work mat, Hand game worksheet, pencil

Number of players/participants: small group

Procedure:

1. Instruct children to play the Hand game as before.
2. 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

$$\begin{array}{cccccc} 0 + 5 = \underline{\quad} & 1 + 4 = \underline{\quad} & 2 + 3 = \underline{\quad} & 3 + 2 = \underline{\quad} & 4 + 1 = \underline{\quad} & 5 + 0 = \underline{\quad} \\ 5 - 0 = \underline{\quad} & 5 - 1 = \underline{\quad} & 5 - 2 = \underline{\quad} & 5 - 3 = \underline{\quad} & 5 - 4 = \underline{\quad} & 5 - 5 = \underline{\quad} \end{array}$$

Lift the Bowl - Worksheet

Objectives: to write addition equations involving quantities of 4 to conserve number

Materials: counters, Lift the Bowl work mat, Lift the Bowl worksheet, pencil

Number of players/participants: small group

Procedure:

1. Instruct children to play the Lift the Bowl activity as before.
2. 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

$\begin{array}{r} 0 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -5 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$

C. OTHER LANGUAGE ARTS ACTIVITIES

Refer to instructions from previous weeks for the following activities: Letter Poster, Letter Mosaic, Look, Say, Cover, Say Word Concentration Letter K Designs

Draw Your Favorite Part

Objective: to make personal connections to the story

Materials: storybook, newsprint, crayons or colored markers

Number of players/participants: small group

Procedure:

1. Draw a picture of your favorite part of the book.
2. Write a few sentences describing your favorite part.
3. Write a few sentences telling why this was your favorite part.

Story Banner

Objective: to identify story details

Materials: manila paper/kraft paper

Number of players/participants: 6-8 children

Procedure:

1. Talk about the story you have just read.
2. Discuss what possible details they can include in the banner.
3. Have the students write details about the story in small strips of paper.
4. Paste this on the 1/8 manila paper.
5. Invite children to design the banner.

D. STORIES

Let Us Plant Trees

Questions before reading:

- How do trees help us?

Questions after reading:

- How are trees different from one another?
- What are the different uses of wood?
- What do you think will happen if there were no trees in our neighborhood? Why?

E. RHYMES/SONGS/POEMS

The Seed Cycle(PEHT p.161) (sung to the tune of Farmer in Dell)

The farmer sows his seeds.
The farmer sows his seeds
Hi-ho the dairy-o
The farmer sows his seeds.

- The wind begins to blow.
- The rain begins to fall.
- The sun begins to shine.
- The seeds begin to grow.
- The plants grow big and tall.
- The farmer cuts them all.
- He puts them in his barn.
- He's happy in the farm.

Farm Chores (PEHT P.163)

Five little farmers woke up with the sun
(hold up hand, palm forward)
It was early morning and the chores must be done
The little farmer went out to milk the cow
(hold up hand, point to the thumb)
The second little farmer though he'd better plow.
(hold up hand, point to index finger)
The third little farmer cultivated weeds
(point to middle finger)
The fourth little farmer planted more seeds.
(point to the fourth finger)
The fifth little farmer drove this tractor round.
(point to last finger)
Five little farmers, the best that can be found.
(hold up hand)

Gulay ay kailangan

Saluyot at petsay
Kangkong at malungay
Mga dahong gulay
Sagana sa mineral.

Kulitis, sili at saluyot
Pagkaing pampalusog
Karot at dilaw na kalabasa
Sagana sa bitamina A.

Mga bitaminang taglay
Ng mga dahong gulay
Nagpapalusog, nagpapalakas
Ng ating katawan

Eight Little Fish

Eight little fish swimming in the water
Swimming in the water,
Swimming in the water
Eight little fish swimming in the water,
Bubble, bubble, bubble, bubble, splash!!!
(On the word splash, "one child in each group falls to the ground.)

Repeat the rhyme until no fish are left.

Eight Green Speckled Frogs

Eight green speckled frogs
Sat on a speckled log
Eating the most delicious bugs, "Yum, yum!"
One jumped into the pool where it was nice and cool
Then there were seven green speckled frogs
Repeat until no more frogs are left on the log.

Eight Little Monkeys

Eight 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!
Seven little monkeys sitting on a tree teasing Mr.
Crocodile,
"You can't catch me, no you can't catch me!"

Repeat until no more monkeys are left on the tree.

F. INDOOR/OUTDOOR GAMES

One Potato (PEHT p. 231)

Procedure:

1. Have the children sit in a circle.
2. Ask them to close their fists with both hands and hold them in front of their bodies.
3. Choose a leader to tap the fists of each child while everybody is reciting the rhyme:

One potato, two potatoes
Three potatoes, four.
Five potatoes, six potatoes
Seven Potatoes, more.

4. The first that is tapped on the word "more" goes behind the back or is out.
5. Start the game again and continue until only one child remains.
6. That child becomes the leader for the next game.

The Falling Leaves

1. Take the class outside the classroom.
2. Let pupils collect leaves of different sizes.
3. When inside the classroom, pupils trace the leaves on a cardboard, color then cut.
4. Teacher asks the children :
Show me a big leaf
Show me a small leaf.
Show me a leaf that is not green.

Potato and Spoon Relay

Materials: one spoon and one potato for each team

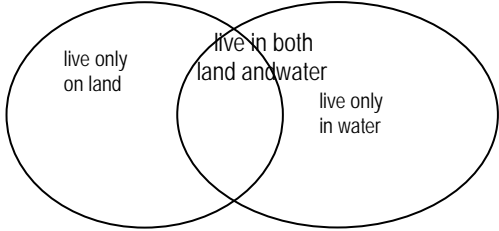
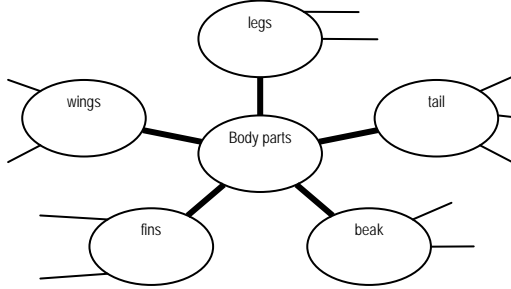
Two meters in front of each team there is a circle with a piece of potato in it; at the turning line there is another circle, empty. Give a spoon each to the first player of each team. At the signal, he runs to the potatoes, picks it up in the spoon without the use of the other hand, runs to the second circle, deposits the potato in it returns to the starting line, and gives the spoon to the second player. This player runs to the potatoes, picks it up, and brings it back to the first circle, and so on.

Potato Carrier's Relay

Materials: one basket and eight potatoes per team

In front of each team's position is a row of eight circles with a potato in each basket. The first player runs down the course, picks up all the potatoes continue until all have run

KINDERGARTEN CLASS THIRD GRADING DAILY PLANS
WEEK 27: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: Different Kinds of Animals		
MEETING TIME 1: Message: There are different kinds of animals. Some animals live only on land. Questions: Where do other animals live?	MEETING TIME 1: Message: Some animals live only in water. Other animals live in rivers and lakes (fresh water). Some animals live in the sea or ocean (salt water). While still some animals live on both land and water. Questions: Which animals live in water? Which animals live in both land and water? 	MEETING TIME 1: Animals have different body parts. Some animals have special body parts. These body parts help the animal in different ways. 
WORK PERIOD 1 Teacher-Supervised: Paper Plate Animals Poster: Animals that Live in Land Independent: <ul style="list-style-type: none"> • Fish Mobiles • Make Me an Animal • CVC Picking Up Game • RSW Activity • Writer's Workshop 	WORK PERIOD 1 Teacher-Supervised: Target Letter: Vv Poster: Animals in our Community Independent: <ul style="list-style-type: none"> • Sand Play (If available, use plastic animals for those that live both in land and water) • Poster: Animals that Live In Water • Animal Match (picture-word) • CVC Picking Up Game • Letter for the Day 	WORK PERIOD 1 Teacher-Supervised: Chart: How many legs does it have? What about the other parts? Independent: <ul style="list-style-type: none"> • Hand Antler Headbands • Animal Match (Picture-Word) • Letter Collage • Word Blocks • Writer's Workshop
MEETING TIME 2: Activity: Bugtungan: Mga Hayop sa Paligid (Animal living in land) Count and Turn (9)	MEETING TIME 2: Activity: Bugtungan: Mga Hayop sa Paligid (Animal living in land) Break the Code	MEETING TIME 2: Show Classification chart Questions: Are there animals with 3 legs? Why not? Activity: Stand and Sit (9)
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Miss Moo Goes to the Zoo	STORY: Sa Ilalim ng Dagat	STORY: Si Laggam at si Tipaklong
WORK PERIOD 2: Teacher-Supervised: Number Stations and Number Books (quantities of 9; using toothpicks or squares)	WORK PERIOD 2: Teacher-Supervised: Who Has More? (quantities of 9) Comparing Quantities: A Game for Partners	WORK PERIOD 2: Teacher-Supervised: Which Card is Missing? (1-9)
Independent: <ul style="list-style-type: none"> • Block Play 	Independent: <ul style="list-style-type: none"> • Block Play 	Independent: <ul style="list-style-type: none"> • Block Play

<ul style="list-style-type: none"> • Sand Play: Mark the Scoops • Number Cover All (0-9)/ Call Out: Numbers (0-9) • Number Concentration/Picking Up Game: Numbers (0-9) • Number Connect 	<ul style="list-style-type: none"> • Playdough Numerals (0-9) • Writing Papers (9) • Number Stations/ Number Books (quantities of 9) • Number cover All/Call Out: Numbers (0-9) • Number Concentration/ It's A Match (1-9) 	<ul style="list-style-type: none"> • Playdough Numerals (0-9) • Writing Papers (9) • Number Stations/ Number Books (quantities of 9) • Comparing quantities: A Game for Partners • More than, Less than, As Many as • It's A Match (1-9)
INDOOR/OUTDOOR ACTIVITY: Calling the Kittens	INDOOR/OUTDOOR ACTIVITY: A Fish Story	INDOOR/OUTDOOR ACTIVITY: Duck.. Duck.. Goos
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine
THURSDAY	FRIDAY	NOTES
MEETING TIME 1: Message: Animals differ in the number of legs they have. ⇒ Some animals have two legs. ⇒ Some animals have four legs. ⇒ Some animals have no legs. Question: Do animals have the same number of legs?	MEETING TIME 1: Message: Animals have different coverings that help and protect them. <i>Note: Draw a web for body coverings. Write the children's answers while discussing animal body coverings. Web strands will depend on the body coverings the class talks about.</i>	
WORK PERIOD 1 Teacher-Supervised: Let's Write Vv Chart" Animal Body Covering Independent: <ul style="list-style-type: none"> • Hand Antler Headbands • Make Me An Animal • CVC Memory Game • Word Family Wheels • Fold a Word 	WORK PERIOD 1 Teacher-Supervised: Fish Mobile or Underwater Diorama Independent: <ul style="list-style-type: none"> • Make Me An Animal • Elephant Paper Plate Mask • CVC Memory Game • Fold a Word • Writer's Workshop 	
MEETING TIME 2: Sound it Out	MEETING TIME 2: Snap and Clap (9)	
Supervised Recess	Supervised Recess	
STORY: Ang Isang Mayang Uhaw	STORY: Si Pilandok at ang Buwaya	
WORK PERIOD 2:	WORK PERIOD 2:	
Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 9)	Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 9)	
Independent: <ul style="list-style-type: none"> • Number Stations/ Number Books (quantities of 9) • Comparing quantities: A Game for Partners • More than, Less than, As many as • It's A Match (1-9) • Number Concentration/ Mixed Up Numbers (1-9) • Number Cover All/Call Out: Numbers(0-9) 	Independent: <ul style="list-style-type: none"> • Number stations/ number books (quantities of 9) • Comparing quantities: A Game for Partners • It's A Match (1-9) • Number Concentration/ Mixed Up Numbers (1-9) • Number Cover All/Call Out: Numbers (0-9) 	
INDOOR/OUTDOOR ACTIVITY: Animal Relay (animal movements)	INDOOR/OUTDOOR ACTIVITY: Animal Relay (animal movements)	
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	

APPENDIX: WEEK 27

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Paper Plate Animal Masks

Objectives: to identify animals in the community

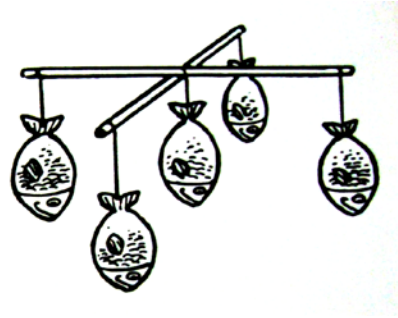
to construct faces of animals using paper plates

Materials: paper plates, glue, cardboard or construction paper, scissors, markers, rubber bands

Number of player/participants: small group

Procedure:

1. Ask each child to choose animal he would like to make a mask of.
2. Brainstorm what parts will be included in the mask (e.g. whiskers for cats, scales for fish).
3. Each child draws a pair of eyes and cuts this. (Children may need help in determining position of eyeholes that match the position of their eyes and in cutting the holes).
4. Each child adds parts to the mask.



Fish Mobile

Objectives: to make fish designs

to develop fine motor coordination

Materials: construction paper, sticks, glue, tape, scissors, yarn

Number of players/participants: 10 children

Preparation: sample template of fishes (different sizes)
sticks crossed and tied together
sample of mobiles

Procedure:

1. Each child chooses a fish template and traces this on a piece of construction paper.
Variation: Children can cover the construction paper with cut-out magazine to make fish designs more colourful.
2. Teacher helps children fasten a piece of string to each fish, and hangs this on the mobile. String length should be varied.

Underwater Diorama

Objectives: to identify animals that live in water

to construct a diorama depicting life in rivers. Lakes or oceans

Materials: shoe box (or other box of similar size), cardboard, coloring materials, pencils, scissors, glue

Number of players/participants: groups of 4 children

Procedure:

1. Each group decides what kind of water environment to make – ocean, river, lake
2. The groups brainstorm and decide what is found in the water environment they decided on – fish, shrimps, crabs, snakes, seaweeds, rocks, sand, waves, etc
The group makes cut-outs of these and glues/ pastes these on the box.

Poster: Animals in the Community

Objectives: to develop fine-motor coordination

Materials: ½ oslo paper or bond paper

Number of players/participants: 8-10 children

Procedure:

1. Have children think of animals that they have seen in their community.
2. Let them draw these on oslo or bond paper.
3. Have them glue these on the manila paper.

How many legs they have?

Objectives: to identify the number of legs of an animal

Materials: Manila paper, bond paper, scissors, paste or glue, crayons

Number of players/participants: 10-15 pupils (2-3 pupils per group)

Procedure:

Preparation: Teacher prepares a classification chart on animal legs on Manila paper.

Animals without legs	Animals with two legs	Animals with four legs

1. Ask children to think of examples of animals without legs, with two legs and four legs.
2. Have them draw these animals in 1/8 construction paper.
3. Let them paste/glue their drawings on the appropriate column.

Posters: Animals Have Different Body Coverings

Objectives: to identify the body covering of an animal
to classify animals based on their body covering

Materials: Manila paper, bond papers, scissors, paste or glue, crayons

Number of players/participants: 6-8 pupils children

Procedure:

Preparation: Teacher prepares a classification chart on animal body coverings on Manila paper.

Animals have Different Body Coverings			
Hair/Fur	Scales	Feathers	Shell

1. Ask children to think of examples of animals with hair/fur, scales, feathers, and with shell.
2. Have them draw these animals in 1/8 construction paper.
3. Let them paste/glue their drawings on the appropriate column.

Animal Match (picture-word)

Objective: to match animal pictures with words

Materials: pictures of animals, word cards

Number of players/participants: 3-5 children

Procedure:

1. Teacher will prepare the cards with pictures of land animals and cards with words corresponding to the pictures.
2. Children match the pictures and the word.

Picture of a dog	dog
Picture of a cat	cat
Picture of a hen	hen
Picture of a horse	horse
Picture of a pig	pig

Poster: Animals that live on land (note: same instructions for poster: Animals that Live in Water)

Objective: to sort animals according to their habitat

Materials: 1/2 or 1/4 manila paper

Number of players/participants: 6-8 children

Procedure:

1. Have children think of animals that live on land.
2. Let them draw each animal on 1/8 bond or construction paper.
3. Have them glue these on the manila paper.

Hand Antler Headbands

Objective: to develop fine-motor coordination and creativity

Materials: kraft paper, scissors, brown construction paper, glue

Number of players/participants: 6-8 children

Procedure:

1. Trace the child's hands onto brown paper.
2. Have the child cut out the hand shapes.
3. Measure your child's head, and have the child cut a piece of brown construction paper long enough to create a headband.
4. Glue the paper together so the headband fits snugly on your child's head but is loose enough to take off easily.
5. Then affix the hands for antlers.

Elephant Paper Plate Mask

Objective: to develop fine-motor coordination and creativity

Materials: paper plate, scissors, string, puncher, construction paper, yarn

Number of players/participants: 6-8 children

Procedure:

1. Each child should paint a paper plate gray. When it is dry, have the child cut out two huge ear shapes from gray paper and attach them to the plate with staples.
2. Cut out a hole for the nose and push a gray sock through the hole so the toe of the sock is the end of the nose

Make Me An Animal

Objectives: to mold animal figures out of play dough
to develop fine motor coordination

Materials: play dough

Number of players/participants: individual or small group

Procedure:

1. Give each child some playdough and tell him/her to mold animal figures out of this.
2. While child is molding figures, encourage the children to discuss the different physical characteristics of each animal, to talk about where the animal lives, what it eats.

B. OTHER MATH ACTIVITIES

Block Play

Objectives: to explore the attributes of 3-dimensional or space figures
to demonstrate understanding of the relationship between figures
to build structures using blocks

Materials: table or floor blocks

Number of players/participants: 1-4 children

Procedure:

1. Children use table or floor blocks to build structures.
2. 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).
3. 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 (0-9)

Objective: to identify the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9

Materials: playdough

Number of players/participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them form the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

Writing Papers (9)

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 players/participants: individual

Procedure:

1. Each child is given a writing paper with the numeral he is working on, in this case 9.
2. Children use a crayon to connect the dots of the number pattern.

Number Stations

Objectives: to count up to quantities of 9
to see that despite differences in appearance quantities remain the same (conservation)
to develop fine motor coordination

Materials: several boxes of toothpicks, paper and pencil

Number of players/participants: small group

Procedure:

1. Teacher chooses a number to work with for the day, for example 9.
2. Children work together exploring a given quantity of toothpicks, in this case 9, 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

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Number of players/participants: small group

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 Cover All Game

Objective: to match numerals

Materials: cover all boards, 2 sets of number cards, 0-9

Number of players/participants: 1-4 children

Procedure:

1. Give each player a cover all 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 call out 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.

Concentration

Objective: to match numerals

Materials: 2 sets of number cards, 0-10

Number of players/participants: small group

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 matched cards wins.

Number Connect Game

Objectives: to recognize numbers 1-10
to match numbers that are alike

Materials: set of 28 number connect cards

Number of players/participants: small group

Procedure:

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

Number Call Out Game

Objective: to match numerals

Materials: call out card for each player, calling cards tokens

Number of players/participants: 1 or more

Procedure:

1. Provide each player with a call out card (numerals).
2. Assign a pupil 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 Call out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Picking up Game

Objective: to recognize and identify numerals

Materials: fish cut-outs (that have the numbers 1-9 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.

Mixed Up Numbers

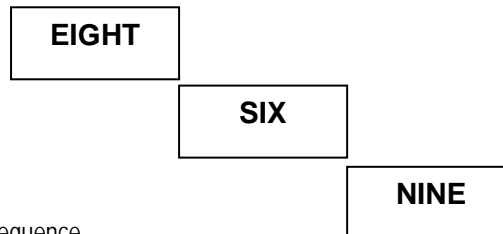
Objectives: to read and recognize number words
to recognize the sequence of numbers

Materials: vocabulary cards of number words

Number of player/participants: small group

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.



It's a Match

Objective: to match numeral to set of objects/ dots

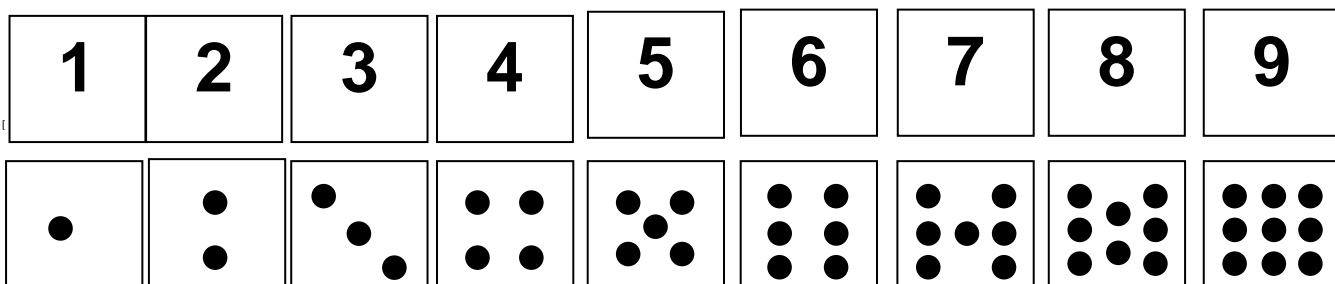
Materials: one set of cards with numerals – 0 -9

one set of cards with dots (corresponding to the numerals)

Number of player/participants: pairs or small group

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.



More Than, Less Than, As Many As

Objective: to compare quantities up to 7 using terms of comparison: more than, less than, the same as

Materials: fruits or any objects

Number of players/participants: 8 children

Procedure:

1. Teacher holds a tray with eight apples.
2. Group children into three.
3. Each group will be given objects.
 - 5 - mangoes
 - 6 - oranges
 - 7 - bananas
4. Ask questions:
 - Which group has less than the given objects?
 - Which group has more than the given objects?
 - Which group has as many as the given objects?

Who Has More?

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Number of players/participants: small group

Procedure:

1. Put out about six saucers, each with a different number of things in it, 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: to compare quantities

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

Number of players/ participants: 3 pairs

Procedure:

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 (0-9)

Number of players/participants: small group

Procedure:

1. Put in order a set of number cards.
2. While child closes his eyes, hide one of the cards 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 9)

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 8.
3. Children separate counters in different ways and verbalize the combinations that result.

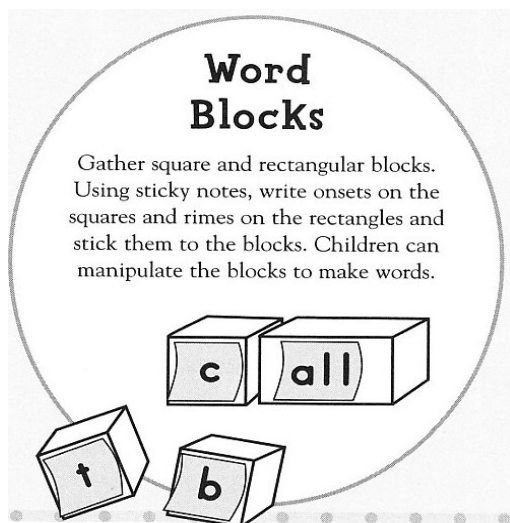
Teacher says:	Children say:
"Place seven sticks in your right hand."	"None and nine is nine." or "Zero and nine is nine."
"Place one stick in your left hand."	"One and eight is nine."
"Place one more stick in your left hand."	"Two and seven is nine."
"Place one more stick in your left hand."	"Three and six is nine."
"Place one more stick in your left hand."	"Four and five is nine."
"Place one more stick in your left hand."	"Five and four is nine."
"Place one more stick in your left hand."	"Six and three is nine."
"Place one more stick in your left hand."	"Seven and two is nine"
"Place one more stick in your left hand."	"Eight and one is nine"
"Place one more stick in your left hand."	"Nine and none is nine." or "Nine and zero is nine."

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

C. OTHER LANGUAGE ARTS ACTIVITIES

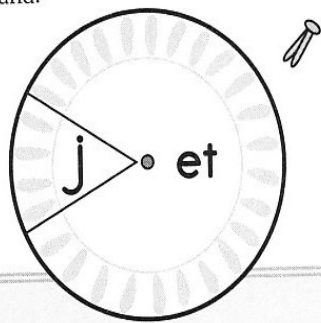
Note: Refer to instructions in previous weeks for the following activities: Letter Collage, CVC Memory Game

Please refer to the following for Word Blocks, Fold a Word and Word Family Wheels



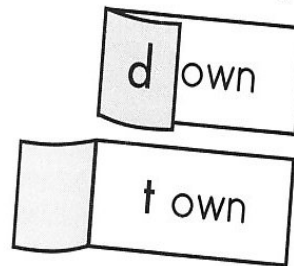
Word Family Wheels

Cut a pie-piece section out of a paper plate. Write a rime on the plate and use a brad fastener to attach it to a second plate. On the second plate, write onsets so that the wheel makes new words as you turn the top plate around.



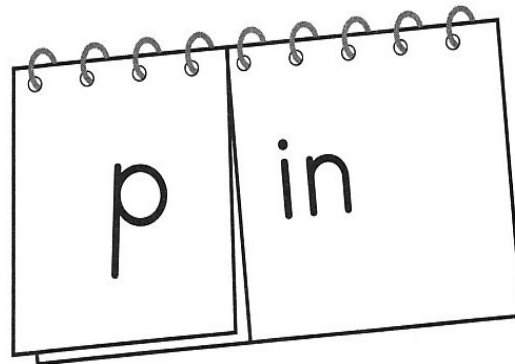
Fold a Word

Fold over sentence strips about two inches from the left end, as shown. Write a word on the strip, then fold over the top section and write another letter that can begin that word. Children open and close the flap, reading the new words.



Word Family Flip Book

Cut through all the cards in a spiral-bound index card notebook. Write consonants, blends, and digraphs on the left section, and rimes on the right section. Challenge children to form real (or even nonsense) words!



Story Mobile

Objective: to note details in a story heard

Materials: hanger glue, string, large triangles, rectangles and circles per mobile, glue, art paper, newsprint, scissors, crayons

Number of players/participants: small group

Procedure:

1. After storytelling, have children talk about the characters, setting and major events of the story.
2. Tell them that they will make a story mobile showing these different story elements.

3. Have students work in groups of three. Give each group pieces of string, one of each of the three shapes. (Shapes will have a hole at the top which you have punched ahead of time) Explain to pupils that the shapes are going to be used to represent different aspects of the story.
 - The triangle represents the setting.
 - The circle represents the characters.
 - The rectangle represents the main events in the story.
4. Have them draw the characters and story events on the shape cards.
5. Then let them thread a piece of string through the hole at the top of each shape and tie a knot.
6. Let them tie the string to the hanger.

Rime Time

Objective: to demonstrate understanding that words are made up of letters

Procedure:

1. Teach children various decoding strategies such as chunking, blending sounds, using picture clues and context, and recognizing sight words and watch reading confidence soar!
2. Try any of these ideas below to help children manipulate letters and make new words. Young children can manipulate only two "chunks" of information at a time in their brain. That's why word family "chunking" is such a powerful decoding strategy for beginning readers.

STORIES

Miss Moo Goes to the Zoo

NOTE: Teacher may change the animal characters based on the situation in the community.

Questions before reading:

- Nakapunta ka na ba sa Zoo? Or Anong mga hayop ang nakikita mo sa inyong lugar?

Questions while reading

- Bakit umalis si Miss Moo sa kanyang lugar?
- Saan sya napunta at sino-sinong mga hayop ang kanyang nakita at nakausap?

Questions after reading?

- Paano naalis ang pagkainis ni Miss Moo sa lugar na kanyang pinuntahan?
- Kung kayo si Miss Moo titira ba kayo sa Zoo?

Sa Ilalim ng Dagat

Kwento ni: Augie Rivera, Jr.

Guhit ni: Katti Sta. Ana

Question before reading:

- Ano kaya ang mga nakikita sa ilalim ng dagat?

Questions while reading:

- Ano ang naging pakiramdam ni Pugita nung siya'y tinamaan din ng milagrong sakit?
- Ano ang ginawa kay Pugita ng kanyang mga kasamahan?

Questions after reading:

- Paano nalunasan ng mga nilalang sa ilalim ng dagat ang milagrong sakit na dumapo sa kanila?

Si Langgam at Tipaklong by Alberta Angeles (Adarna House Inc.)

Question before reading:

- Paano ninyo ilalarawan ang isang langgam?
- Paano gumalaw ang isang tipaklong?

Questions while reading:

- Paano hinarap ni Langgam si Tipaklong nung ito'y kumatok sa kanya na basang-basa ng ulan?

Question after reading:

Kung kayo si Langgam, gagawin din ba ninyo ang ginawa niya kay Tipaklong?

Ang Isang Mayang Uhaw by Victoria Anonuevo

(Paano Siya Makaiinom ng Tubig sa Baso)

Guhit ni: Jimmy Torres

Question:

- Ano ba ang pakiramdam mo kapag nauuhaw?

Question while reading:

- Makakaiinom pa kaya si Maya ng kakaunting tubig sa baso?

Question after reading:

- Ano ang naging suliranin ni Maya?
- Ano ang naging paraan ni Maya upang makaiinom?

Si Pilandok at ang Buwaya

Muling isinalaysay ni: Virgilio S. Almario

Questions before reading:

- Nakakita na ba kayo ng isang buwaya?
- Maari ba ninyong ilarawan ang itsura ng buwaya?

Questions while reading:

- Ano kaya ang gagawin ni Pilandok upang makatawid sa kabilang pampang?
- Paano naman makababalik si Pilandok sa kanyang pinagmulang pampang?

Questions after reading:

- Kung kayo si Pilandok, gagawin ba ninyo ang kanyang ginawa upang makasunod sa utos ng ina?

SONGS/RHYMES/POEMS

BUGTUNGAN: MGA HAYOP SA PALIGID

Note: Teacher will compose additional Riddle (Bugtong) for enrichment.

Animals that live on land

Ako'y may apat na paa
Bunto't at dalawang tenga
Aw,aw, aw ang tahol ko
Tumatakbo ang mga tao

Sino Ako? _____

Dalawa ang paa ko
Dalawang pakpak saka ulo
Sa sapa ay kay saya
Quack, quack langoy na kita

Sino Ako? _____

Damo sa bakuran
Pagkain ko araw-araw
Sa matulis kong sungay
Mee, mee, takot ang kaaway

Sino Ako? _____

Animals that live in water.

Tubig na malinaw
Ang aking tirahan
Pag ako'y lumalangoy
Buntot ko'y gumagalaw

Sino Ako? _____

May ulo walang leeg
May tiyan walang puwit
Kapag siya'y natatakot
Tinta nya'y ginagamit

Sino Ako? _____

May berde, dilaw at pula,
Bibig at mata laging nakabuka
Wala man silang paa
Nakakapasyal din siya

Sino Ako? _____

Sungay koy matataba
Buntot ko'y di mahaba
Pag ako'y umuunga
Natatakot ang mga bata

Sino Ako? _____

Sa akin ay natatakot
Matatakaw na daga
Pag ngiyaw ko'y narinig
Takbo sila sa lungga

Sino Ako? _____

Walang katawan, ngunit may ulo,
Ang kamay niya ay walo.

Sino Ako? _____

Count and Turn

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:

1. The children stomp their feet as they count, throwing their arms up in the air to emphasize the last number in the sequence, in this case 9. The children change directions without losing the beat, counting "one" as they turn.

One, two, three, four, five, six, seven, eight, niiiiine
(turn) one, two, three, four, five, six, seven, eight, niiiiine
(turn) one, two, three, four, five, six, seven, eight, niiiiine

Stand and Sit

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

Materials: chairs

Number of players/participants: whole or small group

Procedure:

1. Children who are seated count, "one, two, three, four, five, six, seven, eight..." and the ninth child stands up when he/she counts, "nine". The next seated child starts counting again.

Snap and Clap

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

Materials: none

Number of players/participants: whole or small group

Procedure:

Children count, "one, two, three, four, five, six, seven, eight..." while snapping their fingers and the ninth child claps when he/she counts, "nine". The next child starts counting again.

The Eency-Weency Spider

The eency-weency spider climbed up the
water spout
Down came the rain and washed the spider
out
Out came the sun and dried up all the rain
And the eency-weency spider was happy
again

Maliliit na gagamba ay umakyat sa sanga
Dumating ang ulan at tinaboy sila
Sumikat ang araw natuyo ang sanga
Ang maliliit na gagamba ay lagging Masaya

Maliliit Na Gagamba

Ang maliit na gagamba
Umakyat sa sanga
Dumating ang ulan
At itinapon siya
Sumikat ang araw
Natuyo ang sanga
Ang maliit na gagamba
Palaging masaya

Ang Mga Isda

Ang mga isda na lumalangoy, Minamahal ng
Diyos di kumukupas
Ang mga isda na lumalangoy, minamahal ng
Diyos di kumukupas
Wag ka nang malungkot oh Praise the Lord!

Palitan ang may salungguhit ng:
IBON – LUMILIPAD
ASO – TUMATAKBO
PALAKA - LUMULUNDAG

Tong, Tong, Tong

Tong, tong, tong, tong, Pakitong-kitong
Alimango sa Dagat, Malaki at masarap
Mahirap mahuli, sapagkat nangangagat. (2X)

May Siyam Na Chickadee (Maya)

May isang chickadee dumapo sa sanga
Dumating ang isa dalawa na sila
Chickadee, chickadee lipad, lipad
Chickadee, chickadee lipad, lipad
Dalawang chickadee dumapo sa sanga
Dumating ang isa tatlo na sila
Chickadee, chickadee lipad, lipad
Chickadee, chickadee lipad, lipad
Tatlong chickadee dumapo sa sanga
Dumating ang isa apat na sila
Chickadee, chickadee lipad, lipad
Chickadee, chickadee lipad, lipad
Apat na chickadee dumapo sa sanga
Dumating ang isa lima na sila
Chickadee, chickadee lipad, lipad
Chickadee, chickadee lipad, lipad
(NOTE: gawin hanggang siyam na chickadee)

Animal Homes (sung to "On Top of Old Smoky")

On top of a mountain
Or under the sea,
There are so many places
Where creatures may be,

Nine Little Parakeets

(Nine little Chickadees)

Nine little parakeets sitting on a tree,
One flew away and then there were eight,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

Eight little parakeets sitting on a tree,
One flew away and then there were seven,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

Seven little parakeets sitting on a tree,
One flew away and then there were six,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

Six little parakeets sitting on a tree,
One flew away and then there were five,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

Five little parakeets sitting on a tree,
One flew away and then there were four,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

Alone in a desert,
Or grouped on a farm,
Or tucked in a tree trunk
Away from all harm.

On bright, sunny grasslands,
Or in a dark cave,
In jungles and forests,
Where all must be brave.

On ice in the Arctic,
Or holed underground,
There are so many places
Where creatures are found!

Four little parakeets sitting on a tree,
One flew away and then there were three,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

Three little parakeets sitting on a tree,
One flew away and then there were two,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

Two little parakeets sitting on a tree,
One flew away and then there were one,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

One little parakeet sitting on a tree
It flew away and then there was one

INDOOR/OUTDOOR ACTIVITIES

Calling All The Kittens

Objectives: to develop the ability to follow instructions properly.
to exercise big muscles.
to promote sportsmanship.

Materials: piece of cloth as big as man's handkerchief

A blindfolded child pretends to be the mother cat. All the remaining players are the kittens. The mother cat calls her kittens by saying, "meow, meow, come home to mother". The kittens run and try to tag the mother cat. The mother cat tries to catch a kitten. The kitten who gets caught becomes the next blind-folded "mother cat"

A Fish Story

Ask the children to form a circle. Choose one child to be the fish. He stands in the middle. Ask the fish to make a "fish face" while the rest of the children recite the following poem:

1,2,3,4,5
I caught a fish
6,7,8,9,10
We let it go again

While you are saying "We let it go again," open up the circle and allow the fish to "swim" out. Choose another child to be the fish.

Note: You can change the fish to other animals like whales (butanding), frogs, turtles)

Duck, duck, goose

Let the children form a circle and then sit down. Ask for a volunteer to be 'It'. The 'It' goes around the circle, tapping each child in the head while saying, 'Duck, duck, duck...' The 'It' chooses to tap and call one of the children, 'Goose'. The Goose tries to run after the 'It'. The 'It' runs around the circle until he/she is able to reach and sit on the empty space left by the Goose. If the 'It' is able to reach the empty space before the Goose catches him/her, the Goose becomes the next 'It'. If the Goose is able to catch the 'It', he/she remains to be the 'It'.

Animal Relay (animal movements)

Group the children into 5. Arrange the group in parallel columns of files.

First line: Duck (2legs)
Second line: Bird (2 legs)
Third line: Frog (4 legs)
Fourth line: Horse (4 legs)
Fifth line: Fish (no leg) (snake OPTIONAL)

The teacher asks for a volunteer who will demonstrate the movement of each animal. Relay will start after the cue of the teacher. (Teacher can use whistle for cuing) At a signal, the first player of each team moves/runs forward around the turning point and back to the starting line. Here he/she touches the second player who repeats. This continues until all have fun. First group to finish will be declared as a winner.

KINDERGARTEN CLASS THIRD GRADING DAILY PLANS

WEEK 28: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: There are Many Things that Animals can Do.		
<p>MEETING TIME 1:</p> <p>Message: Animals move in different ways. <i>Note: Draw this web on a sheet of Manila paper.</i> Write the children's answers while discussing the different ways animals move. The web strands will depend on the different movements the class will talk about.</p> <p>Questions: How do animals move? Can you name animals that can _____? (refer to the web)</p> <p>Introduce the poem : Animal Movement (for Tuesday)</p>		<p>MEETING TIME 1:</p> <p>Message: Animals make different sounds.</p> <p>Question: Why do animals make sounds?</p>
<p>WORK PERIOD 1 Teacher-Supervised: Animal Movement Web</p> <p>Independent:</p> <ul style="list-style-type: none"> • Animal Shape Designs • Animal Puppets • Animal Alphabet Book (cont...) • Animal Cover All • Writer's Workshop 	<p>WORK PERIOD 1 Teacher-Supervised: Target Letter: Qq Letter Poster</p> <p>Independent:</p> <ul style="list-style-type: none"> • Animal Shape Designs • Animal Puppets • Animal Cover all • Go Fish Rhyming Game 	<p>WORK PERIOD 1 Teacher-Supervised: Let's Write: Qq</p> <p>Independent:</p> <ul style="list-style-type: none"> • Go Fish Rhyming Game • Letter for the Day • Letter Mosaic • Make Me an Animal • Writer's Workshop
<p>MEETING TIME 2 Everybody Do This (animal movements)</p> <p>Song: Tong, Tong, Tong... Vary the song by substituting the beginning letter.</p> <p>Ex. bong bong bong bong babibong bibong"</p>	<p>MEETING TIME 2: Show final web with drawing.</p> <p>Questions: What will happen if you pull out the wings of insects? What will happen if you pull out the legs of grasshoppers?</p> <p>Poem : Jump or Jiggle</p>	<p>MEETING TIME 2: Poem: Five Little Kittens</p> <p>Song: Tong, Tong, Tong... Vary the song by substituting the medial sound.</p>
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Si Aling Oktopoda at Walong Pugita	STORY: Sina Linggit Laban Kay Barakuda	STORY: The Blind Duckling
<p>WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting; up to quantities of 9)</p>	<p>WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting; up to quantities of 9)</p>	<p>WORK PERIOD 2: Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 9)</p>
<p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Comparing numbers • Grab Bag Counting • It's A Match/Mixed Up Numbers/ Number Concentration/ Call Out: Numbers (0-9) 	<p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Stack, Tell, Spin and Win • Roll and Count • It's A Match/ Mixed Up Numbers/ Number Concentration/Call Out: Numbers (0-9) 	<p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Find 6/ 6 Concentration • Mixed Up Numbers (1-9) • Number Cover All/ Call Out: Numbers / Number Connect(0-9)
INDOOR/OUTDOOR ACTIVITY: Puppies Go Free	INDOOR/OUTDOOR ACTIVITY: Animal Relay	INDOOR/OUTDOOR ACTIVITY: Rat, rat, Cat
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
MEETING TIME 1: Message: Animals are important. Animals help us in different ways. Question: How do animals help us?		
WORK PERIOD 1 Teacher-Supervised: Poster: Animals help us in many ways. Independent: <ul style="list-style-type: none"> • Sand/Water Play • Animal Connect • ABC Race • Picture-Letter Puzzles • Sand Paper Letters/Form a Letter 	WORK PERIOD 1 Teacher-Supervised: Big Book: All About Animals Independent: <ul style="list-style-type: none"> • Sand/Water Play • Animal Connect • ABC Race • Picture Letter Puzzles • Writer's Workshop 	
MEETING TIME 2: Song " I'm a Little Fish "	MEETING TIME 2: Poem: Ako'y May Alaga People Counting Games (9)	
Supervised Recess	Supervised Recess	
STORY: Ang Mabait na Kalabaw	STORY: Who lives on the farm?	
WORK PERIOD 2: Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 9) Independent: <ul style="list-style-type: none"> • Block Play • Find 9/ 9 Concentration • Go 9/Draw 9 • Addition Call out/ Subtraction Call Out • Mixed Up Numbers (1-9) • Call Out: Numbers/ Number Connect (0-9) 	WORK PERIOD 2: Teacher-Supervised: Walk the Number Line (1-9) Independent: <ul style="list-style-type: none"> • Block Play • Find 9/ 9 Concentration • Go 9/ Draw 9 • Addition Call Out/ Subtraction Call Out • Mixed Up Numbers (1-9) • Call Out: Numbers/ Number Connect (0-9) 	
INDOOR/OUTDOOR ACTIVITY: Cat and Mouse	INDOOR/OUTDOOR ACTIVITY: Animal Relay	
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	

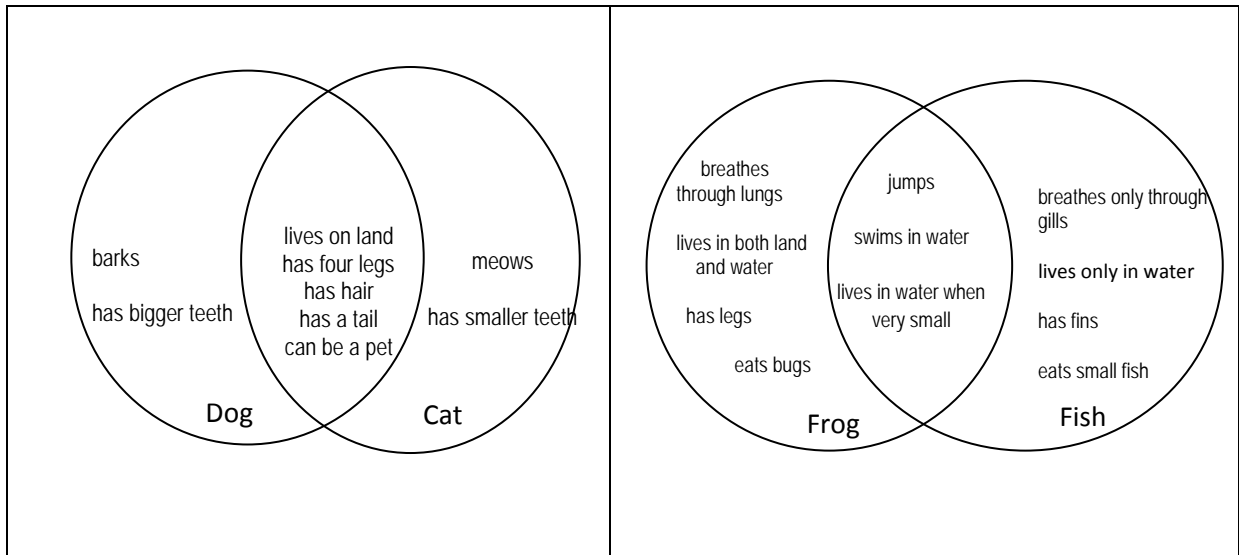
APPENDIX: WEEK 28

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Venn diagram samples for Meeting Time 2 discussions

Teacher may also compare frog and grasshoppers, carabao and horse or other animals found in the community



Web: Animal Movements

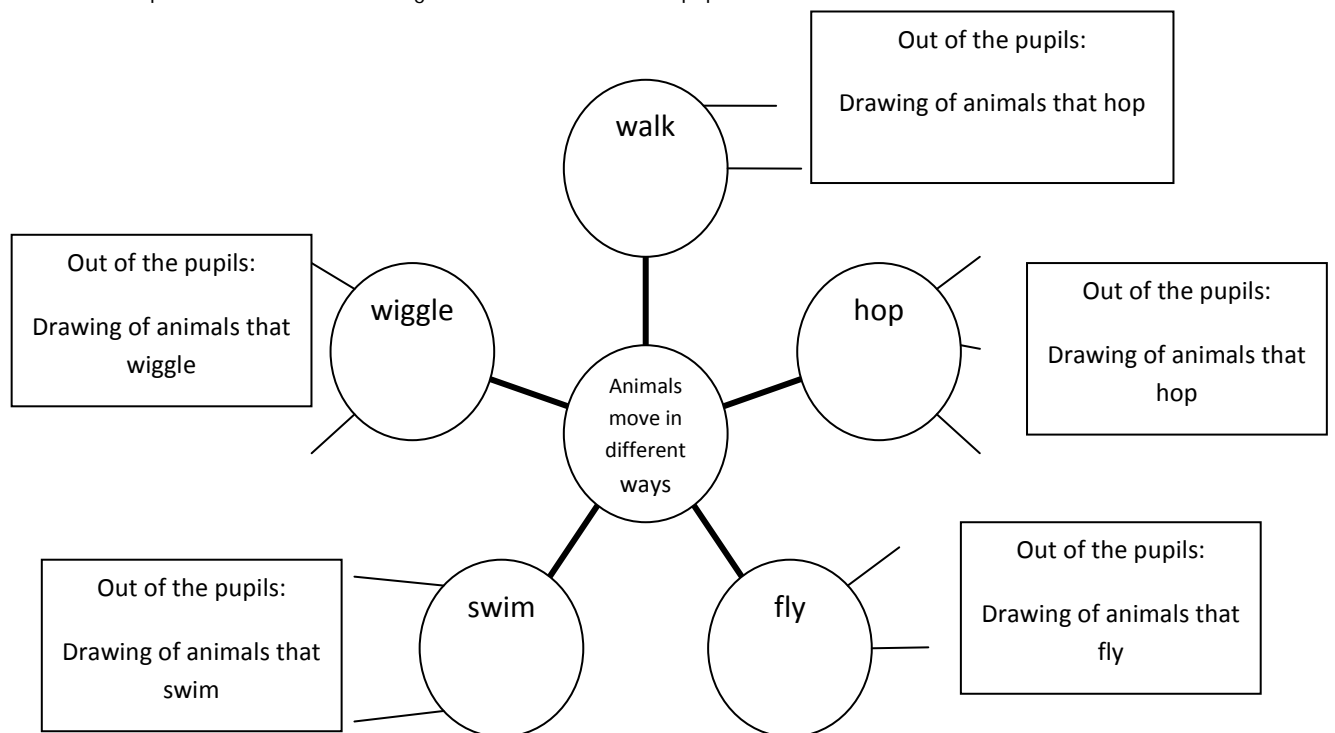
Objective: to identify animal movements

Materials: Manila paper, newsprint, scissors, crayon, glue or paste, scotch / masking tape

Number of players/participants: small group

Procedure:

Preparation: Write the following web on a sheet of manila paper:



1. Brainstorm and discuss How do animals move? Try to identify as many animals as possible.
2. Divide the group into five and assign each group to a particular animal movement.
 - A – walk
 - B – hop
 - C – fly
 - D – swim
 - E - wiggle
3. Children will draw animals that move in a particular way.
4. As children finish drawing animals he/she pastes his/her drawing on the web.

Animal Puppets

Objective: to develop fine motor coordination; to describe animal features/characteristics

Materials: popsicle stick or tongue depressors, construction paper or folder, crayons/colored markers

Number of players/participants: 6-8 children

Procedure:

1. Have children choose an animal they want to describe/talk about in class.
2. Let them draw their animal of choice on construction paper or folder.
3. Encourage them to color/design their animals.
4. Help each one glue or tape their drawings on a popsicle stick or tongue depressor.
5. Stick their puppets on a pan or box of sand.

Animal Shape Designs

Objective: to create animal figures out of paper, to develop fine-motor coordination

Materials: art paper cut-outs, paste/glue, scissors, ½ bond paper

Number of players/participants: 6-8 children

Procedure:

1. Distribute assorted shape cut-outs among the children.
2. Ask each child to create an animal figure out of the shape cut-outs and paste this on 1/2bond or oslo paper.
3. After everyone is done with their animal designs, let them take turns showing their animal designs. Have them describe the features/characteristics of the animal of their choice.

Animal Cover All (Note: played like Letter Cover All but instead of using letters, you use animal picture cards.)

Poster: Why Do Animals Move

Objective: to understand why animals move

Materials: Manila paper, newsprint or bond paper, crayons, paste, pencil, scotch/masking tape

Number of players/participants: small group

Procedure:

Preparation: Write the following chart on a sheet of Manila paper.

WHY ANIMALS MOVE?	
<div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 5px; text-align: center;">Pupil drawings</div> <p style="margin-top: 10px;">To look for food</p>	<div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 5px; text-align: center;">Pupil drawings</div> <p style="margin-top: 10px;">To get away from danger</p>
<div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 5px; text-align: center;">Pupil drawings</div> <p style="margin-top: 10px;">For reproduction</p>	<div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 5px; text-align: center;">Pupil drawings</div> <p style="margin-top: 10px;">For shelter</p>

1. Brainstorm and discuss why animals move.
2. The group is divided into 4 and is assigned to draw animals that belong to their assigned category.
 - A – To look for food
 - B – To get way from danger
 - C – for reproduction
 - D – for shelter
3. Children draw as many animals that belong to their assigned category.
4. As children finish drawing, they paste their drawing on the appropriate space.

Poster: Animals help us in many ways:

Objective: to identify ways animal help people

Materials: Manila or kraft paper, markers, crayons, bond or construction paper

Number of players/participants: small group

Procedure:

1. Ask children to think of ways animals help people.
2. Each child gets to draw at least one way on ½ construction or bond paper.
3. After everyone has finished, have them glue/paste their drawings on ½ manila paper.

Sand /Water Play

Objectives: to explore the properties of sand and water (e.g. how water and sand behave when poured, how water and sand feel

to improve skills at pouring by developing arm and hand muscles

to develop eye-hand coordination

to learn social skills of sharing, negotiation, communication

to develop creative thinking and imagination

Materials: plastic or rubber animals, colander, strainer ,old teapot, toy buckets, jugs and containers, sponge, small watering can funnel whisk, hollow ball, plastic bottles

Number of players/participants: individual or small group

Procedure:

1. Let children take turns constructing animal homes using sand and water and available play accessories.
2. Encourage to use plastic or rubber animals as accessories or props.

Animal Alphabet Book

Objective: to identify animals that begins with a particular letter

Materials: big book

Number of players/participants: small group

Procedure:

1. Ask children to think of animals that begin with the letter for the day. For example, have them think of words that begin with letter D.
2. Read with pictures or clues in case children get stuck thinking of words that begin with the given letter.

Note: You may work on 2-3 letters per day. You may also opt to use Filipino instead of English text.

Make Me An Animal

Objectives: to mold animal figures out of play dough

to develop fine motor coordination

Materials: play dough

Number of players/participants: individual or small group

Procedure:

1. Give each child some playdough and tell him/her to mold animal figures out of this.
2. While child is molding figures, encourage the children to discuss the different physical characteristics of each animal; to talk about where the animal lives, what it eats.

Animal Connect Game (Note: played like Letter Connect Game but instead of using letters, you use animal picture cards).

B. OTHER MATH ACTIVITIES

Block Play

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

To demonstrate understanding of the relationship between figures

to build structures using blocks

Materials: table or floor blocks

Number of players/participants: 1-4 children

Procedure:

1. Children use table or floor blocks to build structures.
2. 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)

Hand Game

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: small group

Procedure:

- Children work in small groups.
- Teacher gives each child a given quantity of sticks, for example 9.
- 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 nine sticks in your right hand."		"None and nine is five." or "Zero and nine is nine."	<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>9</td></tr></table>	0	9
0					
9					
"Place one stick in your left hand."		"One and eight is nine."	<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>8</td></tr></table>	1	8
1					
8					
"Place one more stick in your left hand."		"Two and seven is nine."	<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>7</td></tr></table>	2	7
2					
7					
"Place one more stick in your left hand."		"Three and six is nine."	<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>6</td></tr></table>	3	6
3					
6					
"Place one more stick in your left hand."		"Four and five is nine."	<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>5</td></tr></table>	4	5
4					
5					
"Place one more stick in your left hand."		"Five and four is nine."	<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>4</td></tr></table>	5	4
5					
4					
"Place one more stick in your left hand."		"Six and three is nine."	<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>3</td></tr></table>	6	3
6					
3					
"Place one more stick in your left hand."		"Seven and two is nine."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>7</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>2</td></tr></table>	7	2
7					
2					
"Place one more stick in your left hand."		"Eight and one is nine."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>8</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td></tr></table>	8	1
8					
1					
"Place one more stick in your left hand."		"Nine and none is nine." Or "nine and zero is none"	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>9</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td></tr></table>	9	0
9					
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Variation: Cave Game: The game proceeds as Hand Game but the position of hands is varied.

Lift The Bowl

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: small group

Procedure:

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

Teacher says:		Children say:
"Place nine blocks under the bowl."		"None and nine is nine." or "Zero and nine is nine."
"Place one block under the bowl."		"One and eight is nine."
"Place two blocks under the bowl."		"Two and seven is nine."
"Place three blocks under the bowl."		"Three and six is nine."
"Place four blocks under the bowl."		"Four and five is nine."
"Place five blocks under the bowl."		"Five and four is nine."
"Place six blocks under the bowl."		"Six and three is nine."
"Place seven block under the bowl."		"Seven and two is nine."
"Place eight blocks under the bowl."		"Eight and one is nine."

"Place nine blocks under the bowl."		"Nine and none is nine." Or "nine and zero is none"
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Peek thru the wall (concrete, up to quantities of 9)

Objective: to explore different combinations that makes a given quantity

Materials: a wall made of plastic with tape around the edges, any kind of counters

Number of players/participants: small group

Procedure:

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

Teacher says:		Children say:
"Wall off eight blocks."		"None and nine is nine." or "Zero and nine is nine."
"Wall off seven blocks."		"One and eight is nine."
"Wall off six blocks."		"Two and seven is nine."
"Wall off five blocks."		"Three and six is nine."
"Wall off four blocks."		"Four and five is nine."
"Wall off three blocks."		"Five and six is nine."
"Wall off two blocks."		"Six and seven is nine."
"Wall off one blocks."		"Seven and eight is nine."
"Wall off one blocks."		"Eight and one is nine."
"Wall off no blocks."		"Nine and none is nine." or "Nine and zero is nine"

Grab Bag Counting

Objective: to compare quantities

Materials: colored clothespin (2 colors), Grab bag

Number of players/participants: 2-4 children

Procedure:

1. A child takes a handful clothespin from a grab bag (or two handfuls if her or his hands are too small to take as many as you need them to take). The clothespins of each color are snapped together, and the group compares them to see which color is more and which is less.
2. The clothespins of each color are snapped together, and the group compares them to see which color is more and which is less.

Extension: Ask the children to tell how many more and how many less one number is than another.

Comparing Numbers

Objective: to compare quantities

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

Number of players/participants: 2-4 children

Procedure:

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.

Stack, Tell, Spin and Win

Objective: to compare quantities

Materials: clothespins, more/less spinner

Number of players/participants: 2-4 children

Procedure:

1. Each partner begins the game with a clothes train the same length as the other (about twenty clothespins long). Accomplishing this task is an interesting first step that can be handled in a variety of ways. One way is to have about forty clothespins in a baggie available to the children when they play this game. They can snap the clothespins together, comparing lengths until they end up the same. That can be a valuable problem-solving situation in itself. Another way to handle the task is to provide a string that is the appropriate length, and have the children each build a train as long as the string. A third way is to have a line drawn on the chalkboard that indicates the appropriate length.
2. Once they have identical trains, the children sit facing each other, putting their trains behind their backs.
3. With their hands behind their backs, the partners simultaneously break off a piece of their trains (clothespins) and place those pieces in front of them.
4. Each child tells the other if his or her stack is more or less than the other child's stack. (If the stacks are the same, they put those back and put out different lengths.)
5. One partner turns the spinner. If it comes up on more, the child whose clothespins were longer takes both stacks. If the spinner lands on less, the child with less takes both stacks.
6. They continue to play until one player runs out of clothespins.

Roll and Count

Objective: to compare quantities

Materials: plus and minus spinners, die, newsprint or bond paper for each child, clothespins

Number of players/participants: 2-4 children

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 Cover All Game

Objective: to match numerals

Materials: cover all boards, 2 sets of number cards, 0-9

Number of players/participants: 2-4 children

Procedure:

1. Give each player a cover all 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 call out 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.

Concentration

Objective: to match numerals

Materials: 2 sets of number cards, 0-9

Number of players/participants: 2-4 children

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.

Number Connect Game

Objectives: to recognize numbers 1-9

to match numbers that are alike

Materials: set of 28 number connect cards

Number of players/participants: small group

Procedure:

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

Number Call Out Game

Objective: to match numerals

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 1 or more children

Procedure:

1. Provide each player with a call out 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 Call Out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Picking Up Game

Objective: to recognize and identify numerals

Materials: fish cut-outs (that have the numbers 1-9 written on them) with paper clip, fishing rod with magnet

Number of players/participants: small group

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.

Mixed Up Numbers

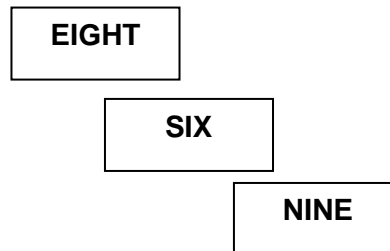
Objectives: to read and recognize number words
to recognize the sequence of numbers

Materials: vocabulary cards of number words

Number of players/participants: small group

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.



It's a Match

Objectives: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -9, one set of cards with dots (corresponding to the numerals)

Number of players/participants: pairs or small group

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.

Addition Call Out Game

Objective: to match an addition fact with its correct sum

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 1 -4 children

Procedure:

1. Provide each player with a call out 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 Call Out, they should reshuffle the cards, then turn them face-down again and continue playing until someone has won.

Subtraction Call Out

Objective: to practice subtraction

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 1-4 children

Procedure:

1. Provide each player with a call out 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 Call Out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Find 9

Objective: to explore different combinations that makes 9

Materials: 6 sets of numeral cards (1- 9)

Number of players/participants: small group

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 9, 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.

Draw 9

Objective: to explore different combinations that makes 9

Materials: 6 sets of numeral cards (1- 8)

Number of players/participants: small group

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 9. All the pairs thus made are discarded in the middle of the table.
3. The players take turns. Each player holds the cards like a fan to let the person to the left draw one of them without looking. If the person who draws the card can use it to make 9 with one of the cards in one hand then, the card is discarded and placed in the middle of the table.
4. Play continues until one person is left holding the odd card and loses the game.

Nine Concentration

Objective: to explore different combinations that makes 9

Materials: 6 sets of numeral cards (1- 9)

Number of players/participants: small group

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 face-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 9. 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.

Go 9

Objective: to explore different combinations that makes 9

Materials: 6 sets of numeral cards (1- 9)

Number of players/participants: small group

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 9 in front of himself, face-up.
3. 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."
4. The person who makes the greatest number of pairs is the winner.

Walk The Number Line

Objective: to sequence numbers

Materials: chalk, number cards 0 to 6

Number of players/participants: 1 – 8 children

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 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.
6. 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.

C. OTHER LANGUAGE ARTS ACTIVITIES

Go F-I-S-H Rhyming Game

Objective: to identify rhyming words

Materials: fish (with a three-letter word) cut-outs with paper clip, fishing rod with magnet

Procedure:

1. Set up a "fishing area" where the fish 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 reads the word on the fish and gives a word that rhymes with it.
4. The next child takes his turn.

My Alphabet Book (letter for the week - L)

(This is a year-long activity wherein each child will make his own alphabet book. Teacher compiles each child's worksheets in a short folder as each child works with only one letter at a time.)

Objective: to identify the letter name and letter sound of LI and to give words that begin with LI

Materials: individual (letter for the week - LI) worksheet, pencils, crayons (Teacher draws a big, fat letter L in the middle of the bond paper for each child where he will draw and label the pictures that begin with the LI should.)

Number of players/participants: 8 children

Procedure:

1. Give each child a worksheet with the L outline.
2. Tell each child to think of words that begin with the LI sound then ask him to draw that.
3. Help each child label the pictures by sounding out the letter sounds and guiding him how to write the letters.

ABC Race

Objective: to give words that begins with each particular letter sound

Materials: paper, pencil

Number of players/participants: 8 children

Procedure:

1. Teacher writes the name of each child in a vertical fashion on the left most side of the paper and a horizontal line beside each letter.

C	_____
A	_____
L	_____
O	_____
Y	_____

2. Ask him to think of as many words as they can that begins with each letter.
3. Teacher helps him write the words by sounding out the letter sound and guiding him how to write the letters.
4. Find out what letter in each child's name will have the most words.

Upper and Lower Case Memory Game (Note: This is played like Letter Memory Game but instead of identical letters, he will have to match upper and lower case letters.)

STORIES

Sina Linggit Laban Kay Barakuda (Aklat Batibot)

Question:

- Ano-anong mga isda na ang inyong nakita?
- Ano ang mga itsura nila?

Questions while reading:

- Makakain kaya ng Barakuda si Linggit at iba pang maliit na isda?

Question after reading:

- Paano hinarap ng mga maliit na isda ang isang malaking isda?

The Blind Duckling

Written by: Alma S. Dimaculangan

Illustrated by: Willy R. Macazo

Questions before reading:

- Ano ang nararanasan ninyo pag "black-out" sa gabi sa inyong bahay?
- Paano ninyo pinupuntahan ang inyong mga kasama?

Questions while reading:

- Bakit naligaw si Della?
- Tuluyan na kayang maliligaw si Della?

Questions after reading:

- Sino ang tumulong kay Della para makabalik sa kanyang pamilya?
- Ano kaya ang aral na natutunan niya?

SONGS/RHYMES/POEMS

Jump Or Jiggle

Frogs jump
Caterpillars hump
Worms wiggle
Bugs jiggle
Rabbits hop
Horses clop
Snakes slide
Seagulls glide
Mice creep
Deer leap
Puppies bounce
Kittens pounce
Lions stalk,
But
I walk!

I Love Little Pussy

I love little pussy,
Her coat is so warm,
And if I don't hurt her
She'll do me no harm.
So I'll not pull her tail,
Nor drive her away,
But pussy and I
Very gently will play.
She shall sit by my side,
And I'll give her some food;
And pussy will love me
Because I am good.

Animal Movement

(sung to "Goodnight, Ladies")

Hello, eagle, hello, robin,
Hello, sparrow, we love to watch you go!
Merrily you fly along, fly along, fly along,
Merrily you fly along,
Yes, that is how you move!

Hello, dolphin, hello, marlin,
Hello, salmon, we love to watch you go!
Merrily you swim along, swim along, swim along,
Merrily you swim along,
Yes, that is how you move!

Hello, beetle, hello turtle,
Hello, inchworm, we love to watch you go!
Merrily you crawl along, crawl along, crawl
along,
Merrily you crawl along,
Yes, that is how you move!

Hello, cricket, hello, rabbit,
Hello, froggy, we love to see you go!
Merrily, you hop along, hop along, hop along,
Merrily you hop along,
Yes, that is how you move!

Hello, ostrich, hello, cheetah,
Hello, greyhound, we love to see you go!
Merrily you run along, run along, run along,
Merrily you run along,
Yes, that is how you move!

Bugs

(sung to "When the Saints Go Marching In")

Oh, when the bugs go marching in,
Oh, when the bugs go marching in,
Oh, how I'll see the ants and the beetles,
Oh, when the bugs go marching in,

Oh when the bugs begin to crawl,
Oh when the bugs begin to crawl,
Oh, how I'll see the roaches and termites,
Oh, when the bugs begin to crawl,

Oh, when the bugs come flying in,
Oh, when the bugs come flying in,
Oh, how I'll see the moths and mosquitoes,
Oh, when the bugs come flying in.

Oh, when the bugs begin to buzz,
Oh, when the bugs begin to buzz,
Oh, how I'll hear the bees and cicadas,
Oh, when the bugs begin to buzz.

Oh, when the bugs begin to leap,
Oh, when the bugs begin to leap,
Oh, how I'll see the fleas and the crickets,
Oh, when the bugs begin to leap!

Huni / Tunog ng mga Hayop

Ang kahol ng aso
Sa may bakuran ninyo
"Ang batang magulo
Ay hindi natututo."

Ang ngiyaw ng pusa
Sa may kusina
"Magulang ay natutuwa
Sa mabait na bata."

Ang unga ng baka
Tuwing umaga
"Batang pintasera
Kinaiinisan ng iba."

Ang unga ng kalabaw
Doon sa lubluban
"Ang batang magalang
Dangal ng magulang."

Ang mee ng kambing
Sa may punong saging
"Kapag ang bata'y maagang magising
Masipag siya at matulungin."

Ang halinghing ng kabayo
Sa loobang madamo
"Ang batang matigas ang ulo
Wala sa kanyang magkaka gusto"

Ang kokak ng palaka
Doon sa may sapa
"Matipid na bata
Sa salapi ay sagana."

Ang ee-ek ng baboy
Sa kulungan ni Amboy
"Ang batang lagging lumalaboy
Tulad ay walang silbing kahoy."

Ang tilaok ng manok
Sa hapunang nabaluktot
"Ang batang palasagot
Kailangang tumira sa bundok."

Ang bulong ng bubuyog
Sa butas ng punong niyog
"Kapag ang bata'y laging natutulog
Kapalaran ay di dudulog."

Ang bulong ng paru-paro
Sa dinapuang damo
"Batang laging nakatungo
Hindi magandang totoo."

AKO'Y MAY ALAGA

Ako'y may alagang asong mataba,
Bunto't niya'y mahaba, makinis ang mukha
Mahal niya ako, mahal ko rin siya
Sa aking paglalaro, kami'y kaging magkasama.

MRS. HEN

Chook, chook, chook, chook, chook
Good morning, Mrs. Hen
How many chickens have you got?
Madam, I've got ten.
Four of them are yellow,
And four of them are brown,
And two of them are speckled,
The nicest in the town.

I'm a Little Fish (to the tune of I'm a Little Teapot)

I'm a little fish, I like to swim

(put hands in prayer position facing away from you... they're the fish. Wiggle them back and forth like a fish swimming through the water.)

You can't catch me, 'cause I have fins

(shake finger back and forth "no no no")

When I swim past my friends, I hear them say

(put hand to ear like you're listening)

Stop your swimming and come and play!

(make a STOP gesture with hand and then jump up in the air)

Awit ng Hayop

Objectives: to imitate animal sounds

to identify animals that make a particular sound

Materials: Manila paper, newsprint or bond paper), crayons, paste, pencil, scotch/masking tape

Number of players/participants: all pupils

Procedure:

1. Divide the class into five groups.
A – ASO AY KAKAHOL (aw...aw...aw...)
B – PUSA AY NGINGIYAW (ngiyaw... ngiyaw..... ngiyaw...)
C- PALAKA AY KOKOKAK (kokak. Kokak.)
D – IBON AY HUHUNI (twit... twit... twit)
E - BAKA AY UUNGA (moo. Mooo. Mooo.)
2. Teacher asks children to demonstrate different animal sounds.
3. The teacher will sing the song and the pupils will follow.

Awit Ng Hayop

(Sa Himig ng Ang Matanda)

Group 1: ASO AY KAKAHOL (aw...aw...aw...)

Group 2: PUSA AY NGINGIYAW (ngiyaw... ngiyaw..... ngiyaw...)

Group 3: PALAKA AY KOKOKAK (kokak. Kokak.)

Mga bata na masigla

Ay aawit ay aawit

At kekendeng

Anong saya anong ganda

Kung ang ____ ay _____.

Group 4: IBON AY HUHUNI (twit... twit... twit)

Group 5: BAKA AY UUNGA (moo. Mooo. Mooo.)

LAHATAN (SABAY- SABAY)

People Counting Games (9)

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 players/participants: whole or small group

Procedure:

1. **Stand and sit:** "one" (sit), "two" (stand), "three" (sit), "four"(stand)
2. **Hopping forward:** "One, two, three, four, five, six, seven, eight, nine" (change direction)
"one, two, three, four, five, six, seven, eight, nine" (change direction)
3. **Bouncing ball:** "one, two, three, four, five, six, seven, eight, nine" (bounce a ball)
"one, two, three, four, five, six, seven, eight, nine" (bounce a ball)
4. **Jumping rope:** "one, two, three, four, five, six, seven, eight, nine" (jump rope)
"one, two, three, four, five, six, seven, eight, nine" (jump rope)

INDOOR/OUTDOOR ACTIVITIES:

Puppies, Go Free

Group children by threes, comprising a dog family: Father dog, Mother Dog and a Puppy. The child not belonging to a "family" becomes the "it". Father and mother dogs hold hand together and the puppies stand inside. When the "it" shouts "Puppies, Go Free" all the puppies run to the other dog Families. The "it" also runs to a dog family. The child who does not get into a dog family becomes the next "it".

Rat, Rat, Cat!

Let the children sit on the floor in a circle and choose a child to be "it". That child walks around the circle and taps the others on the head, saying "rat". When she/he taps a child on the head and says "cat" that child gets up and runs around the circle trying to tag the child who is "it". If the child who is "it" sits down in the empty place before is caught, the new child becomes "it".

Animal Relay

Group the children into 5 and ask them to form 5 lines. By turns, children run towards the post, moving like the animal assigned to him/her.

- First – Bird (fly)
- Second – Grasshopper (hop)
- Third – Fish (swim)
- Fourth – Dog (ran)
- Fifth – Turtles (crawl)
- Sixth (optional) – worm (wiggle)

KINDERGARTEN CLASS THIRD GRADING DAILY PLANS

WEEK 29: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: Caring for Animals		
MEETING TIME 1: Message: Animals need food to live. Some animals eat plants. Some animals eat other animals. Some animals eat both plants and animals. Questions: What do animals need to live and grow? What do animals eat?	MEETING TIME 1: Message: Animals need shelter. Animals live in different homes. Question: Where do animals live? What animal homes do you see around you?	MEETING TIME 1: Message: Some animals are cared for by their parents when they are young. Some animals are left to feed for themselves after they are born. Questions: Have you seen animals take care of their young? How do they take care of their young?
WORK PERIOD 1 Teacher-Supervised: Animals Eat Too Independent: <ul style="list-style-type: none"> • Animal Mosaic • Animal Masks • What do animals eat? • Playdough • Sound Call Out • Form a Word 	WORK PERIOD 1 Teacher-Supervised: Animal Pet Graph Independent: <ul style="list-style-type: none"> • Animal Mosaic • Animal Masks • What do animals eat? • Sand Play: Animal Homes • Form a Word • Construction Toys/Table Blocks 	WORK PERIOD 1 Teacher-Supervised: Poster: How do animals take care of their young? Literature-based: Story Filmstrip: The Little Red Hen Independent: <ul style="list-style-type: none"> • Animal Cover All Game (animals and their young) • Literature-based: Story Trail: The Little Red Hen • Animal Clothesline (Animal Habitat) • Sand Play: Animal Shelters • High Frequency Words Box
MEETING TIME 2: Poem: This Little Cow	MEETING TIME 2: Introduce the poem " Animal Homes "	MEETING TIME 2: Song: Baby Animals Play " Put It Together "
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Lester The Fat Cat	STORY: The Little Red Hen	STORY: Whose Home
WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 9) Independent: <ul style="list-style-type: none"> • Block Play: Building Houses • Playdough Numerals • Go 9/Draw 9/ Find 9/ 9 Concentration • It's A Match/ Mixed Up Numbers (1-9) • Grab Bag with Partners 	WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 9) Independent: <ul style="list-style-type: none"> • Block Play: Building Houses • Playdough Numerals • Go 9/ Draw 9/Find 9/ 9 Concentration • It's a Match/ Mixed Up Numbers (1-9)\ • Grab Bag with Partners 	WORK PERIOD 2: Teacher-Supervised: Exploring One Shape at a Time Independent: <ul style="list-style-type: none"> • Block Play: Building Houses • Subtraction Cards (2-9) • Call Out: Addition (0-9)/ Call Out: Subtraction (0-9) • Go 9/ Draw 9/ Find 9/ 9 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5, 9) • Hand Game/Lift the Bowl worksheets (quantities of 9) • Number Train Graph
INDOOR/OUTDOOR ACTIVITY: Duck, Duck Goose	INDOOR/OUTDOOR ACTIVITY: Animals Run Home	INDOOR/OUTDOOR ACTIVITY: Blend Baseball
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
MEETING TIME 1: Message: We take care of animals at home. Questions: Do you have pets at home?	MEETING TIME 1: Message: We take care of animals both the parent and their young. Questions: Who takes care of them? How do you take care of them?	
WORK PERIOD 1 Teacher-Supervised: Target Letter: Ww Poster: How do we take care of our pets? Independent: <ul style="list-style-type: none"> • Animal Sort • You're My Baby • Letter Poster • Sound Switcheroo • Letter Mosaic 	WORK PERIOD 1 Teacher-Supervised: Let's Write Ww Independent: <ul style="list-style-type: none"> • Animal Sort • You're My Baby • Sound Switcheroo • Letter Collage • High Frequency Word Box 	
MEETING TIME 2: Poem: Whose Home? Nine Little Monkeys	MEETING TIME 2: Review new poems/songs introduced this week	
Supervised Recess	Supervised Recess	
STORY: Nasaan ang Nanay Ko?	STORY: The Forgetful Hen	
WORK PERIOD 2	WORK PERIOD 2	
Teacher-Supervised: Hand game (up to quantities of 9; writing number sentences) Independent: <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 9) • Subtraction Cards (2-9)B • Call Out: Addition/ Call Out: Subtraction (0-9) • Go 9/ Draw 9/ Find 9/ 9 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5, 9) • Number Train Graph 	Teacher-Supervised: Lift the bowl (up to quantities of 9; writing number sentences) Independent: <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 9) • Subtraction Cards (2-9) • Call Out: Addition/ Call Out: Subtraction (0-9) • Go 9/ Draw 9/ Find 9/ 9 Concentration • What Numbers Can You Make 	
INDOOR/OUTDOOR Activity: Animals Run Home	Indoor/Outdoor Activity: Team Sound Off	
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	

APPENDIX: WEEK 29

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Venn Diagram: What do animals eat?

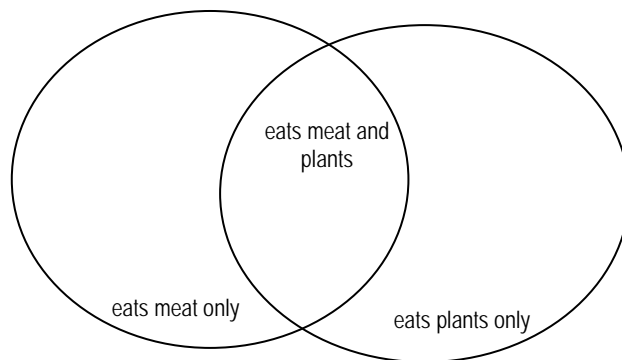
Objectives: to identify that food is a basic need of animals
to develop fine motor coordination
to classify animals according to the food they eat

Materials: manila paper, strips of bond paper or newsprint, glue, pencils/ coloring materials

Number of players/participants: small group

Preparation:

1. Prepare a Venn diagram like the one below on 1/4 manila paper:



Procedure:

1. Show the diagram to the children. Read each category to them and explain how the diagram can be used.
2. Ask children to draw animals that eat meat. Ask them where they should paste/glue this pictures in the diagram.
3. Then have them draw animals that eat plants only. Again ask them to figure out where their drawings should be placed in the diagram.
2. Then have them draw animals that eat both plants and animals. Have them glue these on the appropriate space.

Animal Pet Graph

Objectives: to identify animals that can be cared for as pets
to develop fine motor coordination

Materials: strips of paper, manila paper or cartolina with graphing chart, glue, pencils/coloring materials

Number of players/participants: small group

Procedure:

1. Ask the children which among the animals on the list they choose to take care of as a pet.
2. Give each child a piece of paper where he/she will draw his animal of choice.

Cat	Dog	Fish	Turtle	Snake

3. Have children paste their drawing on the appropriate column.
4. Ask children to look at the graph carefully and answer the following questions:

Which animal was the most popular choice for a pet?

Which was the least popular?

Did more people choose cats than dogs? (note: You can substitute these with other animals. The point is to compare two animals at a time.)

5. How many other children chose the animal you want for a pet?

Animal Mosaic

Objectives: to identify places where animals live
to develop fine motor coordination

Materials: colored paper or old magazine (from which small pieces of paper can be torn), glue, pencil, oslo paper or cartolina

Number of players/participants: small group

Procedure:

1. Tell the children to choose an animal and draw this animal and its home.
2. Tell the children to use paper cut-outs to cover their drawing to make a mosaic.
3. Tell the children to write a sentence or two to describe their animal and its home.

Note: Teacher can assist children when they do their write-up.

You're My Baby (memory game)

Objective: to find mother-baby animal pairs

Materials: mother-baby animal cards

Number of players/participants: 2-4 children

Procedure:

1. Lay all the mother and baby animal cards in rows and columns.
2. Children take turns opening 2 cards at a time. If the cards match, the child keeps the cards and continues his/her turn. If the cards do not match, the next player takes his/her turn.
3. The player with the most number of cards wins the game.

Animal Cover All Game

Variation of Letter Cover All (refer procedure in Letter Cover All from previous weekly plans)

Animal Masks

Objective: to develop fine motor coordination; to identify animal features

Materials: paper plate, brown paper bag, glue, art paper, yarn, assorted junk, scissors

Number of players/participants: individual or pairs

Procedure:

1. Have children create animal masks out of paper plate or brown paper bag.
2. Let them think about specific facial features of the animal they are representing and have them show these in the masks they are making.
3. Let children wear the mask during meeting time. Call in each child in front and have the rest of the class guess which animal is being shown.

Animal Clotheslines

Objective: to classify animals according to habitat

Materials: animal pictures, category cards where the following words are printed out: WATER, AIR, LAND, clothesline, clothespin

Number of players/participants: 6-8 children

Procedure:

Preparation: Set up a clothesline in one part of the room. Divide the clothesline into three parts. Hang one category card on each part.

1. Ask children to look at the pictures carefully and let them figure out which animals live in land, water and air.
2. Have them hang the pictures in the appropriate area along the clothesline.

Sand and Water Play

Objectives: to develop eye-hand coordination
to learn social skills of sharing, negotiation, communication
to develop creative thinking and imagination

Materials: plastic or rubber animal strainer, props they can use for their animal cages/shelters, toy buckets, assorted plastic containers, sponge, funnel, plastic bottles

Number of players/participants: individual or small group

Procedure:

1. Have children to create animals homes/shelters out of sand and assorted containers and other junk materials that can be used as props.
2. Encourage children to label their constructions.

B. OTHER MATH ACTIVITIES

Block Play:

Objectives: to explore the attributes of 3-dimensional or space figures
To demonstrate understanding of the relationship between figures
to build structures using blocks

Materials: table or floor blocks

Number of players/participants: 1-4 children

Procedure:

1. Children use table or floor blocks to build structures.
2. 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)
3. 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 (0-9)

Objective: to identify the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9

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, 6, 7, 8 and 9.
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, 7, 8, 9)

Objective: to write numerals

Materials: lined paper (blue-red-blue lines) numeral cards

Number of player/participants: small group

Procedure:

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.

Lift The Bowl (connecting up to quantities of 9)

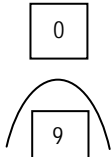
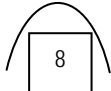
Objective: to explore different combinations that make a given quantity

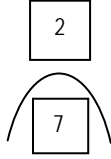
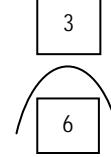
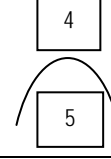
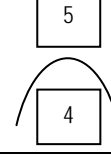
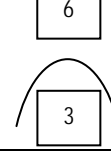
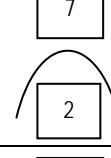
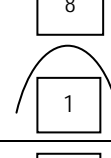
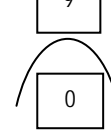
Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

Number of player/participants: small group

Procedure:

1. 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 nine blocks under the bowl."	"None and nine is nine." or "Zero and nine is nine"	
"Place one block under the bowl."	"One and eight is nine."	

"Place two blocks under the bowl."	"Two and seven is nine."	
"Place three blocks under the bowl."	"Three and six is nine."	
"Place four blocks under the bowl."	"Four and five is nine."	
"Place five blocks under the bowl."	"Five and four is nine."	
"Place six blocks under the bowl."	"Six and three is nine."	
"Place seven block under the bowl."	"Seven and two is nine."	
"Place eight blocks under the bowl."	"Eight and one is nine."	
"Place nine blocks under the bowl."	"Nine and none is nine." Or "nine and zero is none"	

Hand Game

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, 9 in this case.
3. Children separate counters in different ways and verbalize the combinations that result.

Teacher says:		Children say:	Children write:
"Place nine sticks in your right hand."		"None and nine is nine." or "Zero and nine is nine."	$0 + 9 = 9$
"Place one stick in your left hand."		"One and eight is nine."	$1 + 8 = 9$
"Place one more stick in your left hand."		"Two and seven is nine."	$2 + 7 = 9$
"Place one more stick in your left hand."		"Three and six is nine."	$3 + 6 = 9$
"Place one more stick in your left hand."		"Four and five is nine."	$4 + 5 = 9$
"Place one more stick in your left hand."		"Five and four is nine."	$5 + 4 = 9$
"Place one more stick in your left hand."		"Six and three is nine."	$6 + 3 = 9$
"Place one more stick in your left hand."		"Seven and two is nine."	$7 + 2 = 9$
"Place one more stick in your left hand."		"Eight and one is nine."	$8 + 1 = 9$
"Place one more stick in your left hand."		"Nine and none is nine." Or "Nine and zero is nine."	$9 + 0 = 9$

Lift The Bowl

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: small group

Procedure:

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

Teacher says:		Children say:	Children write:
"Place nine blocks under the bowl."		"None and nine is nine." or "Zero and nine is nine."	$\begin{array}{r} 0 \\ + 9 \\ \hline 9 \end{array}$
"Place one block under the bowl."		"One and eight is nine."	$\begin{array}{r} 1 \\ + 8 \\ \hline 9 \end{array}$
<i>Continue until</i> "Place 9 blocks under the bowl."		"Nine and none is nine." or "Nine and zero is nine."	$\begin{array}{r} 9 \\ + 0 \\ \hline 9 \end{array}$

Mixed Up Numbers

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

Materials: vocabulary cards of number words

Number of players/participants: small group

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.

It's a Match

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -9, one set of cards with dots (corresponding to the numerals)

Number of players/participants: pairs or small group

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.

Grab Bag with Partners (up to quantities of 9)

Objective: to practice addition skills

Materials: clothespins, paper sack, individual chalkboards

Number of players/participants: pairs

Procedure:

1. Get a partner.
2. Partner A fills the bag with 9 clothespins (or depending on what number is being worked with).
3. Partner B reaches into the bag and takes out some clothespins, showing Partner A what has been removed.
4. Partner A & B predict how many clothespins they both think are left.
5. Then they check their predictions, and each child records the equation on a chalkboard or a sheet such as the one below.

Name _____	
I played a game today.	
These are the equations I made.	

Subtraction Cards (quantities of 9)

Objective: to subtract quantities

Materials: subtraction cards, counters

Number of players/participants: individual or pairs

Procedure:

1. Child 1 reads the total on the card, for example 9.
2. Child 2 gets 9 counters.
3. Child 1 says "take away three".
4. Child 2 gets the subtraction card and lifts the right hand flap that indicates 3 dots.
5. Child 1 counts remaining dots and say "six".
6. Both children write the corresponding equation: $9 - 3 = 6$

Addition Call Out Game

Objective: to match an addition fact with its correct sum

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 1 - 4 children

Procedure:

1. Provide each player with a call out 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 Call Out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Subtraction Call Out Game

Objective: to practice subtraction

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 1 - 4 children

Procedure:

1. Provide each player with a call out 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 Call Out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Find 9

Objective: to explore different combinations that makes 9

Materials: 6 sets of numeral cards (1- 9)

Number of players/participants: small group

Procedure:

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him/his 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 9, 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.

Draw 9

Objective: to explore different combinations that makes 9

Materials: 6 sets of numeral cards (1- 9)

Number of players/participants: small group

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 9. 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 9 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.

Nine Concentration

Objective: to explore different combinations that makes 9

Materials: 6 sets of numeral cards (1- 9)

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 face-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 9. 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.

Go 9

Objective: to explore different combinations that makes 9

Materials: 6 sets of numeral cards (1- 9)

Number of players/participants: small group

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 9 in front of himself, face up.
3. 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."
4. The person who makes the greatest number of pairs is the winner.

Number Train Graph (up to quantities of 9)

Objective: to practice addition skills

Materials: clothespin (2 colors), Manila or kraft paper

Number of players/participants: individual or small group

Procedure:

1. The children try to find all the possible arrangements for the combinations that make up 9
2. As they find the arrangements, place it in the appropriate column of the Manila paper. (The links can be labeled with the labeled possible combinations, or the children can label the links as needed.)

What Numbers Can You Make (up to quantities of 9)

Objective: to practice addition skills

Materials: clothespin, crayons,

Number of players/participants: individual or small group

Procedure:

1. The children make clothespin links (each link made with different color clothespin and no stack more than nine clothespins long). There can be more than one link of any particular number. The object is to try to make each of the numbers from one to nine in as many ways as possible.
2. The children are allowed to use more than one link to make any number, but they may not break any links apart. If they can't make a number, they are to cross it out. If they can make the number, they write the equation that describes the trains used.
3. The game can be played over and over, as it will be a new experience each time the numbers used changes.

Exploring One Shape at a Time

Objective: to explore characteristics of a shape

Materials: shape cut outs (one shape at a time)

Number of players/participants: small group

Procedure:

1. Allow children to focus on particular attributes of a shape.
Ask: *What can you make using only circles? Only squares?*
What new creations can you make if you can cut the circles (or squares) apart?

Note: Observe how children work.

How do the children proceed with the task?

Do they just start building/ constructing with little or no obvious planning?

Do they randomly place the pieces with little or no attention to symmetry?

Do they build first and then decide what it is they made? Or do they start with an idea and build toward it?

Do they seem to know what they need to follow through on their idea?

Do they add details to their creations?

Do they find unusual ways to create these details?

Are the relative sizes of their creations appropriate or not?

Do they seek out materials to work with that will help them create whatever they have in mind?

Do they see potential in items that might otherwise be thrown away, and then create something based on that potential? Are they able to copy ideas from others successfully?

When given a model to copy, do they need to have the model close in order to see what to do, checking and rechecking to make sure they are doing it as in the model? Or do they see the model once and then go to work without checking back?

C. OTHER LANGUAGE ARTS ACTIVITIES

Put it Together (for Meeting Time 2)

For this activity you say words in parts. Children should listen carefully and orally blend the parts to say the word as a whole. For example, if you say /m/ /a/ /n/, children are to respond with man.

Literature-based: Filmstrips:

Objective: to arrange story events in correct sequence

Materials: pencil, markers, black art paper

Number of players/participants: 6-8 children

Procedure:

1. Write the title of the story in strip # 1.
2. Let children make borders around each strip using tiny cut-out of black art paper. The borders must resemble the holes in the old-fashion camera films.
3. Children recall story events and choose which ones they will illustrate in the filmstrip.
4. Each child gets to draw one story event.
5. After all strips have been completed, glue them together and hang on the wall.

Sound Switcheroo

(Source: Blevins, W, Phonics from A to Z, A Practical Guide, Scholastic Professional Books, p. 41)

Objective: to identify initial/middle/final sounds

Number of players/participants: small group

Procedure:

1. Explain to the children that you want them to listen carefully to the sounds in the word you're going to say.
2. Tell them you'll play switcheroo (change one sound in the word- the beginning, middle or ending sound) with one of these sounds.
3. Children should then tell you which sound was switched. For example, if you say *mat* and then *sat*, children should respond that /m/ was switched with /s/. Continue with these and other word pairs:

- | | | |
|-------------|-------------|-------------|
| • man/pan | • fan/fat | • run/sun |
| • hat/hot | • pick/pack | • ball/bell |
| • leaf/loaf | • pig/pin | • fish/dish |
| • gate/game | • tap/tape | • van/ran |
| • zip/lip | • cup/cap | • hot/hop |

High-Frequency Box

Objectives: to read high frequency words
to develop fine motor coordination

Materials: shoe-box, targeted high-frequency words, pocket chart

Number of players/participants: small group

Procedure:

1. Place a set of high-frequency word cards in a shoe box.
2. Children take turns in picking out a card.
3. At each turn, a child leads the group in spelling aloud the word, reading it and using it in a sentence.
4. The rest of the group must write the word on a sheet of paper as they say each letter aloud.
5. Display it in a pocket chart.
6. At different times of the day, let the class read the words in the pocket chart.
7. By the end of the week, this small set of words will have been reviewed many times.

Form a Word (animal words)

Objective: to form animal words

Materials: letter cards, individual cards bearing animal names

Number of players/participants: individual or small group

Procedure:

1. Have each child pick out a word card.
2. Let him form this word on his own by using the letter cards.

SONGS/RHYMES/POEMS

Nine Little Monkeys

Nine 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!

Eight little monkeys sitting on a tree teasing Mr.
Crocodile,

"You can't catch me, no you can't catch me!"

Repeat until no more monkeys are left on the tree.

Nine Green Speckled Frogs

Nine green speckled frogs
Sat on a speckled log
Eating the most delicious bugs, "Yum, yum!"
One jumped into the pool where it was nice and cool
Then there were eight green speckled frogs

Repeat until no more frogs are left on the log.

Nine Little Fish

Nine little fish swimming in the water
Swimming in the water,
Swimming in the water
Nine little fish swimming in the water,
Bubble, bubble, bubble, bubble, splash!!!
(On the word splash, "one child in each group falls to the ground.")

Repeat the rhyme until no fish are left.

Oh, Mr. Postman (sing to the tune "Oh, Susana")

(Source: Fehl, M and Williams, B, Math Learning Songs and Activities, p. 18-19)

Oh, Mr. Postman
Now whatcha got for me?
I have 6 letters,
I'd like 1 more.
How many would that be?
(Change the number combinations, do the same with other sums)

Animal Homes (sung to "On Top of Old Smoky")

On top of a mountain
Or under the sea,
There are so many places
Where creatures may be,

Alone in a desert,
Or grouped on a farm,
Or tucked in a tree trunk
Away from all harm.

On bright, sunny grasslands,
Or in a dark cave,
In jungles and forests,
Where all must be brave.

On ice in the Arctic,
Or holed underground,
There are so many places
Where creatures are found!

This Little Cow (finger play)

This little cow eats grass (hold up your thumb)
This little cow eats hay (hold up first finger)
This little cow drinks water (holds up next finger)
This little cow does nothing
But just lies down all day (hold up your pinkie)

Variation

- Choose five children to be the cows.
- Talk about the different things that each cow does.
- One cow eats grass- this child pretends to eat grass.
- One cow eats hays- this child pretends to eat hay.
- One cow drinks water- the child pretends to drink water from a pail.
- Another cow runs away- the child runs across the room.
- The fifth cow lies down all day-this child lies on the floor. On the words "chase her, chase her", the fifth child gets up and runs across the room while the other child chase her.

Baby Animals (sung to "Mary Had a Little Lamb")

Note: introduce a few or only those that are familiar to the children

Sheep give birth to little lambs
Little lambs, little lambs.
Sheep give birth to little lambs,
Yes, that's the baby's name.

Dogs and seals have little pups,
Little pups, little pups.
Dogs and seals have little pups,
Yes that's the baby's name.

Cows and whales have little calves,
Little calves, little calves.
Cows and whales have little calves,
Yes that's the baby's name.

Ostriches and hens have chicks,
Little chicks, little chicks.
Ostriches and hens have chicks,
Yes that's the baby's name.

Bears and lions both have cubs,
Little cubs, little cubs.
Bears and lions both have cubs,
Yes, that's the baby's name.

Deer give birth to little fawns,
Little fawns, little fawns.
Deer give birth to little fawns,
Yes, that's the baby's name.

Antelope have little kids,
Little kids, little kids.
Antelope have little kids,
And people have kids, too!

STORIES

Whose Home? (adapted from Benette, David)

Question before the story:

- Where do animals live?

Questions while reading:

- Why can't all animals live in a tree? In a hole? In a shell?

Questions after reading:

- Why do animals live in different homes?

The Lost Kitten (Albee, J (1992). McClanahan Book Company, New York)

Questions before the story:

- Have you ever found something that you wanted to keep as your own?

Questions during reading:

- What did Jodi feel every time someone came to check the cat?
- Did you ever felt that way?

Questions after reading:

- How did Jodi take care of the cat?
- If you were Jodi, would you have done the same?
- What do you think Jodi would feel if the real owner of the cat appeared?

INDOOR/OUTDOOR ACTIVITIES

Duck, duck, goose

Let the children form a circle and then sit down. Ask for a volunteer to be 'It'. The 'It' goes around the circle, tapping each child in the head while saying, 'Duck, duck, duck...' The 'It' chooses to tap and call one of the children, 'Goose'. The Goose tries to run after the 'It'. The 'It' runs around the circle until he/she is able to reach and sit on the empty space left by the Goose. If the 'It' is able to reach the empty space before the Goose catches him/her, the Goose becomes the next 'It'. If the Goose is able to catch the 'It', he/she remains to be the 'It'.

Blend Baseball

Prepare markers as bases for the baseball. Divide the class into two teams. Say aloud a word in parts, such as /s/ /a/ /t/. If the child can blend the word, he or she can go to first base. Play the game just like baseball.

Animals Run Home (PEHT p. 232)

Team Sound-Off

Objectives: to blend phoneme to phoneme
to develop gross motor coordination

Materials: none

Number of players/participants: small group

Procedure:

1. Divide the group into teams of three or four children.
2. Assign each team a sound, such as /s/.
3. Then call to the front of the classroom three children, for example one child from the /s/ group, one child from the /a/ group, and one child from the /t/ group.
4. Have the three children sequence their sounds to form a word. Then they should say the sounds and ask the rest of the group to blend together the sound to form the word.
5. Teams take turn answering, and each team that guesses correctly gets one point.
6. Team who make the chart number of guesses wins.

MEETING TIME 3

Summing Up The Day

1. Have children report daily news.
2. Ask them to suggest significant events that can be entered on the calendar.
3. Write the news reporter's choice exactly as the children tell. But if you have older children who are able to write, you may let the new reporter write it.
4. Ask the whole group to listen carefully and tell you what letters correspond to the sounds they hear as the news is written for all to see on a piece of chart paper like the one below.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
No School	No School	No School	We had a party	Today we got a bus	We had a party	No School
No School	We had a party	We had a party	No School	No School	No School	No School
No School	We had a party	We had a party	We had a party	We had a party	We had a party	No School
No School	We had a party	We had a party	We had a party	No School	No School	No School
No School	We had a party	We had a party	We had a party	We had a party	We had a party	No School

Charting daily news together gives you an opportunity to model writing.

KINDERGARTEN CLASS THIRD GRADING DAILY PLANS

WEEK 30: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: Places in the Community: Sari-sari Store		
MEETING TIME 1: Message: There are places in the community where we can buy food. People buy food and other goods from a sari-sari store. Question: What does your family buy from the sari-sari store in your community?	MEETING TIME 1: Message: Today, we will visit a sari-sari store. Question: What rules do we need to follow during a fieldtrip? Introduce the song "Off We Go to a Sari-sari Store"	MEETING TIME 1: Message: People can buy different goods from a sari-sari store. Some goods can be sold in smaller quantities such as oil, eggs, salt, sugar, candies, biscuits. Question: What do they sell in a sari-sari store?
WORK PERIOD 1 Teacher-Supervised: Target Letter: Yy Independent: <ul style="list-style-type: none"> • Trip Chart • Letter Poster • Letter/Word Collage • Syllable Sort • Upper and Lower Case Connect • Writer's Workshop 	WORK PERIOD 1 Teacher-Supervised: Field Trip Independent: <ul style="list-style-type: none"> • Form a Letter • Sand Paper Letter • Letter Mosaic • Upper and Lower Case Connect • Construction Toys/Puzzle 	WORK PERIOD 1 Teacher-Supervised: cont. Fieldtrip to the Sari-sari Store Independent: <ul style="list-style-type: none"> • Sari-sari store Collage • Dramatic Play • Playdough: Things That can be bought from the sari-sari store • Go Fish : Upper and Lower Letters • Three-Letter Sort : W, Y, Q
MEETING TIME 2: Talk about the trip chart. Go over each question and each part of the trip chart and explain how children are expected to accomplish this. Talk about rules to be observed during the fieldtrip.	MEETING TIME 2: Introduce the song " Ang Tindahan " Do Snap and Clap Rhymes	MEETING TIME 2: Continue discussion of jobs that people do in a sari-sari store. Play "Round Robin Rhyme "
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Kilo of Sugar (Adapted)	STORY: Alphabet in the Sari-sari Store	STORY: Araw sa Palengke ni May-Tobias Papa
WORK PERIOD 2: Teacher-Supervised: pictograph of preferred products (eg. soap, softdrinks, snack, biscuits)	WORK PERIOD 2: Teacher-Supervised: Fieldtrip to the Sari-sari store (Batch 2)	WORK PERIOD 2: Teacher-Supervised: Subtraction Cards (writing number sentences)
Independent: <ul style="list-style-type: none"> • Block Play • Call Out: Addition/ Call Out: Subtraction (0-9) • 9 Concentration/ Find 9 • Roll and Count (up to quantities of 9) 	Independent: <ul style="list-style-type: none"> • Block Play • Call Out: Addition/ Call Out: Subtraction (0-9) • 9 Concentration/ Find 9 • Roll and Count (up to quantities of 9) • Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8, 9) 	Independent: <ul style="list-style-type: none"> • Block Play • Call Out: Addition/ Call Out: Subtraction (0-9) • Draw 9/Go 9 • Roll and Count (up to quantities of 9) • Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)
INDOOR/OUTDOOR ACTIVITY: Build a Castle	INDOOR/OUTDOOR ACTIVITY: Gossip	INDOOR/OUTDOOR ACTIVITY: To Market To Market
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
<p>MEETING TIME 1: Message: People have different jobs to do at the sari-sari store. There are specific things that are needed in sari-sari store e.g. containers, weighing scale, refrigerator.</p> <p>Question: What kind of work do people do in a sari-sari store? What things do people use for their work at the sari-sari store?</p>	<p>MEETING TIME 1: Message: Storeowners get some of their goods from other communities. Sometimes they travel to other places to get these goods. Sometimes these goods are delivered to the sari-sari store.</p> <p>Questions: Which goods come from our own community? Which ones have to be bought from other communities?</p>	
<p>WORK PERIOD 1 Teacher-Supervised: Bottle Graph</p> <p>Independent:</p> <ul style="list-style-type: none"> • cont. Sari-sari store Collage • Mobile: Mga Paninda sa sari-sari store • Dramatic Play • Playdough • Triorama: At the Sari-sari store • Sari-sari store Word Sort 	<p>WORK PERIOD 1 Teacher-Supervised: Poster: Saan Nanggaling ang mga Paninda sa Sari-sari store</p> <p>Independent:</p> <ul style="list-style-type: none"> • Dramatic Play • Playdough • Triorama: At the Sari-sari store • Picture a Rhyme • Writer's Workshop 	
<p>MEETING TIME 2: Play: What's Missing?</p>	<p>MEETING TIME 2: Song: Twinkle, Twinkle Little Word</p>	
<p>STORY: At the Market (Adapted)</p>	<p>STORY:</p>	
<p>Teacher-Supervised: Measures mass using nonstandard tools (home-made balance)</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Call Out: Addition/ Call Out: Subtraction (0-9) • Draw 9/Go 9 • Roll and Count (up to quantities of 9) • Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8, 9) 	<p>Teacher-Supervised: Train Ride Balloons</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Subtraction Cards (writing number sentences) • 9 Concentration/ Find 6/ Draw 9/Go 9 • Roll and Count (up to quantities of 9) 	
<p>INDOOR/OUTDOOR ACTIVITY: Relay Game</p>	<p>INDOOR/OUTDOOR ACTIVITY: Mother May I</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX: WEEK 30

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Trip Chart

Objective: to record through drawings and words what they see at the sari-sari store

Materials: bond paper or newsprint, pencil

Number of players/participants: individual

Procedure :

1. Give each child 3 pieces of bond paper (teacher-made)
2. Ask the child to fold 1 sheet of bond paper in half (crosswise).
3. On the upper part of the paper tell the children to copy and fill-up the following (teacher can prepare format for children):

My name is _____
Today is _____, 201____
My partner is _____
We will leave at __:00 A.M.
We will be back by __:30 A.M.

4. Tell the children that they will use the trip chart to draw and write what they see during trip.
5. At the lower part of page 1 let the children copy the following:

On the way to the sari-sari store I saw...

6. On page 2 let the children copy the following:

I saw people at the sari-sari store.

7. On page 3 let the children copy the following:

I saw many things at at the sari-sari store.

8. On page 4 let the children copy the following:

<p>These goods come from our own community:</p> <p>These goods come from other communities:</p>
--

9. On page 5 let the children copy the following:

<p>People do different jobs at the store</p> <p>These are the things they need in a sari-sari store:</p>

Sari-sari Store Fieldtrip

Objectives: to observe what happens in a sari-sari store
to observe that people buy goods that they need or want at a sari-sari store
to observe that people stay at the sari-sari store to talk with friends and neighbors

Materials: Trip chart, pencil

Number of players/participants: individual or group of 4

Procedure:

1. Before leaving the classroom, remind the children of
 - a. the rules when going on a fieldtrip
 - b. the purpose of the trip and the importance of drawing and writing on their trip charts
2. While walking, ask the children: "What do you see?" "Who do you see?"
3. At the sari-sari store, ask children to bring out their trip charts.
4. Have them read the first question/statement or read it to the children. Ask them to look around the sari-sari store and then draw the people they saw at the store.
5. Go to the next question and again have them gather information by looking around the store.
6. The last two questions require them to interview the storeowner or helpers in the store.
7. After they have accomplished their trip charts, ask the children if they have further questions they want to ask the people in the store.
8. Before leaving the store, make sure the children thank the owner and the helpers for their time and cooperation.
9. Back in school, give children time to finish their drawings. Assist them as they write words/sentences to accompany their drawings.

Bottle Graph

Objectives: to collect data about favorite beverage or drink
to analyze results of survey

Materials: 4-5 empty 1.5 softdrink bottles, scoop or ice cream cup, funnel, pail of water

Number of players/participants: small group

Procedure:

1. Line up 4 empty bottles in a row. Label each bottle with a particular beverage e.g. juice, water, softdrink milk
2. At each turn, ask a child to choose which of these beverages he/she likes best. Once he has identified his favorite drink, have him pour a cup of water into the bottle representing his favorite beverage.
3. When everyone has done this, have them compare the volume of water in each bottle. The one with the greatest amount of water is naturally the most popular beverage among this group of children.
4. Ask them the following questions:
Which is the most popular beverage?
Which is the least popular?
Did anyone else choose your favorite beverage?
Which bottles have the same amount of water?

Mobile: Mga Paninda sa Sari-sari Store

Objective: to develop fine motor coordination

Materials: string, glue, cards, crayons, scissors, hanger, blank shape cards

Number of players/participants: 4-6 children

Procedure:

1. Have children draw the goods they saw in the sari-sari store on the blank cards.
2. Help children fasten a piece of string to each shape card which in turn will be tied to the hanger. String length should be varied. Encourage children to color their drawings.

Sari-sari Store Collage

Objective: to develop fine motor coordination

Materials: art paper, old magazines, bond paper, markers, crayon, scissors, candy or canned good wrappers

Number of players/participants: 4-6 children

Procedure:

1. Have children draw or cut out from magazines examples of goods that are sold in a sari-sari store.
2. Make a collage out of these drawings, magazine-cut-outs and wrappers that you have collected.
3. Have them label the goods shown in the collage.

Poster: Saan Nanggaling ang mga Paninda sa Sari-sari store

Objective: to develop fine motor coordination

Materials: bond paper, art paper markers, crayons, scissors

Number of players/participants: 4-6 children

Procedure:

1. Have them draw places where storeowners buy the goods that they sell on brown paper bags
2. Encourage children to use crayons to make drawings colorful.

Variation: Children can form a collage of these places instead of simply drawing it.

Dramatic Play: Tinda-Tindahan

Objectives: to recreate real-life situations (buyer, seller)

to negotiate roles and cooperate to portray a role

to develop fine motor coordination and practice eye-hand coordination

to practice visual discrimination skills when putting away props and materials

to create pictures in one's head about past experiences

to use language to explain what one is doing

to ask and answer questions

Materials: toy products or empty boxes or containers of products (ex. soap, toothpaste) Paper money

Note: Teachers can ask children to bring empty containers to help build the 'Sari-sari store'

Number of players/participants: small group

Procedure:

1. Small groups of children take turns playing at the dramatic play corner.
2. After each time a child plays in this area, he/she can draw what he/she did during this time.

Sari-sari Store Collage

Objective : to make a collage of a sari-sari store

Materials : cartolina, scissors, glue, old magazine, bond paper, pencil, crayon

Number of players/participants: 3 – 5 children

Procedure:

1. Tell the children to talk about and plan how they will draw and set up the sari-sari store – what products they will include in their store, in what part of the store they will put each product.
2. Encourage the children to divide the work among themselves so that they can work in an orderly manner.

B. OTHER MATH ACTIVITIES

Train Ride

Objective: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of players/participants: small or whole group

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

Objective: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of players/participants: individual, small or whole group

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.

How Heavy?

Objectives: to measure the weight of objects using a home-made balance or weighing scale to compare weights

Materials: home-made balance, common objects, cubes

Number of players/participants: pairs small group

Procedure:

1. Ask a child to estimate the weight of an object: How many cubes heavy is your object?
2. Let the child place this object on one side of the balance and measure its weight using the cubes.
3. Determine if his/her estimate is close or too far from the actual weight.

Equation Dice Toss

Objective: to practice addition skills

Materials: 1 die with dots, 1 die with numeral, recording sheet

Number of players/participants: individual, pair or small group

1	2	3	4	5	6	7	8	9

Procedure:

1. Child rolls both dice.
2. Child read the numbered die and adds the dotted die number.
3. Once the child finds the total he/she writes the equation in the appropriate column.
4. The child continues until a column is completed.

Subtraction Cards (quantities of 9)

Objective: to subtract quantities

Materials: subtraction cards, counters

Number of players/participants: individual or pairs

Procedure:

1. Child 1 reads the total on the card, for example 9.

Clap Clap	Snap fall	Clap Clap	Snap ball
Clap Clap	Snap hall	Clap Clap	Snap small

2. Child 2 gets 9 counters.
3. Child 1 says "take away three".
4. Child 2 gets the subtraction card and lifts the right hand flap that indicates 3 dots.
5. Child 1 counts remaining dots and say "six".
6. Both children write the equation: $9 - 3 = 6$

Seesaw

Objectives: to master addition fact

to compare whole numbers

Materials: 4 dice, SEESAW game board, score sheet

Number of players/participants: 2 players

Procedure

1. Each player rolls two dice on the same turn. Put the pairs of dice on opposite sides of the seesaw.
2. If the equation is true, say, "SEESAW!" The first to say it (and be correct) wins the first round.
3. If the sums are unequal, player 1 has two choices:
 - Switch the two outside numbers
 - Re-roll any one of the four dice
4. If the new value balances the equation, say, SEESAW!" to win.
5. Keep taking turns until the equation balances. Write the final equation on the score sheet. Write the winner's initials next to it.
6. Player 2 starts the next round. The first player to win seven rounds wins the game.

C. OTHER LANGUAGE ARTS ACTIVITIES

For Meeting Time 2:

Snap and Clap Rhymes

Objective: to identify words that rhyme

Materials: none

Number of players/participants: 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.

Picture a Rhyme

Objective: to supply words that rhyme

Materials: none

Number of players/participants: any number of children (small group activity)

Procedure:

1. Have children fold a piece of paper in half.
2. Ask them to draw pictures of two things whose names rhyme. For example, a hat and a bat.
3. Help children label the picture names. For children struggling with this activity, provide them with the name of one item such as a star, pan, pig, pen or coat.
4. Gather the drawings and bind them into a book entitled "A Rhyme Book "
5. Display the book they made so they can browse through it during reading time.

Round Robin Rhyme

Objective: to supply words that rhyme

Materials: none

Number of players/participants: 8-10 participants (small group)

Procedure:

1. Have the children sit in a circle. Tell them that you are going on an imaginary trip. You will say one item that you want to take on the trip.
2. The children are to repeat the item and the name another item name that rhymes. For example, if you say, "I'm going to the park, I'm taking a **mat**," The next child in the circle might say "I'm taking a **mat** and a **hat**."
3. Continue around the circle until no more rhyming names can be found.

Variation: Children may state aloud items which names begin with the same sound. For example, "I'm going to the park and I'm taking a **ball**, a **bat**, a **basket**, a **blanket**, and a **banana**."

What's Missing?

Introduce this chant below:

If your Mom is "Om" and your dad is "Ad"), it must be Missing Sound Day. Can you figure out what a grown-up wants if he says "Bring me an:

encil (Pencil)

up (cup)

ork (fork)

ubber band (rubber band)

able (table)

aper (paper)

Syllable Sort

Objective: to identify number of syllables in a word

Materials: assorted objects or pictures

Number of players/participant: 6-8 children

Procedure:

1. Gather toys and objects or pictures. Make a graph with 3 columns. Write 1 on the first, 2 on the second and 3 on the third column.
2. Children take turns picking an object or picture. At each turn, a child names the object, clap the number of syllables, write down the word and paste this on the appropriate column in the graph.
3. A child name the subject in each turn, while clapping the number of syllables.
4. Write down the word and paste this on the appropriate column with graph.

Letter Poster .Letter/Word Collage - refer to instructions in previous weeks

Upper and Lower Case Connect Game (played like letter connect game but instead of connecting identical letters, you connect upper case form with the lower case form of a particular letter

Go Fish: Upper and Lower Letters (Note: played like Go Fish letters but instead of matching identical letters, you match upper and lower case letters)

Three-Letter Sort: W, Y, Q

Objective: to classify words according to their initial letter

Materials: ¼ manila paper divided into three parts, glue, strips of paper, crayons, marker

Preparation: Divide the manila paper into three parts. Write W on top of the first column, Y on the second and Q on the third column.

Number of players/participants: 6-8 children

Procedure:

1. Have children draw pictures of objects, people or places that begin with each of the target letters.
2. Let them paste these on the appropriate column

Sari-sari store Word sort

Objective: to classify words in multiple ways e.g. according to beginning letter, number of letters in a word

Materials: 2 x 4 blank cards

Number of players/participants: 6-8 children

Procedure:

1. Brainstorm on words related to a sari-sari store. These can include goods that are sold in the sari-sari store, things that they use in the store, people who work there, places where they buy their goods, signs and labels you see in a store. As they name each word, teacher lists down these words on the board.
2. Have children copy these words on the blank cards.
3. After all words have been written down, have them sort these words in different ways.

STORIES

Alphabet In The Sari-Sari Store

Questions before telling the story:

- Have you ever been to a supermarket?
- What can you see in the supermarket?

Questions during the storytelling:

- What did he see in the supermarket?
- What does Mom buy together with leaves?

Questions after the storytelling.

- What is the difference between a sari-sari store and a supermarket?
- What can you buy from both places? What are found in the supermarket that are not sold in a sari-sari store?

Araw Sa Palengke Ni May

ni: Tobias Papa

Questions before telling the story:

- Nakarating ka na ba sa palengke? Ano ang nakikita sa palengke?
- Bakit pumupunta ang mga tao sa palengke?

Questions during the storytelling:

- Bakit gumising ang bata?
- Ano ang bilin ni Nanay bago pumunta sa palengke? Bakit?

Questions after the storytelling.

- Saan nagpunta ang nanay at ang kanyang anak ? Ano ang kanilang dala-dala papuntang palengke ?
- Ano-ano ang bilin ng Nanay sa kanyang anak ?
- Ano-ano ang napansin ng bata sa palengke ?
- Bakit hindi nagustuhan ng bata ang amoy sa palengke ?
- Anong magandang katangian ng bata ang ipinakita sa kwento kahit siya ay pagod na at nang Makita niya ang munting palayok ?
- Ikaw, pinipilit mo ba ang iyong nanay na bilhin ang nagustuhan mo sa mall o sa palengke kahit may bilin siya na huwag kang magtuturo o magpapabili? Bakit ?

At The Market (Adapted)

Questions before telling the story:

- Who has been to the market already?
- What did you do in the market?
- What do people do in the market?

Questions during the storytelling:

- Why did Jenny and Brenda wake up early?
- What will they do in the market?

Questions after the storytelling.

- Who took a bath at the open well?
- Who went with Jenny to the market?
- What did Jenny buy in the market?
- What did Brenda ask Jenny to buy for her?
- Why did Brenda feel so happy?

RHYMES / SONGS / POEMS

Ang Tindahan (to the tune of bahay kubo)

Ang tindahan, kahit munti
Ang paninda doon ay sarisari
Tinapay at biskwit
Karne norte't sardinas
Toyo, suka, mantika
Asukal at asin
Patis at bagoong
At saka meron pa
Walis at panlinis
Sibuyas, kamatis, bawang at luya
Sa paligid ligid ay puno ng paninda.

The Worker in the Store

(to the tune of The Farmer in the Dell)

The workers in the store
The workers in the store
Hi-ho the workers yo!
The workers in the store

*The workers can be changed to cashier,
guard, seller, owner.

Shopping Song

(to the tune of Row, Row Your Boat)

Go, go here we go
In the sari-sari store
Buy, buy we will buy
Get your bag and go.

Twinkle, Twinkle, Little Word

(Sung to the tune of "Twinkle, Twinkle, Little Star")

Twinkle, twinkle, little word

What's the new word to be heard?
If I take off the FIRST sound

What new word will now be found?

Take the /sh/ right off of shout.

Now the new word sounds like...

_____. (out)

Twinkle, twinkle, little word

What's the new word to be heard?

If I take off the LAST sound

What new word will now be found?

Take the /er/ right off of hammer.

Now the new word sounds like...

_____. (ham)

INDOOR/OUTDOOR ACTIVITIES

Build a Castle

Two people hold a jump rope so that it is touching the ground. The children line up single file and jump over the rope one at a time. After every child has jumped, the rope is lifted a few inches above the ground. Continue lifting the rope as the children jump over it. When a player can no longer jump the height, they are out of the game.

Gossip

Children sit in a circle. The leader or teacher whispers a sentence in one child's ear. He or she whispers what they have heard to the next person and so on around the circle. The last child must tell everyone what he/she has heard. The leader then repeats what was really said.

To Market To Market

Choose one child to be the "pig." The "pig" stands at one end of the room. Choose another child to go to the market who will stand at the opposite end of the room. The other children chant the rhyme.

To market, to market to buy a fat pig.

Home again, home again, rig-a-jig-jig.

The child who is going to the market hops across the room to get the pig. He takes the "pig's" arm and together they hop to the door. Choose another pair to act out the rhyme.

Relay Game

Divide the class into teams with five or six players each. Have players line up single file, and one at a time run to a designated point and go back. The first player tags the second player who then runs the distance. The first team to have all players run is the winner. You can also do ball relays, animal relays, hopping or skipping relays, a back-to-back relay using partners; a dressing relay where children put on and take off clothes, etc.

Mother May I

Children line **U** with their backs to the wall. One person is chosen to be "mother" and stands about 20 feet in front of them. One at a time "mother" names a child and tells them a motion they must perform, such as three baby steps or four scissors steps, or two giant steps. The child must remember to ask, "Mother May I?" before performing the movement or they must go back to the starting line. The first one to reach "mother" becomes "it."

KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS

WEEK 31: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: Places in the Community: Public Market		
MEETING TIME 1: Message: Some people buy food from the public market. Question: Have you ever been to the market? What does your family buy in the market?	MEETING TIME 1: Message: People do different jobs in the market. They weigh goods. They clean the fish. They slice the meat. They repack some of their goods. Questions: What kind of work do stall owners and their helpers do?	MEETING TIME 1: Message: There are dry and wet goods in the market. Question: What kind of goods do you see in the market?
WORK PERIOD 1 Teacher-Supervised: Target Letter Zz Letter/Word Collage Independent: <ul style="list-style-type: none"> • WS: Make a Match- Upper and Lower Case Letters • Stuffed Fruits and Vegetables • Dramatic Play :Market Set-up • Playdough: Food in the Market 	WORK PERIOD 1 Teacher-Supervised: Market/Worker Puppets Poster: At the Market Place Independent: <ul style="list-style-type: none"> • WS: Find the Missing Letter • A-Z Market List: Magpabili tayo sa palengke ng... • Fruit/Vegetable Lacing Cards • Dramatic Play: Market Set Up • Playdough: Food in the Market 	WORK PERIOD 1 Teacher-Supervised: Alphabet Freeze Independent: <ul style="list-style-type: none"> • Dramatic Play: At the Marketplace • Sand Play • Market Goods Collage • Letter Lacing Card (Z) • Find the Letter
MEETING TIME 2: Brainstorm on market words for your word wall. Add to this list as the unit progresses. Game: Clap and Snap Rhymes	MEETING TIME 2: Show stick puppets of market workers. Talk about the kind of work each one does. Sing: Tong, Tong Variation: Change vowels	MEETING TIME 2: Play the Game: What's Missing?
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Araw sa Palengke	STORY: Alamat ng Ampalaya	STORY: Halo-Halo Espesyal
WORK PERIOD 2: Teacher-Supervised: Coins Are Us; Magic Box Independent: <ul style="list-style-type: none"> • Playdough Numerals (1-10) • Call Out: Numbers (1-10) • Mixed Up Numbers (1-10) • Number Concentration (1-10) 	WORK PERIOD 2: Teacher-Supervised: Crayon Count; Number Name Cover All Independent: <ul style="list-style-type: none"> • Playdough Numerals (1-10) • Call Out: Numbers (1-10) • Mixed Up Numbers (1-10) • Number Concentration (1-10) • Literature-based: Story Mobile : Ang Alamat ng Ampalaya 	WORK PERIOD 2: Teacher-Supervised: Grasshopper; Number stations/ Number books (quantities of 10) Independent: <ul style="list-style-type: none"> • Playdough Numerals (1-10) • Call Out: Numbers (1-10) • Number Picking Up Game/ Number Concentration (1-10) • Number Name Cover All • Literature-based: Story Quilt : Ang Alamat ng Ampalaya
INDOOR/OUTDOOR ACTIVITY: Market Race	INDOOR/OUTDOOR ACTIVITY: Insect Race	INDOOR/OUTDOOR ACTIVITY: To Market To Market
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
<p>MEETING TIME 1: Message: Some of the goods they sell come from the community:</p> <ul style="list-style-type: none"> ➤ Some fruits and vegetables are grown in the community. ➤ Some meat and poultry products come from the community. <p>Question: Which goods come from our own community?</p>	<p>MEETING TIME 1: Message: Some of the goods they sell come from other communities.</p> <ul style="list-style-type: none"> ➤ Some buy from markets in other communities. ➤ Some stall owners have suppliers who bring goods to their stalls. <p>Questions: What goods come from other communities? How are these brought to the market?</p>	
<p>WORK PERIOD 1 Teacher-Supervised: Bottle Graph</p> <p>Independent:</p> <ul style="list-style-type: none"> • A-Z Market List • What's Missing? • WS: Picture-Sound Match • Yarn Mosaic • Block Play 	<p>WORK PERIOD 1 Teacher-Supervised: Poster: Saan Nanggaling ang mga paninda sa palengke?</p> <p>Independent:</p> <ul style="list-style-type: none"> • Goods Mobile: Dry Goods/Wet Goods • Market Words: What starts with ____? What's Missing? • Yarn Mosaic • WS: Which does not belong? • Block Play 	
<p>MEETING TIME 2: Guessing Game : Fruits and Vegetables (see appendix)</p> <p>Play: I am ... I like</p>	<p>MEETING TIME 2: Game: Charades: Jobs people do in the market</p> <p>Song: Ang Gatas at ang Itlog</p>	
<p>STORY: Halo-Halo Espesyal</p>	<p>STORY: Si Owel ang Batang Matakaw</p>	
<p>WORK PERIOD 2 Teacher-supervised: Catch Flies for the Frog</p> <p>Independent:</p> <ul style="list-style-type: none"> • Number Stations/ Number Books (quantities of 10) • It's A Match/ Number Concentration (1-10) • Number Picking Up Game (1-10)/Number Name Cover All • Tapatán • Accordion Book: Halo-halo Espesyal • WS: Identifies Which Does not Belong/Same and Different 	<p>WORK PERIOD 2 Teacher-Supervised: Sorting Shapes on a Geoboard</p> <p>Independent:</p> <ul style="list-style-type: none"> • Number Stations/Number Books (quantities of 10) • It's a Match/Number Concentration (1-10) • Number Name Cover All • WS: Identifies Which Does not Belong/Same and Different • Drawing/Write-up: Kung Ikaw si Owel, ano ang gusto mong kainin at bakit? 	
<p>INDOOR/OUTDOOR ACTIVITY: If Your Name Starts with...</p>	<p>INDOOR/OUTDOOR ACTIVITY: Form a Word</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX WEEK 31

SMALL GROUP ACTIVITIES

A.THEME-RELATED ACTIVITIES

Poster: At the Market Place

Objectives: to draw 4-5 part figures; to write words and phrases; to notes details

Materials: manila/kraft paper, markers or crayons, ¼ bond paper

Preparation: Draw an outline of the market on kraft or manila paper.

Number of players/participants: 6 children

Procedure:

1. Ask children to recall what they saw at the market.
2. Have them draw these on the small pieces of paper.
3. Let children glue their drawings on the appropriate space on the kraft/manila paper.

Market Goods Collage

Objective: to draw 4-5 part figures; to cut with scissors; to note details

Materials: manila/kraft paper, markers or crayons, ¼ construction market

Number of players/participants: 6 children

Procedure:

1. Have children draw different goods sold at the market.
2. Let them make a collage of these goods on kraft paper.

What's Missing?

Objective: to identify different kinds of vegetables; to identify what is missing

Materials: picture of vegetables or plastic vegetables

Number of players/participants: 6 children

Procedure:

1. Place five or more familiar vegetables (either pictures of vegetables or plastic vegetables) on a tray and have children sit around it in a circle.
2. Discuss the names and characteristics of these vegetables.
3. Then ask the children to close their eyes while you remove one of the vegetables. When they open their eyes, have the children take turns trying to guess which of the vegetables is missing.
4. After a correct answer is given, mix up the positions of the vegetables and start the game again.

Yarn Mosaic

Objective: to develop fine motor coordination

Materials: cardboard, yarn (assorted colors), scissors, glue

Number of players/participants: 6-8 children

Procedure:

1. Let children help cut pieces of different colored yarn. Have them cut many different sizes short and long and everything in between.
2. Then have them make some designs with the glue. Allow children to create lines and patterns on the cardboard with the glue.
3. Ask them to cover the glue lines with the yarn, following along the designs they have made using the different sized pieces of yarn in any combination
4. Let them set aside their mosaics to dry.

Goods Mobile: Dry Goods/Wet Goods

Objectives: to draw 4-5 part figures; to cut and paste; to note details, to group by function

Materials: 2 hangers, yarn, construction paper, cardboard, scissors, glue

Number of players/participants: 6 children

Procedure:

1. Have children recall goods they saw at the market.
2. Let them draw these goods on construction paper.
3. Then have them glue these on the cardboard.
4. Punch a hole on the board and tie a yarn on each hole.
5. Have children hang the dry goods on one hanger and the wet goods on another.

Saan nanggaling ang mga paninda sa palengke?

Objectives: to arrange events in sequence; to note details

Materials: 1/2 construction paper or oslo paper, cardboard, scissors, glue, clothespin, clotheline

Number of players/participants: 6 children

Procedure:

1. Have children draw possible places where goods in the market come from.
2. Let them hang their drawings along the clothesline.

Matching Cards: Foods sold in the market

Objective: to match pictures of foods sold in the market

Materials: picture cards of different foods sold in the market (10-15 pairs)

Number of players/participants: 4 – 5 children

Procedure:

1. Pre-game preparation: Adult will prepare one set of picture cards of different food items sold in the market (you may cut-out pictures from magazines and reproduce to make duplicates, or draw your own pictures).
2. Shuffle the deck of matching cards. Arrange it on a table in a 5x4 or 5x6 grid.
3. Each child will open two cards and check if they both have the same picture. If yes, the child can open two more cards until he encounters two cards that are not the same.
4. When he opens two cards and they do not match, he returns the pictures side-down and the next player takes his turn.
5. The game ends when all the cards have been matched, with the winner being the child with the most number of pairs.

Dramatic Play: Market Set-up

Objective: to act out scenes commonly observed in the market place.

Materials: old boxes, benches, plastic foods – any materials which can be used to recreate a market/palengke scene

Number of players/participants: 4 – 5 children

Procedure: Set up of a market/palengke and let children get engage in a dramatic play.

Suggested areas: fish vendor, vegetables vendor, butcher, rice vendor, etc.

Play dough: Food

Objective: to develop fine motor skills coordination

Materials: play dough, plastic plates and eating utensils

Number of players/participants: 4 – 5 children

Procedure:

1. Encourage children to mold different kinds of food items which are commonly sold in the market.
2. Have them place their molded clays on the plates.
3. Let them share about what they did.

Market Worker Puppets

Objective: to draw and describe different kinds of market workers

Materials: brown paper bags, pencils, markers and coloring materials

Number of players/participants: 4 – 5 children

Procedure:

1. Give each child one brown paper bag. Explain to them that they are going to make paper bag puppets of people who work in the market. Let each child choose one market worker and explain why he chose that particular worker.
2. Have the child draw that market worker on one side of the paper bag, and ask him to trace and color his work.
3. On the other side of the paper bag puppet, the child can write the name of his/her market worker and, 1-2 sentences that describe his job and what he needs to perform it.

Food Connect Game

Objective: to recognize foods sold in the market by playing the connect game.

Materials: food connect cards

Number of players/participants: 4 – 5 children

Procedure:

1. Prepare one set of food connect cards (foods that are sold in the market).
2. Distribute the food connect cards to the players and put the last card in the middle of the table.
3. In a clockwise manner, each player will connect one food connect card to either end of the first card on the table. If the current player does not have a card which he can connect to the card trail, he says "PASS" and lets the next player take his turn.
4. The game ends when all of the cards are on the table. The first person to rid himself of all his cards wins the game.

B. OTHER MATH ACTIVITIES

Coins Are Us

Objective: to identify coins: 5-, 10-, 25-centavo coins and 1, 5, 10 peso coins

Materials: a chart with enlarged pictures of each coin (front and back sides), a collection of coins in a paper bag

Number of players/participants: 4 – 6 children

Procedure:

1. The teacher shows the children the chart of enlarged pictures of each coin. She identifies each coin and helps children describe each one.
2. Each child gets a coin from the paper bag and matches the coin with the picture. The teacher initially helps the child identify the coins. (With practice, children are encouraged to identify the coins they pick independently).

Magic Box

Objective: to identify coins

Materials: a box with different coins

Number of players/participants: 6 children

Procedure:

1. Each child will be given opportunity to get a coin from the magic box.
2. The child will tell the correct name of the coin
3. The child who can tell the correct name of the coin writes down the denomination on the score
4. Play three rounds of getting coins from the magic box. After three rounds, the teacher will add up the total scores (denominations) of each child. The child with the highest score wins.

Crayon Count

Objectives: to count

to recognize numerals

Materials: crayon box counting card for each child

number cards 0-10 placed in a sack

crayons (for each child, the quantity depending on the number to be practiced)

Number of players/participants: pairs or small group

Procedure:

1. Have students sit in a circle. Give each child a crayon box counting card and a set of crayons
2. Pass the sack around so each child can pick a number. (place only the numbers the children need to practice.)
3. Students read their numbers and put many crayons in the crayon box counting card. Go around the circle having each child tell how many crayons are in their box. If a child makes a mistake, have him touch each crayon and count in sequence.
4. Collect the number cards and pass the sack around again to continue to play.

Variation: For Beginners

Call a child to come and sit with you. Place a number of crayons on a crayon box counting card. The child counts the crayons and puts the same amount next to the card. If the child is not yet counting independently, have him place a crayon below each one on the card, and then touch and count the crayons with you. Repeat this with each child in the group using a different number of crayons each time.

Number Name Cover All Game

Objective: to match numerals 1-10 with their number names

Materials: 6 sets number name cards, 4-6 pieces numeral boards (w/ random numbers between 1-10)

Number of players/participants: 4 – 6 children

Procedure:

1. Explain to the children that they are going to play a cover all game. Give each child a numeral board. Shuffle the six sets of number name cards and place it in the middle of the table.
2. Each child will take turns opening the top card and saying the numeral name out loud. If that number is found on his board, he takes that card and uses it to cover the space where that number is. If not, he returns it to the bottom of the pile.
3. The first person to finish covering his board with the right numeral-number name matches wins the game.

Grasshopper

Objective: to recognize and identify numerals

Materials: An empty floor space for jumping around,
number cards (0-10)

Procedure:

The teacher announces a number from 0-10. The student hops to the card that has that number.

Variation: The teacher announces or shows an addition or subtraction problem. The student hops to the card that has the answer.

Number Stations

Objective: to count up to quantities of 10

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

to develop fine motor coordination

Materials: several boxes of toothpicks, paper and pencil

Number of players/participants: small group

Procedure:

1. Teacher chooses a number to work with for the day, for example 9.
2. Children work together exploring a given quantity of toothpicks, in this case 9, 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

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Number of players/participants: small group

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.

Catch Flies for the Frog

Objectives: to count

to recognize numerals

Materials: large playing board, large plastic or rubber frog

small flies (rubber or plastic or paper cut outs from reproducible)

small paper plate with a drawing of a frog (1 for each player)

Number of players/participants: pairs or small group

Procedure:

1. Tape the board to the floor. Put a strip of masking tape several steps away from the board to mark where the player will stand. (The distance will depend on the age and motor development of your student.)
2. Each player stands behind the masking tape marker and throws the frog at the board to catch flies.
3. Have the players read the number the bean bag lands on. The player then counts out that many flies from the storage bag and places them on his frog plate.
4. After each child has had a turn, go around the group and ask each child to tell how many flies the frog has eaten.
5. Continue play until each child has had several turns. Repeat steps 3 and 4 each time.

Sorting Shapes on the Geoboard

Objective: to recognize, sort and describe shapes according to specific attributes

Materials: geoboards and rubberbands

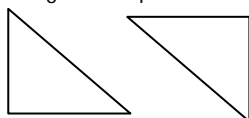
Number of players/participants: small group

Procedure:

1. Children each make a shape on a geoboard and wait for the teacher to give a sorting clue.
2. Teacher should look at the shapes that the students have made on their boards and decides on a particular attribute to sort by but does not tell the children. As students watch, the teacher chooses a few geoboards and makes two small groups, lining them up on the chalkboard or clustering them on the floor according to the particular attribute. (One group of boards has the attribute, and the other group has not)
3. Teacher is directed to study the shapes in both groups and find other shapes that match those attributes
4. After watching the teacher sort a few examples, they try to figure out the sorting rule.
5. One child at a time is called on to show his/her geoboard to the class.
6. Class members analyze the geoboard and point to the group in which they think it belongs. When everyone has had a turn, all the children to discuss their decisions.
7. Continue to sort in a variety of ways over time. You can sort by:
 - Number of corners
 - Number of sides
 - Open or closed figures
 - Right angles or no right angles
 - Symmetrical or not
 - No nails inside, one nail inside, etc.

Variation 1: The children could draw their shapes into smaller sized geoboard paper and these shapes could be used to sort and resort shapes in a variety of ways.

Variation 2: Children need to learn to recognize shapes that are identical but in different positions. They can explore this with the following:



Playdough Numerals (1-10)

Objective: to identify the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10

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, 6, 7, 8, 9 and 10.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

Concentration

Objective: to match numerals

Materials: 2 sets of number cards, 0-10

Number of players/participants: 1 – 6 children

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.

Number Call Out game

Objective: to match numerals

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 1 or more

Procedure:

1. Provide each player with a call out 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 Call Out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Picking Up Game

Objective: to recognize and identify numerals

Materials: fish cut-outs (that have the numbers 1-10 written on them) with paper clip, fishing rod with magnet

Number of players/participants: 1 – 6 children

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.

Mixed Up Numbers

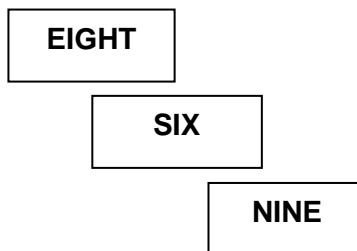
Objectives: to read and recognize number words
to recognize the sequence of numbers

Materials: vocabulary cards of number words

Number of players/participants: small group

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.



It's a Match

Objectives: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -9

one set of cards with dots (corresponding to the numerals)

Number of players/participants: pairs or small group

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.

Tapatan (tic-tac-toe's brainy Filipino cousin)

Materials: playing board, 3 markers of two colors (3 red and 3 blue)

Number of players/participants: 1 – 6 children

Procedure: 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. (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).

C. OTHER LANGUAGE ARTS ACTIVITIES

A-Z Market List: Magpapabili tayo sa palengke ng...

Objective: to identify initial sounds of words

Materials: scratch or bond paper, coloring materials, scissors, markers, masking tape.

Number of players/participants: 4 - 5 at a time

Procedure:

1. Explain to the children that they are going to make an A-Z market list of things they would like to buy at the market. Assign a letter or ask each child to choose one letter from the alphabet and give an example of a market/palengke item/good that begins with the same letter (ex. B- Bigas, R- Repolyo etc.)
2. Each child will draw and label his chosen item on a piece of paper.
3. After drawing and labelling, ask them to color and cut their work. Tape each drawing on the classroom wall alphabetically and in a horizontal (left to right) manner. Note to teacher: some letters might be left blank – such as x, q, z – if the children find difficulty in giving examples of items/goods that begin with those letters. If there are not enough letters to go around, some letters can have more than one example.

Alphabet Freeze

Objective: to identify upper and lower case letters

Materials: letter cards

Number of players/participants: 6 – 8 children

Procedure:

1. Place one of each of the 15 letters of the alphabet on index cards (or you can use pre-made flashcards).
2. Put the cards randomly around the area of the carpet you have space to move around.
3. Have children move around the letters as you play a song.
4. When it stops, have each child find a letter to stand on. Then have him or her identify a word that begins with the letter.
5. Ask each child what letter he/she is standing on and then have them identify words that begin with that letter.

Market Words: What starts with?

Objective: to identify words that begin with a given letter

Materials: paper, pencil

Number of players/participants: 8 – 10 children

Procedure:

1. Distribute pieces of paper to the children.
2. Have them draw picture of objects found in the market that begins with a given letter.

Accordion Book: Halu-Halo Espesyal

Objective/competencies: retell events in a story

Materials: blank accordion books, pencil, coloring materials

Number of players/participants: 4 - 5 at a time

Procedure:

1. Pre-activity: Prepare one blank accordion book for each child in the class, with around 4-6 pages.
2. Give one accordion book to each child in the group. Ask them to draw the events in the story Halo-Halo Espesyal in chronological order on the accordion book in a left-right manner.
3. With the help of the teachers, write 1-2 sentences for each event they drew. Have them color their work when they are done drawing and writing.

Drawing/Write Up: Kung ikaw si Owel, ano ang gusto mong kainin at bakit?

Objective: to make personal connections to the story

Materials: ½ sheet of bond paper, 1 sheet of lined paper (grade 2 pad), pencils and coloring materials.

Number of players/participants: 4 – 5 children

Procedure:

1. Each child will answer the question “Kung ikaw si Owel, ano ang gusto mong kainin at bakit?”.
2. On the ½ sheet of bond paper, each child will draw himself eating the desired food. The accompanying explanation shall be written on the sheet of lined paper and glued to the bottom of the drawing.

Letter/Word Collage, Find the Letter/Word/Story Quilt (refer to instructions in previous weeks)

Snap and Clap Rhymes

Objective: to 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 rhyming word as children move along in rhyming.

Clap Clap	Snap fall	Clap, Clap	Snap ball
Clap, Clap	Snap hall	Clap, Clap	Snap small

Note: A variation is the "I say, You say" game:

I say mat, you say _____

I say man, you say _____.

SONGS/POEMS/RHYMES

<p style="text-align: center;"><u>To Market, To Market (rhyme)</u></p> <p><i>To market, to market, to buy a fat pig, Home again, home again, jiggety-jig. To market, to market, to buy a fat hog, Home again, home again, jiggety-jog. To market, to market, to buy a plum bun, Home again, home again, market is done.</i></p> <p>Note: invite the children to come up with their own versions/suggest a new verse in the rhyme with a corresponding rhyme.</p>	<p style="text-align: center;"><u>Bahay Kubo</u></p> <p><i>Bahay kubo, kahit munti Ang halaman doon, ay sari sari Sinkamas at talong, sigarilyas at mani Sitaw, bataw, patani.</i></p> <p><i>Kundol, patola, upo't kalabasa At saka mayroon pang labanos, mustasa, Sibuyas, kamatis, bawang at luya Sa paligid-ligid ay puno ng linga.</i></p>
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<p style="text-align: center;"><u>Tools (poem)</u></p> <p><i>Paint a picture Cut down wheat Peel potatoes Clean the street Knock down buildings Wash the wall Fix a car Make a call Lift a baggage Weigh the fish What do you need? Tools, tools, tools!</i></p>	<p style="text-align: center;"><u>Vegetables and Fruits (poem)</u></p> <p><i>The food we like to eat that grows On vines and leaves and trees Are vegetables and fruits, my friends Like duhat, grapes and peas Bananas, mangoes, pomelos are fruits And so are lanzones Pechay and malunggay are vegetables Like squash, okras and beans.</i></p>
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<p><u>Fruit Salad Song</u> (sing to the tune of 'Are You Sleeping')</p> <p><i>Watermelon, watermelon Papaya, papaya. Pineapple, banana Mix them all together Fruit salad, fruit salad</i></p>

If Your Name Starts With - an action alphabet rhyme

(Sung to the tune of "If You're Happy and You Know It")

- If your name starts with A turn around.
- If your name starts with B touch the ground.
- If your name starts with C then stand up and touch your knee.
- Clap your hands if your name starts with D.
- If your name starts with E wink your eye.
- If your name starts with F try to fly.
- If your name starts with G blow a kiss up here to me.
- If your name starts with H say "Hee, Hee".
- If your name starts with I tap your toe.
- If your name starts with J say "Ho, Ho".
- If your name starts with K then stand up and start to sway.
- If your name starts with L say "Ole".
- If your name starts with M make a smile.
- If your name starts with N shake awhile.
- If your name starts with O put your elbow on your toe.

If your name starts with P say "I know!"
If your name starts with Q raise your hand.
If your name starts with R you should stand.
If your name starts with S you should pat your head, I guess.
If your name starts with T say "Oh, yes!"
If your name starts with U touch your eye.
If your name starts with V pat your thigh.
If your name starts with W, X, Y or Z
Then stand up, take a bow and say "That's me!"

D. INDOOR/OUTDOOR ACTIVITIES

Market Race

Children will run around an obstacle course carrying a basket filled with "market goods" (plastic fruits, vegetables, etc.).
The first team to finish the course will win the race.

Bahay Kubo (rhythmic hand clapping activity)

Teach children a simple hand clapping game, such as 'Cross Mary' to accompany the song Bahay Kubo. Example:

- a. Cross both arms over your chest
- b. Place both hands on your lap
- c. High-five both palms of your hand with the palms of the person in front of you
- d. Repeat steps a-c or modify.

Charades: People who work in the market

Children will take turns acting out/guessing the different people who work in the market (ex. Butcher, baggage boy, fish vendor, etc.)

KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS

WEEK 32: _____

MONDAY	TUESDAY	WEDNESDAY
CONTENT FOCUS: Places in the Community: Health Center		
MEETING TIME 1: Message: Some people help us by providing services. Questions: What places in the community provide services?	MEETING TIME 1: Message: Today we will visit a health center. Giving instructions for the trip. Questions: Have you ever been to a Health Center? What did you do there?	MEETING TIME 1: Message: The Health Center has many different areas. Different activities are done in these areas. Questions: What are the different areas in the health center? What can you find in these areas?
WORK PERIOD 1 Teacher Supervised: Opposite Word Flip It	WORK PERIOD 1 Teacher Supervised: Field Trip to the Health Center	WORK PERIOD 1 Teacher Supervised: Health Center Map
Independent: <ul style="list-style-type: none"> • Making a Trip Chart • Block Play: Places in the community that provide services • WS: Which two words rhyme? Which does not rhyme with the rest of the words? • Sequence Cards • Letter Match-a-Roo 	Independent: <ul style="list-style-type: none"> • Picture-Word Cover All • Sequence Cards • Letter Match-a-Roo • Matching Community helpers with Places of Work • WS: Which two words are the same? Identify what is missing 	Independent: <ul style="list-style-type: none"> • Block Play/Dramatic Play: Health Center • Shape Cut-outs: People who work at the health center. • Accordion Book: Health Center • Sight Word Picking Up Game • Picture Sort
MEETING TIME 2: (Discuss Work Period 1 activities) Brainstorm on people and places that provide services for your word wall. Add to this list as the unit progresses. Ex. Health Center – doctor	MEETING TIME 2: (Discuss Work Period 1 activities)	MEETING TIME 2: Show shape cut-outs of people who work in the health center
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Ang Pambahirang Sombrero	STORY: Ang Prinsipeng Ayaw Maligo	STORY: Ang Ambisyosong Istetoskop
WORK PERIOD 2 Teacher Supervised: Exploring Marbles	WORK PERIOD 2 Teacher Supervised: Who has More? Comparing Quantities: A Game for Partners	WORK PERIOD 2 Teacher Supervised: Comparing Numbers; Shark Attack
<ul style="list-style-type: none"> • Grab Bag Counting • Writing Papers • Number Cover All (1-10)/Number Connect (1-10) • Number Snap (1-10) • Poster: Things that Come in Twos e.g. eyes, hands, bicycle tires 	<ul style="list-style-type: none"> • Writing Papers • Number Cover All (1-10) • Number Connect (1-10) • Number Snap (1-10) • Grab Bag Counting 	<ul style="list-style-type: none"> • Number Cover All (1-10) • Number Connect (1-10)/Number Snap (1-10) • Grab Bag Counting • Comparing Quantities: A game for partners
Song: Community Helper Song	Song: To the Hospital	Song: I'm a Helpful Doctor
INDOOR/OUOTDOOR ACTIVITIES: Community Helpers Box	INDOOR/OUOTDOOR ACTIVITIES: People in the Neighborhood	INDOOR/OUOTDOOR ACTIVITIES: What would you do?
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY
MEETING TIME 1: Message: There are people who are working in the Health Center. People need different things to do their work. Questions: Who are the people who work in the health Center? What are their jobs? What do they need to do their work?	MEETING TIME 1: Message: People follow rules in the Health Center. Questions: What rules do we need to follow in the Health Center?
WORK PERIOD 1	WORK PERIOD 1
Teacher Supervised: Reader's Theater Scenery <ul style="list-style-type: none"> • Teacher Says 	Teacher Supervised: Step on Upper and Lower Case Letters
Independent: <ul style="list-style-type: none"> • Poster: Mga Serbisyo sa Health Center • Community Helpers/Tools Match • Block Play: At the Health Center • Word Connect 	Independent: <ul style="list-style-type: none"> • Hot Letters • Word Cover All /Word Connect • Community Helpers/Tools Match • WS: What is missing/What is wrong in the pictures? • Dramatic Play: At the Health Center
MEETING TIME 2: Question: What usually happens during a check-up? Build your Health Center Word Wall. Have children think about words related to Health Center.	MEETING TIME 2: Invite the children to play a short charade game (2-3 children only) on rules that people need to follow in the Health Center (use examples given during Meeting Time 1).
Supervised Recess	Supervised Recess
STORY: Sa Ilalim ng Dagat	STORY: Filemo Mamon
WORK PERIOD 2 Teacher Supervised: <ul style="list-style-type: none"> • Number Cover All (1-10) • Number Connect (1-10) • Number Snap (1-10) • Grab Bag Counting • Comparing Quantities: A game for partners 	WORK PERIOD 2 Teacher Supervised: <ul style="list-style-type: none"> • Which Card is Missing? • Checkered Flags • Number Cover All/ Number Connect (1-10) • Number Snap (1-10) • Grab Bag Counting • Comparing Numbers • Shark Attack
Song: I'm Happy I'm a Doctor	Song: Many Jobs
INDOOR/OUTDOOR ACTIVITY: A Fishy Story	INDOOR/OUTDOOR ACTIVITY: Red Light Stop
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

APPENDIX WEEK 32

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Mga Hugis sa Luwad

Kasanayan: Nakalilikha ng balangkas ng mga bagay na makikita sa loob ng Health Center sa pamamagitan ng luwad o clay

Manlalaro: 4 – 5 miyembro

Kagamitan: lumang dyaryo, luwad o clay

Pamamaraan:

1. Maglatag ng lumang dyaryo sa sahig, mesa o lugar ng gawaan.
2. Pagsuotin ang mga bata ng lumang kamiseta upang hindi marumihan ang kanilang damit.
3. Bigyan ng gakamaong luwad ang bawat bata.
4. Himukin silang palambutin ang kanilang luwad sa iba't ibang paraan upang ito'y madaling imolde o ihubog sa ninanais na hugis. Ito ay maaari nilang hilahin, pukpukin, pipiin sa dalawang palad. Pagulungin, kurut-kurutin at pisil-pisilin hanggang sa lumambot at maaari nang imolde.
5. Pagawain sila ng mga bagay na makikita sa loob ng Health Center tulad ng istetoskop, gamot, mesa, higaan o kama, at iba pa.

Field trip to the Health Center

Objective: to talk about people in the community that provide services

Number of players/participants: big group, parents/adult leaders

Procedures:

Instructions to Teacher:

1. Prepare the permit a week before the date of field trip.
2. Ask parents to help in planning the activity.
3. Divide the children into groups with at least two adult leader/group.

Possible Field Trip places where you can take your children:

- Health Center or Hospital: Children can learn about the doctors, nurses, dentists, what their function as well as details about how they serve the people in the community.
- Police station: Children can learn about the police, what their function in the community is as well as details about the work they do to enforce the law etc.
- Fire Station: Children can learn about fire fighters and their job details. They can learn about the fire trucks, how they help pump water and how firemen keep us all safe, plus learn about fire safety etc.
- Train Station: Children can either ride or watch them come in to the station. They may even be lucky enough to hear a whistle, talk to the train operator or have a short ride etc.
- Barangay Hall: Children can learn about the barangay officials their functions etc.
- Barber or Beauty Shop: Children can learn about the things they see in the barber or beauty shop. They can watch them how the barbers and beauticians move and serve people.
- Repair Shop: Children can learn about repairmen, carpenters, shoemakers, etc., their jobs details on how they do their work/repair the old or destroyed things, furniture and appliances

Bag Puppets (People who provide services in the community)

Objectives: to develop fine motor coordination

to talk about people in the community that provide services

Materials: paper bags, art paper, buttons, fabric scraps, yarns, scissors, glue and newspaper

Number of players/participants: 5 – 6 children

Procedure:

1. Let the children choose one person in the community who provide services like doctor, policeman, fireman, mailman, Barangay Captain, etc. to depict on the bag puppet.
2. Give each child 2 paper bags. Open both paper bags. Loosely crumple newspapers and stuff each bag, filling one completely while leaving the other half-filled.
3. Invert the half-filled bag and fit it over the full bag.
4. Gently squeeze the top bag about half-way down and tie with yarn or string to create the puppet's head.
5. Using other materials, finish the puppet by adding details to make the puppet resemble the child's chosen community helper.
6. Let each child talk about the services being provided by his/her community helper.

Ang Pamayanan Ko

Kasanayan: Natutukoy ang iba't ibang pook o lugar sa pamayanan

Nakabubuo ng mga gusali mula sa iba't ibang mga 'space figure'

Manlalaro: 5 – 6 meyembro

Kagamitan: maliit na kahon na walang laman, sand table

Pamamaraan:

1. Sa tulong ng mga kahong walang laman hayaang bumuo ang mga bata ng isang pamayanan na nagpapakita ng iba't ibang pook o lugar sa pamayanan.
2. Magkaroon ng panandang kulay para sa bawat pook o lugar na kanilang pinuntahan sa field trip na isinagawa.
Halimbawa:
 - paaralan - berdeng kahon
 - barangay Hall - dilaw na kahon
 - health center - puting kahon
 - palengke - kulay dalandan
 - parke - asul
 - simbahan - pula
3. Pagtuunan ng pansin ang mga lugar sa pamayanan ng nagbibigay serbisyo. Maaaring magdagdag ng detalye sa pamayanan sa pamamagitan ng pag guhit ng mga bagay na nakikita sa bawat pook at lugar at idikit ito sa mga colored wooden blocks.

Dramatic Play "Doctor, Doctor, I am Sick"

Objectives: to act out function of people in the community that provide services
to wait for one's turn

Materials: dramatic play doctor set-up – any materials that can be used to recreate a hospital or the health center,
dramatic play costumes of doctors/nurses/health center workers

Number of players/participants: 4 – 5 children

Procedure: children will engage in a dramatic play set up of a health center, taking turns playing the role of
doctor/health care worker and patient.

Accordion Book: Health Center

Kasanayan: Nakaguguhit/nakapagpipinta ng mga gawain sa komunidad

Kagamitan: crayons or water color, accordion na yari sa cardboard, lapis

Number of players/participants: 5 – 6 children

Pamamaraan: Pag-usapan ang mga gawain sa loob ng Health Center.

Bigyan ng accordion book ang mga bata. Ipaliwanag na bawat pahina ng accordion book ay lalagyan ng
iginuhit na larawan. Ipaguhit sa mga bata ang ginagawa ng doctor at iba pang tao sa Health Center.

Pakulayan ang larawan at ipaskil ang natapos na accordion book sa dingding ng classroom.

B. OTHER MATH ACTIVITIES

Exploring Marbles

Objective: to count up to quantities of 10

Materials: marbles or counters and counting container/cups

Number of players/participants: 5 – 6 children

Procedure:

1. Each takes a handful of marbles/counters and divides the marbles/counters into the containers or counting cups so that each cup holds the quantity being explored.
2. Expect to see the children creating a wide variety of combinations, anything that totals five or ten, in this case is correct.
3. When all the marbles are divided into 2-5 groups, the children sort the cups according to the combinations formed.

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: to compare quantities

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

Number of players/participants: 3 pairs

Procedure:

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.

Comparing numbers

Objectives: to compare quantities

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

Number of players/participants: 2 – 4 children

Procedure:

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.

Match Boxes

Objective: to compare quantities up to 10

Materials: match boxes

Number of players/participants: 5 – 6 children

Procedure:

1. A group of children work together with a given quantity of 10 or less match boxes.
2. They will make 2-5 arrangements of match boxes as possible.
3. The teacher encourages the children to describe the various arrangements.

Shark Attack

Objectives: to compare quantities

to use the more than or less than symbols to show the relationship between quantities

Materials: Shark Attack game board, 2 number cubes, paper and pencil

Number of players/participants: 2 – 4 children

Procedure:

1. Review the symbols for greater than ($>$), less than ($<$), and equal to ($=$) with players.
2. Players take turns rolling the number cubes. In each turn, a player rolls one cube first and then the second cube. Based on the numbers on the first and second cubes, the player decides in which shark to place the cubes in the order rolled. For example: Say a player rolls a 1 with the first number cube and a 6 with the second number cube. He or she would put the 1 in the first square of the less than shark and the 6 in its second square.
3. A player gets 1 point for each correct placement. The first player to earn 10 points wins.

Variation: If you want students to practice with larger numbers, white out the numbers on the cubes and fill in numbers from the tens or hundreds families before reproducing the cubes.

Call Out Math: More Than/ Less Than

Objectives: to compare quantities

to use the more than, less than symbols to show relationships between quantities

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 1 or more

Procedure:

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

Which Card Is Missing?

Objective: to identify missing number in a series of numbers

Materials: number cards with spots drawn on them (0-10)

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.

Checkered Flags

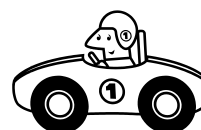
Objective: to order or sequence numbers from least to greatest and vice versa

Materials: race car cards, number cube

Number of players/participants: 2 children

Procedures:

1. Shuffle the Race Car cards and stack them between the players.
2. Have each player draw three cards from the stack and place them facedown on the table.
3. Players take turns rolling the number cube to determine how many more Race Car cards both player should draw from the stack. Remind players to keep all their cards facedown on the table.
4. If the number cube lands on the Checkered Flag, both players turn over their cards and arrange them in numerical order from smallest to largest as quickly as they can. The first player to get all his or her Race Car cards in numerical order wins. Reshuffle the cards to play the game again.



Variation: Instead of arranging the cars from smallest to largest, have players arrange the cars from largest to smallest.

Writing Papers

Objectives: to learn to 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 players/participants: individual

Procedure:

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

Number Cover All Game

Objective: to match numerals

Materials: cover all boards, 2 sets of number cards, 0-10

Number of players/participants: small group

Procedure:

1. Give each player a cover all 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 Call out 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 Connect Game

Objectives: to recognize numbers 1-10

to match numbers that are alike

Number of players/participants: small group

Materials: set of 28 number connect cards

Procedure:

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

Number Snap

Objective: to match numeral to numeral

Materials: 4 sets of number cards, 0-10

Number of players/participants: 2 – 4 children

Procedure:

1. Ask the children to pair up, as this small group activity works in twos.
2. Shuffle and deal the cards to each of the players in both pairs.
3. The players take turns in turning over their top card.
4. If two matching cards are turned over, the first player to shout "snap" wins both the piles concerned.
5. Continue until only one player is able to get all the cards, or until the time is up and the players count their cards. The player with the most number of cards wins.

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

Grab Bag Counting

Objective: to identify colors, to count/compare quantities

Number of players/participants: 2 – 4 children

Materials: colored clothespin (2 colors), Grab bag

Procedure:

1. A child takes a handful clothespin from a grab bag (or two handfuls if her or his hands are too small to take as many as she/he needs them to take). The clothespins of each color are snapped together, and the group compares them to see which color is more and which is less.
2. The clothespins of each color are snapped together, and the group compares them to see which color is more and which is less.

Extension: Ask the children to tell how many more and how many less one number is than another.

Concentration

Objective: to match numerals to a set of objects (1-10)

Materials: 1 set of number cards, 1-10, 1 set of picture cards w/ 1-10 pictures each

Number of players/participants: 5 – 6 children

Procedure:

1. Lay the cards down in a 5x4 grid.
2. Take turns turning over 2 cards.
3. If the cards match (numeral and number of objects), you can take another turn. If not, turn them face down again.
4. The player with most number of cards wins.

Number 0-10

Objective: to match number of objects to the numeral, to match numeral to number word

Materials: cut-out of numbers 1-10, Call out cards (with set of object maximum of 10/box)

Number of players/participants: 5 – 8 children

Procedure:

1. Post a numeral on the board and ask the children to put a marker or chip on top of the box with the number of objects from the Call out card that corresponds to the numeral.
2. Go around and check whether each child is able to put the chips in correct boxes.
3. The child who is able to finish a pattern will be declared the winner.
(The same activity can be used in matching numeral to number word.
You just need to change the objects to number word.)
 - Is it 10 yet?
 - Friends Share (up to 10 only)
 - Who's in the Boat (to be modified also)

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

Comparing Names

Objective: to compare quantities up to 10 using terms of comparison: more than, less than, the same as.

Materials: graph paper cut into two-row strips; worksheet

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

Procedure:

1. The children team up in pairs. Each child writes his/her name on one line of the worksheet.
2. Now each pair compares the name at the top has more, less or the same number of letters as the second name.
3. As each pair of children finishes comparing names, each child looks for another child to team up with and repeats activity.

Hand game

Objective: to explore different combinations that makes a given quantity

Number of players/participants: small group

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

Procedure:

1. Teacher gives each child counters for a given quantity, in this case 10 sticks.
2. Children separate counters in different ways and verbalize the combinations that result, for example

Teacher says:	Children say:
"Place ten sticks in your right hand."	"None and ten is ten." or "Zero and ten is ten."
"Place one stick in your left hand."	"One and nine is ten."
"Place one more stick in your left hand."	"Two and eight is ten."
"Place one more stick in your left hand."	"Three and seven is ten."
"Place one more stick in your left hand."	"Four and six is ten."
"Place one more stick in your left hand."	"Five and five is ten."
"Place one more stick in your left hand."	"Six and four is ten."
"Place one more stick in your left hand."	"Seven and three is ten."
"Place one more stick in your left hand."	"Eight and two is ten."
"Place one more stick in your left hand."	"Nine and one is ten."
"Place one more stick in your left hand."	"Ten and none is ten." or "Ten and zero is ten"

Variation: CAVE GAME: The game proceeds as Hand Game but the position of hands is like that of cave.

Lift the bowl

Objective: to explore different combinations that makes a given quantity

Number of players/participants: small group

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

Procedure: Game proceeds as the "Hand Game" but bowls are used for separating quantities.

Teacher says:	Children say:
"Place ten blocks under the bowl."	"None and ten is ten." or "Zero and ten is ten."
"Place nine block under the bowl."	"One and nine is ten."
"Place eight blocks under the bowl."	"Two and eight is ten."
"Place seven blocks under the bowl."	"Three and seven is ten"
"Place six block under the bowl."	"four and six is ten."
"Place five blocks under the bowl."	"Five and five is ten."
"Place four block under the bowl."	"Six and four is ten."
"Place three block under the bowl."	"Seven and three is ten."
"Place two blocks under the bowl."	"Eight and two is ten."
"Place one block under the bowl."	"Nine and one is ten."
"Place no blocks under the bowl."	"ten and none is ten." or "ten and zero is ten."

Peek thru the wall

Objective: to explore different combinations that makes a given quantity

Number of players/participants: Small group

Materials: a wall made of plastic with tape around the edges, any kind of counters

Procedure: Game proceeds as the "Hand Game" but walls are used for separating quantities.

Teacher says:	Children say:
"Wall off ten blocks."	"None and ten is ten." or "Zero and ten is ten."
"Wall off nine blocks."	"One and nine is ten."
"Wall off eight blocks."	"Two and eight is ten."
"Wall off seven blocks."	"Three and seven is ten"
"Wall off six blocks."	"four and six is ten."
"Wall off five blocks."	"Five and five is ten."
"Wall off four blocks."	"Six and four is ten."
"Wall off three blocks."	"four and three is ten."
"Wall off two blocks."	"Five and two is ten."
"Wall off one blocks."	"Six and one is ten."
"Wall off no blocks."	"ten and none is ten." or "ten and zero is ten."

C. OTHER LANGUAGE ARTS ACTIVITIES

What Does not Rhyme (Oddity Task)

Objective: to Identify which word does not rhyme

Materials: picture card sets

Number of players/participants: 1 – 3 children

Procedure:

Make picture cards for the following word sets. Display each picture-card set. Ask the child to find one picture whose name does not begin with the same sound.

Teacher Says

Objective: to develop vocabulary-directional words

Materials: none

Number of players/participants: 5 – 6 children

Procedure:

1. Teacher and children will form a circle. Each child will be given a small ball or bean bag.
2. Teacher will demonstrate what children should do with the ball as in the "Follow the Leader" game.

Example: When the teacher says hold the ball with both hands, she will hold the ball with both hands.

Sample directional words: left, right, up, down, above, below

Activity 1:

Place the ball under your left foot.

Place the ball over your head.

Throw the ball up and catch it.

Place the ball between your knees.

Activity 2: Teacher reads the rhyme and discusses some directional words like move in, move out, in, between.

My Neighborhood

By Betsy Franco

People move in,

People move out,

Little children play and shout.

Old people, young people,

In-between,

Make a lively neighborhood scene.

Give me a Rhyming Word

Objective: to supply words that rhyme

Materials: none

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

Procedure:

1. Read or call out a series of words that rhyme.
2. Ask a child to complete the series Ex. bed, red, _____
3. Continue the game until everyone has given a word that rhyme

Reader's Theater Scenery

Objective: to create story scenery for a play (story settings)

Materials: craft paper, markers/pencils, paint, paper, paint brushes

Number of players/participants: 5 – 6 children

Procedure:

1. Think about where the story takes place and imagine what the setting would look like.
2. Draw a picture of the setting on piece of paper.
3. Get your materials ready and create your scenery using craft paper and paint supplies.
4. Let the scenery dry, and then hang it up to use it in your play.

Letter Match-a-Roo

Objective: to match pictures with letters

Materials: board game

Number of players/participants: 4 – 6 children

Procedure:

1. Hand out one Letter Match-a-Roo card to each child.
2. Have children take the attached piece of yarn from the set of letters and match it to the picture by pushing the yarn end through the hole next to the picture.

Hot Letters

Objective: to identify the name and sound of a letter.

Materials: letter cards, cassette recorder

Number of players/participants: 5 – 6 children

Procedure:

1. This is a variation of the game "Hot Potato."
2. Sit the children in a circle and pass out cards with one letter on each card.
3. Tell the children that you are going to play music.
4. Ask them to pass their cards around the circle while the music is playing.
5. Ask them to stop passing the cards when the music stops.
6. Be sure to practice the direction in which they should pass the cards.
7. Play the game, and when the music stops, ask each child to name the letter on his card and sound it out.

Variation: You can also play this game for number, shape and color recognition.

Step-on Letters: Upper and Lower Case

Objective: to identify and differentiate between uppercase and lowercase letters

Materials: 1 set upper case floor cards, 1 set lower case cards floor cards

Number of players/participants: 4 – 5 children

Procedure:

1. Lay out the upper case word cards all over the floor. Ask the group to form a line near the playing area.
2. In turns, each child will randomly select one lower case card from the teacher's hand (or inside a small plastic bag) and identify/sound out that letter.
3. The child will then look for the corresponding upper case version of that letter on the floor and steps on it. He stays in place and waits for the other children to locate their own upper-lower case letter match.
4. The game ends when all the lower-case letter cards have been drawn out from the plastic bag and each child has travelled around the playing area, matching lowercase letter cards with their uppercase counterparts.

Sequence Cards

Objective: to identify sequence of events

Materials: picture cards

Procedure:

1. Lay down the picture cards.
2. Have children arrange the cards in sequence. Ask them which should come first, next, last.

Picture Sort

Objective: to sort words according to initial sound

Materials: picture cards

Procedure:

1. Lay down pictures on the table.
2. Have children sort the pictures according to their initial sound.

Word Cover All/Word Match/Sight Word Picking Up Game – same as Letter Cover All/ Letter Picking Up game/Letter Match

SONGS

Community Helper Song

(Tune: "Farmer In the Dell")

*The doctor makes us well.
The doctor makes us well.
Hey! Ho! What do you know?
The doctor makes us well.*

Continue with other verses.

*The farmer sows the field . . .
The chef cooks the food . . .
The mailman brings the mail . . .
The firefighter puts out fires . . .
Policemen keep us safe . . .*

To The Hospital

(Tune: "Are You Sleeping")

*To the hospital, to the hospital,
We will go. We will go.
We will see the doctors.
We will see the nurses.
Dressed in white, dressed in white.*

I'm a Helpful Doctor

(Tune: "I'm a little teapot")

*I'm a helpful doctor, Dressed in white,
I help people feel better, Day and night.
When you get hurt or sick,
Come see me.
I'll get you all fixed up, Just as quick as can
be.*

I'm Happy I'm a Doctor

(Tune: "My Bonnie Lies Over the Ocean")

*I'm happy I'm a doctor,
I help to make people well.
I'm happy I'm a doctor,
It makes me feel just well.
I'm a doctor,
I help to make people well, well, well.
I'm a doctor
I'm happy, can't you tell?*

Many Jobs

(Tune: "Twinkle, Twinkle, Little Star")

*There are so many jobs to do.
There is one that's right for you.
Be a ___ if you please.
Be the best that you can be.
There are so many jobs to do.
There is one that's right for you.*

*For any kind of job you choose,
There are things that you must do.
Study hard so you will know
How to do your work just so.
Find out how you need to dress.
Come on time, and do your best*

INDOOR/OUTDOOR ACTIVITIES

People in the Neighborhood

Objective: to give out word beginning with the identified letter

Materials: manila paper or newspaper, cutout of stars, pictures of community helpers, bean bag or small object to toss

Procedure:

1. Draw a pathway on manila paper. Divide the paths into sections.
Print the beginning letters of the community helpers in each section.
2. Let the children recite:
Who are the people in the neighborhood?
In the neighborhood, in the neighborhood
Please tell me so, tell me so. (2x)
3. Ask one child to toss the bean bag to any section of the path,
then hop from the starting point to the letter where the bean bag fell.
4. While the child is hopping, let the children say:
What G (if the bag is on letter G) is one of the people in the neighborhood?
Please tell me so, tell me so. (2x)

5. Ask the child on the path to name the community helper whose name begins with letter G.
Example: garbage collector

Community Helpers Box

Objective: to identify objects found in a particular place

Materials: pictures of different things seen in Health Center or Hospital, Fire Station, Barber Shop, etc.
(at least 5 pieces per place) Ex. Stethoscope, fire truck, one big and three small boxes

Procedure:

1. Divide the class into 3 groups.
2. Place all the pictures inside the big box.
3. Ask them to close their fists with both hands and hold them in front of their bodies.
4. Assign each group that they will get things that can be seen in some places from the big box.
5. On signal START, first player in each group walks on tip toe towards the big box. Each one will get inside the box a picture of things that can be seen in the place assigned to them and goes back to to the starting line also on tip toe. He places the picture inside his small box.
6. The game continues until everybody has the chance or has his turn.
7. After the game is over, check the contents of the box for each group and count only the correct contents.
8. The group with the most number of correct pictures wins the game.

What Would You Do?

Objective: to talk about the work of community helpers

Materials: None

Procedure:

1. Talk with the children about different kinds of jobs.
Talking about community helpers is often a good way to start.
2. Recite: What would you do?
What would you do?
What would you do if you were a _____ (name a job, for example, police officer)
3. Choose one child at a time to reply.
4. When that child is finished, ask the others if anyone else has ideas about what he would do if he were a police officer.

Red Light Stop

Objective: to observe traffic lights

Materials: red card, green card, orange card

Number of players/participants: small group

Procedure:

1. Hold up fairly large red card or sheet of paper.
2. Explain that the red light on the street means you stop.
3. Hold up a green card and an orange card and explain what they mean.
4. Line the children up.
5. Tell them to start walking to the opposite side of the room.
6. When you hold up the red card, they stop.
7. When you hold up the green card, they walk.
8. When you hold up the orange card, they wait.

A Fishy Story

Objective: to develop counting skills

Number of players/participants: 5 – 6 children

Procedure:

1. Ask the children to form a circle.
2. Choose one child to be the fish. He stands in the middle.
3. Ask the fish to make a "fish face" while the rest of the children recite the following poem.

*1, 2, 3, 4, 5,
I caught a fish alive.
6, 7, 8, 9, 10,
We let it go again.*

4. While you are saying "We let it go again," open up the circle and allow the fish to "swim" out.
5. Choose another one child to be the fish.

KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS
WEEK 33: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: Places in the Community: Repair Shops		
MEETING TIME 1: Message: We bring broken things to a repair shop to have them fixed. People at the repair shops know how to fix certain things so they can still be used again. Question: What are the usual things people bring to repair shops?	MEETING TIME 1: Message: Carpenters and shoemakers also do repair work. Carpenters repair broken chairs, tables, roofs, doors and walls. Shoemakers repair broken shoes. Question: Why is it important to check if a broken thing can be repaired first before throwing it away?	MEETING TIME 1: Message: Carpenters and shoemakers build and make things. Carpenters build houses. Shoemakers make shoes. Questions: What do carpenters build? What kind of footwear do shoemakers make?
WORK PERIOD 1 Teacher-Supervised: Mural: Time to Repair Independent: <ul style="list-style-type: none"> • Poster: What kind of repair shops do we have in our community? • How many syllables? • Playdough • Writer's Workshop • WS: What's wrong with the picture? • Upper and Lower Case Letter Match 	WORK PERIOD 1 Teacher-Supervised: Field Trip to a Repair Shop Independent: <ul style="list-style-type: none"> • Literature-based: Shoe Story Strip • Literature-based: The Elves and the Shoemaker Puppets • Shoe Designs • Sequence Cards: Biggest to Smallest Shoes • Sight Word Go Fish • Playdough 	WORK PERIOD 1 Teacher-Supervised: Poster: At the Repair Shop Independent: <ul style="list-style-type: none"> • Shoe Designs • Sequence Cards: Biggest to Smallest Shoes • Sight Word Go Fish • Copying Figures/Designs • WS. Which does not belong? • Alike and Different
MEETING TIME 2: Message: We are going to visit a repair shop tomorrow. We will make our trip chart later Question: What do you think will we see in a repair shop?	MEETING TIME 2: Discussion: Inputs given by the resource person. Introduce L blends: cl, Invite children to think of words that begin with cl and list this down on the board. Play "Team Sound Off"	MEETING TIME 2: Discussion: Talk about the things the children saw in the repair shop Play: "I Blend and You Guess" Game
Supervised Recess	Supervised Recess	Supervised Recess
STORY: The Elves and the Shoe Maker	STORY: Wee Red Shoes	STORY: A Pocket for Corduroy
WORK PERIOD 2: Teacher-Supervised: Where Does It Go? Three in A Row Independent: <ul style="list-style-type: none"> • Exploring Marbles • Shark Attack • Comparing Numbers • Match Boxes 	WORK PERIOD 2: Teacher-Supervised: Hand Game Independent: <ul style="list-style-type: none"> • Exploring Marbles • Shark Attack • Comparing Numbers • Match Boxes 	WORK PERIOD 2: Teacher-Supervised: Hand Game Independent: <ul style="list-style-type: none"> • Comparing Numbers/Match boxes • Call Out Math: More than, Less than • Where does it go? • Three in a Row
INDOOR/OUTDOOR ACTIVITY: Sasali Ka Ba?	INDOOR/OUTDOOR ACTIVITY: Red Light	INDOOR/OUTDOOR ACTIVITY: Fun Movements
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
MEETING TIME 1:	MEETING TIME 1:	
<p>Message: People use tools to do their work.</p> <p>Questions: What tools do carpenters and shoemakers use in their work?</p>	<p>Message: People follow certain steps when making or building things.</p> <p>Questions: Can you name some steps involved in building a house or making/repairing shoes?</p>	
<p>WORK PERIOD 1 Teacher-Supervised: Step on Words</p> <p>Independent:</p> <ul style="list-style-type: none"> • Syllable Race • Tool Box • Copying Figures/Designs • WS: Picture-Word Match • Rhyming Words • Blocks: At the Repair Shop 	<p>WORK PERIOD 1 Teacher-Supervised:</p> <p>Independent:</p> <ul style="list-style-type: none"> • Literature-based: Story Cube • Literature- based: Storyboards • Syllable Race • Tool Box • Writer’s Workshop • Blocks: At the Repair Shop 	
<p>MEETING TIME 2: Play Pictionary –carpenters and shoemakers use tools in their work</p>	<p>MEETING TIME 2: Introduce “Segmentation Cheer “ to the class.</p>	
<p>Supervised Recess</p>	<p>Supervised Recess</p>	
<p>STORY: Rosa Albina</p>	<p>STORY: Kapag Tumawid Ako ng Kalsada</p>	
<p>WORK PERIOD 2: Teacher-Supervised: Lift the Bowl and Peek Thru the Wall</p> <p>Independent:</p> <ul style="list-style-type: none"> • Call Out Math: More than, Less than • Where does it go? • Three in a Row • Find 10 • Ten Concentration 	<p>WORK PERIOD 2: Teacher-Supervised: Hat seriation; Feet in a Row</p> <p>Independent:</p> <ul style="list-style-type: none"> • Call Out Math: More than, Less than • Where does it go? • Three in a Row • Find 10 • Ten Concentration 	
<p>INDOOR/OUTDOOR ACTIVITY: Building in our Town</p>	<p>INDOOR/OUTDOOR ACTIVITY:</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX Week 33

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Time to Repair! Mural

Objective: to identify household items that are usually brought to the repair shop for fixing

Materials: art paper, kraft paper, markers, glue

Number of players/participants: 4- 5 children

Procedure:

1. As a group, identify household items that are usually brought to the repair shop for fixing. Make a list of all these things.
2. Assist the children in drawing the outline of these items on a large sheet of kraft paper. Make sure that the spaces between the lines are big enough so children can glue pieces of art paper on it.
3. Invite the children to tear up small pieces of art paper, dip it in glue and paste it inside the outline of the household items. Make sure to remind them to stay within the lines and not to tear up large pieces of art paper, as it may be difficult for them to position on the paper.
4. Once the mural is dry, have children write labels next to the household items.

Tool Box: Who Uses What?

Objective: to identify and describe tools used by community helpers

Materials: real objects or pictures of items community helpers use in their work (ex. Pencil, hammer, shovel, screwdriver, etc.)

Number of players/participants: 4 - 5 children

Procedure:

1. Fill a box with a variety of items or pictures of items people might use to do their jobs, such as pencil, stethoscope, hammer, pliers, duct tape, small shovel, spool of thread, computer disk, toy truck, paint brush, and so on.
2. Give one object or picture to each child.
3. Invite each child to name the object and the type of job it could be used for.
4. Record the children's responses on the chalkboard or on chart paper.
5. Ask the class for other ideas about different jobs that might use the same object. For example, a pencil might be used by the teacher, a banker, a doctor, a writer, a carpenter.

Poster: Steps in Making a

Objective: to enumerate steps necessary in any given procedure

Materials: kraft paper/manila paper, glue, ¼ sheets of plain paper, coloring materials.

Number of players/participants: 4 - 5 children

Procedure:

1. As a group, ask the children to discuss among themselves certain steps necessary in making/producing/repairing something (ex. Repairing an old shoe, building a sand fort, etc.)
2. Ask them to represent/draw/write down each of the steps on the pieces of paper.
3. Arrange the steps in chronological order and glue it on the left-hand side of the kraft/manila paper.
4. On the right-hand side, each child can make a drawing of how that step ought to be performed/how it looks like.
5. Display the poster in the classroom.

Dramatic Play: Repair Shop

Objective: to recall details, recreate experiences, develop language skills

Materials: dramatic play area – repair shop set up

Number of players/participants: 4-5 children

Procedure: c=Children will engage in dramatic play with a repair shop theme.

Encourage them to "repair" things their customers bring in for fixing.

Shoe Designs

Objective: to design one's own shoes

Materials: art paper, junk materials, scissors, glue, pencil, colored markers

Number of players/participants: 4-5 children

Procedure:

1. Distribute shoe templates for children to design.
2. Have children design their own shoes using assorted junk and art materials.
3. Let children take turns showing their shoe designs and describing its features.

Sequence Cards: Biggest to Smallest Shoes

Objective: to arrange objects in correct sequence according to size

Materials: shoe cards, pencil, bond paper or newsprint or scratch paper

Number of players/participants: 6 - 8 children

Procedure:

1. Distribute shoe cards to each child.
2. Have them arrange the shoe cards in sequence.
3. Let them exchange sets of shoe cards.
4. Distribute lengthwise bond paper and have them fold this into three parts.
Have them draw pictures of three different sizes of shoe on each box.

Poster: What kind of repair shops do we have in our community?

Objective: to note details; draw figures; write words

Materials: kraft paper, markers, crayons

Number of players/participants: 5 - 6

Procedure:

1. Have children name repairs shops that can be found in the immediate community,
2. Ask each one to choose which repair shop they want to draw.
3. Have them write the name of the repair shop on top of the paper.

B. OTHER MATH ACTIVITIES

Where Does It Go?

Objective: to sequence numbers

Materials: number cards with numerals written on it

Procedure:

1. Put a set of number cards in a pile.
2. One by one take the card from the top, judge whereabouts in the sequence it belongs and position it on the table accordingly.
3. At the end all the cards should be in the correct order, and neither overlapping nor too spread out.
Once a card is placed, you may not move it.

Three In A Row

Objective: to sequence numbers

Materials: two to three sets of number cards 0 to 10

Procedure:

1. Shuffle and deal six cards to each player. (Two or three can play.)
2. Put the rest of the cards in a pile face down, then turn over the top card.
3. The aim of the game is to make up a set of three numbers in sequence by taking turns picking up a card and throw one away. First to get a set of three wins.

Hand game (concrete)

Objective: to explore different combinations that makes a given quantity

Number of players/participants: small group

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

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 7.
3. Children separate counters in different ways and verbalize the combinations of that result.

Teacher says:	Children say:
"Place ten sticks in your right hand."	"None and ten is ten." or "Zero and ten is ten."
"Place one stick in your left hand."	"One and nine is ten."
"Place one more stick in your left hand."	"Two and eight is ten."
"Place one more stick in your left hand."	"Three and seven is ten."
"Place one more stick in your left hand."	"Four and six is ten."
"Place one more stick in your left hand."	"Five and five is ten."
"Place one more stick in your left hand."	"Six and four is ten."
"Place one more stick in your left hand."	"Seven and three is ten."
"Place one more stick in your left hand."	"Eight and two is ten."
"Place one more stick in your left hand."	"Nine and one is ten."
"Place one more stick in your left hand."	"Ten and none is ten." or "Ten and zero is ten"

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

Hand Game (connecting)

Objective: to explore different combinations that makes a given quantity

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

Procedure:

1. Children work in small groups.
2. Teacher gives each child a (given) quantity of sticks or counters, 9 in this case.
3. Children separate counters in different ways and verbalize the combinations of that result.

Teacher says:	Children say:	Teacher places these cards on the Hand Game Counting Board		
"Place nine sticks in your right hand."	"None and ten is ten." or "Zero and ten is ten."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td><td>10</td></tr></table>	0	10
0	10			
"Place one stick in your left hand."	"One and nine is ten."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td><td>9</td></tr></table>	1	9
1	9			
"Place one more stick in your left hand."	"Two and eight is ten."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>2</td><td>8</td></tr></table>	2	8
2	8			
"Place one more stick in your left hand."	"Three and seven is ten."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>3</td><td>7</td></tr></table>	3	7
3	7			
"Place one more stick in your left hand."	"Four and six is ten."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>4</td><td>6</td></tr></table>	4	6
4	6			
"Place one more stick in your left hand."	"Five and five is ten."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>5</td><td>5</td></tr></table>	5	5
5	5			
"Place one more stick in your left hand."	"six and four is ten."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>6</td><td>4</td></tr></table>	6	4
6	4			
"Place one more stick in your left hand."	"seven and three is ten."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>7</td><td>3</td></tr></table>	7	3
7	3			
"Place one more stick in your left hand."	"eight and two is ten."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>8</td><td>2</td></tr></table>	8	2
8	2			
"Place one more stick in your left hand."	"nine and one is ten"	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>9</td><td>1</td></tr></table>	9	1
9	1			
"Place one more stick in your left hand."	"ten and none is ten." or "ten and zero is ten"	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>10</td><td>0</td></tr></table>	10	0
10	0			

Lift the bowl (concrete)

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: small group

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

Teacher says:	Children say:
"Place ten blocks under the bowl."	"None and ten is ten." or "Zero and ten is ten."
"Place nine block under the bowl."	"One and nine is ten."
"Place eight blocks under the bowl."	"Two and eight is ten."
"Place seven blocks under the bowl."	"Three and seven is ten"
"Place six block under the bowl."	"four and six is ten."
"Place five blocks under the bowl."	"Five and five is ten."
"Place four block under the bowl."	"Six and four is ten."
"Place three block under the bowl."	"Seven and three is ten."
"Place two blocks under the bowl."	"Eight and two is ten."
"Place one block under the bowl."	"Nine and one is ten."
"Place no blocks under the bowl."	"ten and none is ten." or "ten and zero is ten."

Peek thru the wall (concrete)

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 ten blocks."	"None and ten is ten." or "Zero and ten is ten."
"Wall off nine blocks."	"One and nine is ten."
"Wall off eight blocks."	"Two and eight is ten."
"Wall off seven blocks."	"Three and seven is ten"
"Wall off six blocks."	"four and six is ten."
"Wall off five blocks."	"Five and five is ten."
"Wall off four blocks."	"Six and four is ten."
"Wall off three blocks."	"four and three is ten."
"Wall off two blocks."	"Five and two is ten."
"Wall off one blocks."	"Six and one is ten."
"Wall off no blocks."	"ten and none is ten." or "ten and zero is ten."

Hat Seriation

Objective: to arrange objects by size

Materials: hats of various sizes

Number of players/participants: small group or whole class during meeting time

Procedure:

1. Ask children to bring hats of different sizes.
2. Place a set of 3-10 hats on a table or in front of the class.
3. Ask the children which of the hats is the biggest (or smallest)
4. Ask the children to arrange the hats by size – biggest to smallest or smallest to biggest.

Variation: May use any object of varying sizes to do sequencing

Feet in a Row

Objective: to sequence objects based on length

Materials: cut outs of children's right (or left) foot

Number of players/participants: small group or whole class during meeting time

Procedure:

1. Ask children to trace their right or left foot on a sheet of bond paper. Cut out the traced foot.
2. Ask the children which of the feet is the biggest (or smallest).
3. Ask the children to arrange the feet by size – biggest to smallest or smallest to biggest.

Exploring Marbles

Objective: to count up to quantities of 10

Materials: marbles and counting cups

Number of players/participants: 5 – 6 children

Procedure:

1. Each takes a handful of marbles and divide the marbles into counting cups so that each cup holds the quantity being explored.
2. Expect to see the children creating a wide variety of combinations, anything that totals five or ten, in this case is correct.
3. When all the marbles are divided into 2-5 groups, the children sort the cups according to the combinations formed.

Comparing Numbers

Objectives: to compare quantities

Number of players/participants: 2 – 4 children

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

Procedure:

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.

Variation: Any counter may be used

Match Boxes

Objective: to compare quantities up to 10

Materials: match boxes

Number of players/participants: 5 – 6 children

Procedure:

1. A group of children work together with a given quantity of 10 or less match boxes.
2. They will make 2-5 arrangements of match boxes as possible.
3. The teacher encourages the children to describe the various arrangements.

Shark Attack

Objectives: to compare quantities

to use the more than or less than symbols to show the relationship between quantities

Number of players/participants: 2 - 4 children

Materials: Shark Attack game board, 2 number cubes, paper and pencil

Procedure:

1. Review the symbols for greater than ($>$), less than ($<$), and equal to ($=$) with players.
2. Players take turns rolling the number cubes. In each turn, a player rolls one cube first and then the second cube. Based on the numbers on the first and second cubes, the player decides in which shark to place the cubes in the order rolled. For example: Say a player rolls a 1 with the first number cube and a 6 with the second number cube. He or she would put the 1 in the first square of the less than shark and the 6 in its second square.
3. A player gets 1 point for each correct placement. The first player to earn 10 points wins.

Call Out Math: More than/Less than

Objective: to practice comparing quantities using the more than, less than symbol

Materials: call out cards for each player, tokens, calling cards

Number of players/participants: 3 - 4 children

Procedure:

1. Provide each player with a number call out card (with any six numbers from 1-10 written on it).
2. Assign a child to be a caller with the job of picking a calling card and announcing what is written on it. The calling cards have "more than (number)" or "less than (number)" written on it.
3. When the caller reads what is written on the calling card (for example, "more than 7" or '< 7'), the other players will select a number that is more or less than what is written on the card and cover it with a token.
4. First one to cover all spaces wins.

Find 10

Objective: to explore different combinations that makes 10

Materials: 6 sets of numeral cards (1- 9)

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 10, 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.

Tens Concentration

Objective: to explore different combinations that makes 10

Materials: 6 sets of numeral cards (1- 9)

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: The number of cards placed on the table can be increased to a 5 x 5 or 6 x 6 arrangement to make it more challenging/interesting.

C. OTHER LANGUAGE ARTS ACTIVITIES

Team Sound-Off (for Meeting Time 2)

Objective: to blend phoneme to phoneme
to develop gross motor coordination

Materials: none

Number of players/participants: small group

Procedure:

1. Divide the group into teams of three or four children.
 2. Assign each team a sound, such as /s/.
 3. Then call to the front of the classroom three children, for example one child from the /s/ group, one child from the /a/ group, and one child from the /t/ group.
 4. Have the three children sequence their sounds to form a word. Then they should say the sounds and ask the rest of the group to blend together the sound to form the word.
 5. Teams take turn answering, and each team that guesses correctly gets one point.
- Letter Poster : Words that begin with ____ (bl, cl)

How Many Syllables?

Objective: to break up sounds in words according to syllables

Materials: 25-30 picture cards of words that have 1,2 and 3 syllables. Three shoe boxes/small boxes (labeled 1, 2 and 3)

Number of players/participants: 4 - 5 children

Procedure:

1. Prepare picture cards of words that have 1, 2 and 3 syllables.
2. Give each child 5-6 assorted picture cards. Ask a child to get one card and say the word out loud.
3. Next, ask him how many sounds he can hear in the word. Ask him to clap out the sounds which he can hear (for example – 'elephant' – "e/le/phant" – 3 claps).
4. If he is able to get the number of syllables correctly, he can put that card in the corresponding number box (ex. 'Elephant' – goes inside Box #3 because the word has three syllables).

5. If the child guesses incorrectly, ask the group to clap it out together so he can put that card in the right box. The game ends when all of the cards are in their right boxes.

Sight Word Go-Fish

Objective: to match sight words

Materials: 2 sets of 26 word cards

Number of players/participants: 2 - 4 children

Procedure:

1. Mix up the cards and deal eight to each player.
Spread out the remaining cards facedown in the center of the table. This is the "fish pond".
2. Players look at their cards, remove word pairs, and place each pair of words face down in front of them on the table.
3. Play as you would Go Fish. The first player asks the player to his/her left for a specific word that would make a pair with a word he or she already has. If the asked player has the card, he or she gives it to the first player. (If not, he or she says, "Go fish" and the first player takes a card from the fish pond. That ends his turn.)
The first player asks any other player for another card until the player does not have the requested card.
4. The player who said "go fish" asks the player to his left for a card.
5. Continue playing until one player has found pairs for all his cards.

Away, again, been, best, done, day, each,
even, first, from, gave, going, have, how,
just, know, laugh, light, make, much, only,
once, place, pretty, would, which

High-Frequency Word Races

Objective: to alphabetize high-frequency words

Materials: 26 word cards, timer

Number of players/participants: two teams with 2 - 3 children each

Procedure:

1. Give each team one set of word cards, randomly shuffled. Set the timer for one minute.
2. Each group arranges the 26 cards in alphabetical order.
3. After one minute, groups will stop what they are doing and the adult will count how many words were arranged alphabetically.
Words that are not in their correct alphabetical order are removed.
4. The group with the most number of correctly alphabetized words will win the game.

are, back, cold, did, each, funny, get, has, its just,
kind, like, myself, now, other, part, quiet, read,
said, through, use, very, wish,
x-ray, you, zoo

Storyboard

Objective: to retell events in a story

Materials: tag board or cartolina, paper, glue, ruler, pencil/markers

Number of players/participants: small group

Procedure:

1. List at least six important story events.
2. Think through what happened in the events. Draw a picture of each event.
3. Write a short sentence underneath each drawing explaining the scene.
4. Glue the scenes to a piece of tag board or cartolina and share your storyboards with friends.

The Elves and the Shoemaker Puppets

Objective: to identify story elements through puppetry

Materials: old cardboard, tongue depressors/barbecue sticks, tape, scissors, coloring materials, pencils

Number of players/participants: 3 - 4 children

Procedure:

1. Ask the children to identify 1) the characters in the story, 2) the important things or objects that appeared in the story, and 3) the setting in which the story took place. List these down on a piece of paper.
2. If there are more than twelve items on the list, invite each child to choose two items and make stick puppets that depict the characters/items they have chosen.
3. As for the setting, one or two students can work cooperatively by drawing the background setting on a large piece of paper.
4. The children can use the puppets in a dramatic play activity later in the day/week or they can stage their own rendition of The Elves and the Shoemaker, to be presented to the other classes in their school at a later time.

Three Little Pigs Story Cube

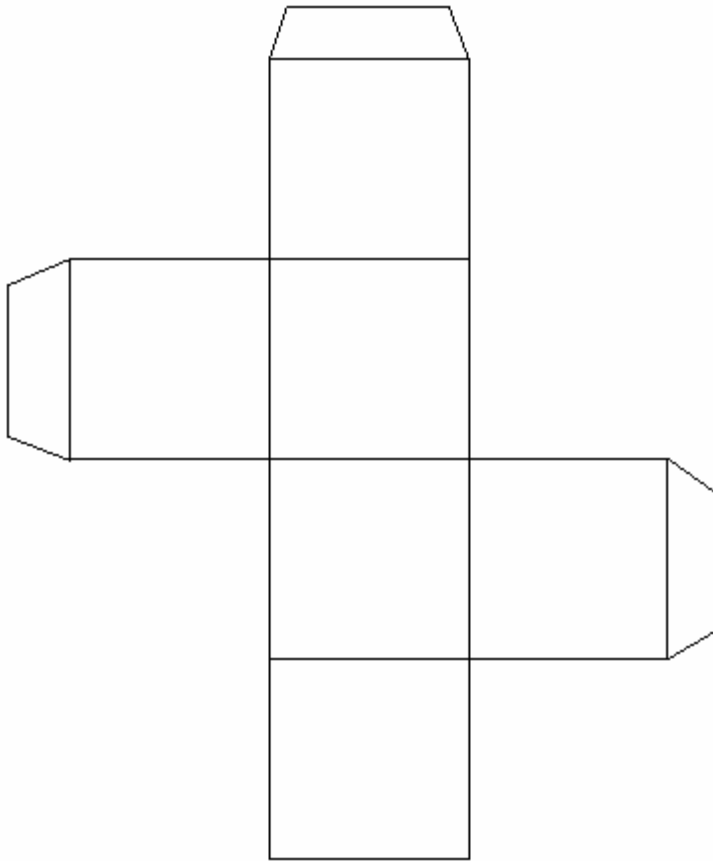
Objective: to identify story settings

Materials: story cube template, coloring materials, scissors, tape, old cardboard

Number of players/participants: 4 - 5 children

Procedure:

1. Give each child a story cube template:



2. Ask each child to fill up the squares with scenes from the story. Ask him to color his work.
3. When all the squares have been filled up with scenes, ask the child to number each scene in chronological order.
4. Cut the story cube and paste it onto a piece of cardboard for fortification. Cut it out again, and fold along the lines. Seal the ends with tape or glue.

Shoe Story Strip

Objective: to recall story events in sequence

Materials: shoe cut-outs

Number of players/participants: 4 - 6 children

Procedure:

1. Ask children to recall what happened from the beginning to the end of the story.
2. Choose 6 key events and have children draw each of these events on the shoe cut-outs.
3. Ask them to write 1-2 sentences about the story event assigned to them or take down dictation if necessary.

STORIES

Wee Red Shoes

Questions before Reading

- What kind of shoes are you wearing today? Is it your favorite pair?
- What color is your favorite? Describe your favorite pair of shoes.

Questions while Reading

- What did the wee red shoe do for fun?
- What do you think will happen to it?

Questions after Reading

- Who first tried to wear the wee red shoe? What happened?
- Who tried it on after the speckled Hen? What happened?

- What happened when dog negro tried it?
- Who finally tried and loved it? Where are they going?

The Elves and the Shoemaker

Questions before Reading

- What do you want to be when you grow up?
- Do you know what a shoemaker does?

Questions while Reading

- What did the couple find out in the morning after they've left the leather?
- What do you think will happen after that?
- Who do you think made the pair of shoes?

Questions after Reading

- What was the problem of the shoemaker?
- What did the shoemaker do to solve his problem?
- Who helped him? Describe the elves.
- What did the couple do to find out who is helping them?
- What did they do to thank the elves?
- Will you have done the same thing? What would you have done?

Kapag Tumawid Ako ng Kalsada

Questions Before Reading

- Marunong ba kayong tumawid sa kalsada?
- Inihahatid pa ba kayo ng nanay o tatay sa pagtawid sa kalsada?

Questions While Reading:

- Ano kaya ang makikita ng bata sa pagtawid niya sa kalsada sa araw ng Miyerkoles?
- Sa inyong palagay, ano kaya ang itinuro ng tatay niya upang matuto siyang tumawid sa kalsada?

Questions After Reading:

- Ano ang nakikita ng bata kapag tumatawid siya ng kalsada kung Lunes? Martes? Miyerkoles? Huwebes? Biyernes?
- Sinu-sino ang mga kasama niya kung Sabado at Linggo?
- Kung tatawid ka ng kalsada, tumitingin ka ba sa kaliwa at sa kanan? Bakit?
- Ano ang iyong gagawin kapag pula ang kulay ng ilaw trapiko? Kapag berde? Kapag dilaw?

A Pocket for Corduroy

Questions before Reading:

- Do you have a favourite toy? What is it?

Questions while Reading:

- What did Corduroy want?
- What did Corduroy first saw after it slid off the chair?
- What do you think will happen next?

Questions after Reading:

- Who are the characters in the story?
- Can you describe Corduroy?
- What was the problem of Corduroy? How about Liza?
- What happened at the first part of the story?
- What happened in the middle part?
- What happened at the end of the story?

SONGS/POEMS/RHYMES

The Barber and the Beautician

(Tune: "Here We Go Round the Mulberry Bush")

*This is the way the beautician washes,
Scrub, scrub, scrub.*

*This is the way the barber shaves,
Buzz, buzz, buzz.*

*This is the way the beautician cuts,
Snip, snip, snip.*

*This is the way the barber cuts.
Clip, clip, clip*

(children can make actions)

The Mail Carrier's Song

(Tune: "Row, Row, Row Your Boat")

*Write, write, write your cards.
And lots of letters, too.
I will bring them to your friends.
And they will write back soon*

Carpenter

*This is the way he saws the wood
(making saw motion)
Sawing, sawing, sawing.*

*This is the way he nails the nail
(making hammering motion)
Nailing, nailing, nailing.*

*This is the way he paints the house
(making a brushing motion)
Painting, painting, painting.*

Firefighter Song

(Tune: "I'm A Little Teapot")

*I'm a firefighter, my name is John
I put my boots and helmet on
I hurry to the fire and give a shout.
With a burst of water,
The fire is out.
Ten Little Firemen
Ten little firemen
Sleeping in a row
Ding-dong goes the bell
And down the pole they go
Off on the engine oh! oh! oh!
Using the big hose so, so, so
When the fire is out, home sooo slow
Back to bed all in a row.*

Ikot-Ikot

Ikot, ikot ikot ikot (spin fists in a circle)

Ikot ikot

Hila, Hila, (pretend to pull a threaded needle through cloth)

Pok pok pok (pound fists one on top of the other, alternating)

(x2)

Gupit ng gupit (make cutting motion – like you are holding a pair of scissors and cutting a piece of cloth)

At tahi ng tahi (pretend to pull a threaded needle through cloth)

(x2)

Ikot, ikot ikot ikot (spin fists in a circle)

Ikot ikot

Hila, Hila, (pretend to pull a threaded needle through cloth)

Pok pok pok (pound fists one on top of the other, alternating)

D. INDOOR/OUTDOOR ACTIVITIES

Sasali Ka Ba?

1. Pangkatin ang mga bata.
2. Ang guro ang unang magiging "IT."
3. Sasabihin ng guro ang pangalan ng laro (Sasali Ka Ba?).
4. Tutukoy ang guro ng isang lugar at itatanong kung ano ang makikita o ginagawa ng mga tao sa lugar na tinukoy. (Hal. Ospital – ano/sino ang makikita natin sa ospital?)
5. Sasagot ang mga bata, manggagamot- at ipakikita ang aksyon ng manggagamot.
6. Tatapik ang guro ng isang bata, kung sinong tinapik ng guro, siya naman ang magsasabi ng "Sasali Ka Ba?" Pupunta ako sa _____
7. Ipakikita ng mga bata ang aksyong ginawa sa lugar na tinukoy ng IT

Fun Movements

1. Tell the children they are going to play follow-the-leader as they pretend to go to different places.
2. Tell them where they are going and ask them to imitate what you do along the way.
Go to the post office and mail a letter.
Go to the supermarket and buy some groceries.
Go to the hospital and look for a doctor.
Go outside and get on a school bus.
3. You can play this game for as briefly or as long as you choose.

Building in Our Town

1. Make a chart with the children's names listed vertically on the right-hand side.
2. Across the top of the chart draw buildings or glue pictures of buildings that the children have visited like health center, post office, police station or barangay hall or any place in the community that provide services.
3. At group time, ask the children what buildings have they visited.
4. Mark the sites for each child.

Red Light

Material: a whistle to signal

Directions:

1. Arrange the player in a line.
2. Appoint one of the players (X) in the center of the line.
3. At the blowing of the whistle, X counts out loud to ten and concludes by saying: "No talking; No laughing; No moving; Red light" and turns about.
4. In the meantime, other players have turned and run away from him.
5. On the signal "Red light," all "freeze" in their positions.
6. If X does not see the player talk, laugh or move, he turns back and counts again, repeating until the player does it.
7. When he sees a player doing any of the forbidden acts, he calls out that player's name and chases him until he tags him.
8. This player becomes X for the next game.

KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS

WEEK 34: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: People Go to Different Places		
MEETING TIME 1: Message: People may travel to different places by land, water and air Questions: Have you ever traveled to any place outside the community? What did you take a ride? Who were with you?	MEETING TIME 1: Message: We use transportation to take people to places they want to go. We use transportation to take goods to other places. Questions: What are the kinds of transportation that we have in our community?	MEETING TIME 1: Message: Some vehicles are used to do specific kinds of jobs. e.g. garbage truck, cement mixer. These are called work vehicles. Some vehicles are used to provide specific services e.g. mail truck/motorcycle; ambulance. These are called service vehicles. Question: Do we have service vehicles in our community?
WORK PERIOD 1 Teacher-Supervised: Transportation Chart Independent: <ul style="list-style-type: none"> • Shape Collage : Mga Iba't Ibang Sasakyan • Lid Mobile • Geometric Designs • Picture-Word Match • 10 months • Writer's Workshop 	WORK PERIOD 1 Teacher-Supervised: Poster: Different Uses of Transportation Independent: <ul style="list-style-type: none"> • Shape Collage : Mga Iba't Ibang Sasakyan • Criss-cross Straw Model • Geometric Designs • 10 Months • WS: Rhyming Words • Initial Letter Sounds 	WORK PERIOD 1 Teacher-Supervised: Graph: Ilan na ang nakasakay sa? Independent: <ul style="list-style-type: none"> • Criss-cross Straw Mobile • Tire Tracks • Halves Boat Shape Crafts • Sight Word Picking Up Game • Transportation Word ort
MEETING TIME 2: Have children show their shape collage to the class. List down the names of the vehicles they made. Introduce the song " The Wheels on the Bus "	MEETING TIME 2: Have the next batch children show their shape collage in class. Make a vehicle graph on the board or manila paper. (see Appendix)	MEETING TIME 2: Show the graph to the class. Have children compare data. Ask the children "how many have ridden a _____? What vehicle has never been ridden by anyone in class?
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Yuri the Yellow Vinta	STORY: : Ciriaco, Ang Malupit na Kapitan ng Barko	STORY: Ang Barumbadong Bus
WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 10) Independent: <ul style="list-style-type: none"> • Block Play • Subtraction Cards (2-10) • Call Out: Addition (0-10)/ Call Out: Subtraction (0-10) • Go 10/ Draw 10 • Number Train Graph 	WORK PERIOD 2: Teacher-Supervised: Hand Game (up to quantities of 10; writing number sentences) Independent: <ul style="list-style-type: none"> • Block Play • Subtraction Cards (2-10) • Call Out: Addition (0-10)/ Call Out: Subtraction (0-10) • Go 10/ Draw 10 • Number Train Graph 	WORK PERIOD 2: Teacher-Supervised: How do you go to school? (Pictograph of transportation) Independent: <ul style="list-style-type: none"> • Block Play • Find 10/ Tens Concentration • Grab Bag with Partners • What Numbers Can You Make?
INDOOR/OUTDOOR ACTIVITY: -ing Charades	INDOOR/OUTDOOR ACTIVITY: Twinkle Twinkle, Little Word	INDOOR/OUTDOOR ACTIVITY: Passengers in the Tricycle
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
<p>MEETING TIME 1: Message: There are people who operate different kinds of transportation.</p> <p>Question: Who are the people who operate different kinds of transportation?</p>	<p>MEETING TIME 1: Message: There are people who help repair and maintain transportation.</p> <p>Question: Who are the people who help repair and maintain transportation?</p>	
<p>WORK PERIOD 1 Teacher-Supervised:</p> <p>Independent:</p> <ul style="list-style-type: none"> • Yellow Vinta Paper Weaving • Transportation Word Sort • Halves Boat Shape Crafts • Sight Word Picking Up Game • Block Play 	<p>WORK PERIOD 1</p> <p>Independent:</p> <ul style="list-style-type: none"> • Playdough • Block Play • Transportation Lacing Cards • Transportation Word Sort • WS: Picture-Word Match 	
<p>MEETING TIME 2: Do Oral Blending Exercises (see Appendix)</p>	<p>MEETING TIME 2: Oral Blending Exercises (see Appendix)</p>	
<p>Supervised Recess</p>	<p>Supervised Recess</p>	
<p>STORY: Ollie's Jar</p>	<p>STORY: Rene and Ronie</p>	
<p>WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (up to quantities of 10; writing number sentences)</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Find 10/ Tens Concentration • Grab Bag with Partners • What Numbers Can You Make? 	<p>WORK PERIOD 2: Teacher-Supervised: How Many More, How Many Less</p> <p>Independent:</p> <ul style="list-style-type: none"> • Hand Game/Lift the Bowl worksheets (quantities of 10) • Grab Bag with Partners • What Numbers Can You Make? • Car Coloring 	
<p>INDOOR/OUTDOOR ACTIVITY: Car Relays, Race to the Finish</p>	<p>INDOOR/OUTDOOR ACTIVITY: Jump Out of the Plane</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX WEEK 34

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Poster: Mga Gamit ng Sasakyan

Objective: to identify different types of transportation

Materials: manila paper, glue, scissors, crayons, pencils

Number of players/participants: 5 – 6 children

Procedure:

1. Distribute different transportation cut-outs to children.
2. In each cut-out have children draw what this kind of transportation is used for.
Ex. ship - bringing people to different places
bringing cargo to different places
3. Have them glue these on Manila Paper.

Graph: Ilan ang nakasakay na sa ...?

Objective: to identify types of transportation

Materials: Manila Paper glue, transportation cut-out, permanent marker

Number of players/participants: 6 children at a time

Procedure:

1. Children take turns choosing which type of transportation they have ridden on.
2. Each child writes his name on a paper cut-out for each transportation he has ridden on.
3. Have him/her glue this on the appropriate column on the manila paper.
4. Talk about the graph in class. Invite them to study the graph and answer the following questions:

Sample graph:

ILAN ANG NAKASAKAY NA SA ...

BISIKLETA	MOTORSIKLO	DYIP	BUS
Anna	Tony	Tony	Berto
Marj	Berto	Berto	Mila
Mila	Anna	Marj	Marj
Cindy	Cindy	Cindy	Cindy

Sample questions:

- Ilan na ang nakasakay sa bisikleta? motorsiklo? dyip? Bus?
- Mas marami na ba ang nakasakay sa _____ kaysa _____? Bakit?
- Mas kaunti lang ba ang nakasakay sa _____ kaysa _____? Bakit?
- Ilan na ang nakasakay sa apat na sasakyan?
- Ilan na ang nakasakay sa tatlo?
- Aling mga sasakyan ang magkasingdami na ang nakasakay?

Triorama: Ang Barumbadong Bus

Objective: to identify the beginning, middle and ending of a story

Materials: trioramas, bond paper, glue, scissors, coloring materials, pencils

Number of players/participants: 6 children at a time (three per group)

Procedure:

1. Let children form groups of three. For each group, let them choose which one will draw the beginning, middle and ending of the story. Give them some time to brainstorm and go over the details of the story before proceeding with their work.
2. Once the assignments have been settled, give each child a blank triorama and a blank piece of paper. Let the child draw his scene of the story on the blank paper and color it.
3. After coloring, have him cut it out and glue onto his triorama.
4. On the bottom flap of the triorama, with the assistance of the teacher, the child will write something to describe what is happening in his/her drawing.
5. Tack the trioramas in groups, arranged according to sequence (beginning, middle and end) on one corner of the classroom/wall.

Yellow Vinta Paper Weaving

Objective: to use adjectives to describe things

Materials: strips of magazine paper, glue, bond paper, string, pencils and markers

Number of players/participants: 4 – 5 children

Procedure:

1. Let each child make woven paper-vintas using the strips of magazine paper (like a banig). Assist in weaving the paper over and under the strips, and secure the ends with glue.
2. Carefully paste one side of the vinta on a sheet of bond paper. Let it dry.
3. Once the vinta is dry, invite the child to draw a “sea scene” around it (ex, use blue crayons to add waves, draw a sun, draw fishes, etc.)
4. At the bottom part of the paper, the teacher may assist so the child can write describing his/her woven Vinta and his/her sea scene.

Shape Collage

Objective: to create different kinds of vehicles using pre-cut shapes

Materials: bond paper, pre-cut pieces of paper (into different shapes – circles, squares, rectangles, diamonds, etc).

Number of players/participants: 4- 5 children

Procedure:

1. Give each child a sheet of bond paper. Place the pre-cut shapes and the glue in the middle of the table.
2. Invite each child to create one or several kinds of transportation by gluing the pre-cut shapes on his paper.
3. When the vehicle art works are dry, ask him to count how many of each shape he used to make his/her vehicle/s

Matching Game: Matching Means of Transportation

Objective: to identify different means of transportation

Materials: 15 transportation pair cards (different kinds of transportation – land, air and sea)

Number of players/participants: 4 – 5 children

Procedure:

1. Lay out the 30 transportation cards facedown in the center of the table.
2. Each child turns over two cards. If they are the same vehicle, he/she keeps it and takes another turn. If the next set is not the same, the next player takes his/her turn and so on.
3. The game ends when all the cards have been matched.
4. Before packing away, ask the group to sort the transportation cards according to different categories (ex. By means – land, air, sea, by number of wheels, by number of passengers that can fit, by purpose, etc.)

Transportation Word Sort

Objectives: to sort out different transportation

Materials: word cards on transportation

Number of players/participants: small group

Procedure:

1. Place transportation word cards on the table face up.
2. Have children sort the word cards according to different categories. The category can be:
 - it can be based on word features e.g. # of letters, beginning letter, number of syllables
 - theme-related e.g. # of wheels, private or public, mode of transportation (land, water, air), type (service or work vehicle)

Transportation Collage

Objective: to develop fine-motor coordination

Materials: bond paper with an outline a particular type of transportation, glue, small strips of art paper or construction paper or colored magazines

Number of players/participants: 6 – 8 children

Procedure:

1. Distribute paper to the children.
2. Ask each one to fill in the drawing with paper cut-outs to form a transportation collage.
3. Have them label their drawings.

Vehicle Sorting

Objective: to classify types of vehicle

Materials: plastic vehicles

Number of players/participants: 4 - 6 children

Procedure:

1. Ask children to sit in a circle.
2. Place the vehicles in the middle of the circle.
3. Ask them to think of ways they can group together these vehicles.
4. Have them write their category on a blank card. Then let them sort the vehicles according to that category.
5. During meeting time, talk about the different ways they were able to sort the vehicles. Write these on the board.

Vehicle Graph (for Meeting Time 2)

Make a graph on the board or Manila Paper. Write the different types of transportation that children made during work period 1 on the first row. The graph should look like this:

How many made a ...?

BUS	JEEP	CAR	BOAT
Bernardo	Carlos	Jose	Virgie
Petra	Mario	Mila	Ellen
Maria	Luisa	Nancy	Luisa

Criss Cross Straws Mobile:

Objective: to identify modes of transportation; develop eye-hand coordination

Materials: construction paper, crayons, paint, string or yarn, scissors, glue

Number of players/participants: 6 – 8 children

Procedure:

1. Poke a hole through the center of the paper plate or circle of cardboard.
Arrange the straws in an X shape and tie with wool.
2. Tie a long piece of wool to the center of the X.
3. Slide the circle of cardboard or paper plate onto the wool (through the hole you made)
4. Tape the straws to the plate to keep them in their X shape and to help them balanced
5. String each mobile piece into one of the straws (and in the center if desired)

Easy Paper Plate Car

Cut two circles (wheels) out of black craft paper. Cut a paper plate in half. Add the two wheels to the flat edge of the paper plate.

Add details to car with markers or crayons.

B. OTHER MATH ACTIVITIES

How do you go to school? (Pictograph of transportation used to go to school)

Objectives: to collect data

to organize data using a pictograph

Materials: scratch paper (cut into small 1x1 or 2x2 inch squares)

Manila paper (with a grid drawn on it) , crayons or markers

Procedure:

1. Ask the children what form of transportation they use to go to school.
2. Ask the children to form groups and line up, according to the form of transportation they use.
3. Give each child a piece of square paper on which he can draw the vehicle he rides to school.
4. Teacher labels each row (or column) based on the different kinds of transportation mentioned by the students.
5. Each child determines on what row he should place his/her drawing.
6. When everyone has placed their drawing on the grid, the group discusses:
Which form of transportation is used by the most number of students?
Which form of transportation is used by the least number of students?
Which form of transportation is not used by any of the students? Why?

Hand Game

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, 9 in this case.
3. Children separate counters in different ways and verbalize the combinations of that result.

Teacher says:	Children say:	Children write:
"Place ten sticks in your right hand."	"None and ten is ten." or "Zero and ten is ten."	$0 + 10 = 10$
"Place one stick in your left hand."	"One and nine is ten."	$1 + 9 = 10$
"Place one more stick in your left hand."	"Two and eight is ten."	$2 + 8 = 10$
"Place one more stick in your left hand."	"Three and seven is ten."	$3 + 7 = 10$
"Place one more stick in your left hand."	"Four and six is ten."	$4 + 6 = 10$
"Place one more stick in your left hand."	"Five and ten is ten."	$5 + 5 = 10$
"Place one more stick in your left hand."	"Six and four is ten."	$6 + 4 = 10$
"Place one more stick in your left hand."	"Seven and two is ten."	$7 + 3 = 10$
"Place one more stick in your left hand."	"Eight and two is ten."	$8 + 2 = 10$
"Place one more stick in your left hand."	"Nine and one is ten."	$9 + 1 = 10$
"Place one more stick in your left hand."	"Ten and none is ten." Or "Ten and zero is ten."	$10 + 0 = 10$

Lift The Bowl (connecting, up to quantities of 10)

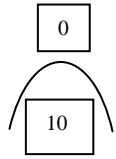
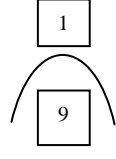
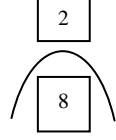
Objective: to explore different combinations that makes a given quantity

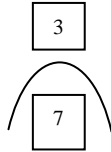
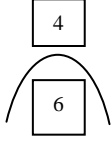
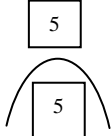
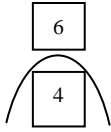
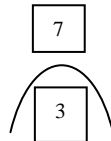
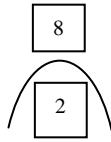
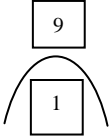
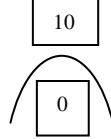
Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

Number of players/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 ten blocks under the bowl."	"None and ten is ten." or "Zero and ten is ten."	
"Place one block on the bowl."	"One and nine is ten."	
"Place two blocks on the bowl."	"Two and eight is ten."	

"Place three blocks on the bowl."	"Three and seven is ten."	
"Place four blocks on the bowl."	"Four and six is ten."	
"Place five blocks on the bowl."	"Five and five is ten."	
"Place six blocks on the bowl."	"six and four is ten."	
"Place seven block on the bowl."	"seven and three is ten."	
"Place eight blocks on the bowl."	"eight and two is ten."	
"Place nine blocks on the bowl."	"nine and one is ten." Or	
"Place nine blocks on the bowl."	"ten and none is ten." or "ten and zero is ten"	

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

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

Teacher says:	Children say:	Children write:
"Place ten blocks under the bowl."	"None and ten is ten." or "Zero and ten is ten."	$\begin{array}{r} 0 \\ + 10 \\ \hline 10 \end{array}$
"Place nine block under the bowl."	"One and nine is ten."	$\begin{array}{r} 1 \\ + 9 \\ \hline 10 \end{array}$
"Place eight blocks under the bowl."	"Two and eight is ten."	$\begin{array}{r} 2 \\ + 8 \\ \hline 10 \end{array}$
"Place seven blocks under the bowl."	"Three and seven is ten"	$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$
"Place six block under the bowl."	"four and six is ten."	$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array}$
"Place five blocks under the bowl."	"Five and five is ten."	$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$
"Place four block under the bowl."	"Six and four is ten."	$\begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array}$
"Place three block under the bowl."	"Seven and three is ten."	$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$
"Place two blocks under the bowl."	"Eight and two is ten."	$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$
"Place one block under the bowl."	"Nine and one is ten."	$\begin{array}{r} 9 \\ + 1 \\ \hline 10 \end{array}$
"Place no blocks under the bowl."	"ten and none is ten." or "ten and zero is ten."	$\begin{array}{r} 10 \\ + 0 \\ \hline 10 \end{array}$

How Many More, How Many Less

Objectives: to visualize quantities to 10
to practice the basic facts of 10

Materials: 10 two-colored counters, Tens Frames board

Procedure:

1. Have the children place from 1 to 5 counters on the frame and tell how many are there. Encourage the children to use one row at a time. As children become more accustomed to this activity, encourage them to use numerals also.
2. After a while, have children tell how many counters there are and then tell how many more they will need to have 5 in all. Have the children record how many they have and how many more are needed. Model an addition or subtraction sentence. For example, $3 + 2 = 5$, which 2 is the missing addend, or $5 - 3 = 2$, in which the difference show how many more are needed.
3. At a later time, have children work with 6 to 10 counters. Encourage children to keep a record of how they counted and how many they had each time.
4. After a while, ask children, how many more they would need to have 10 in all. Again model for the children different ways they can show the counters using numerals and number sentences.

Subtraction Cards (quantities of 10)

Objective: to subtract quantities

Materials: subtraction cards, counters

Number of players/participants: individual or pairs

Procedure:

1. Child 1 reads the total on the card, for example 10.
2. Child 2 gets 10 counters.
3. Child 1 says "take away three".
4. Child 2 gets the subtraction card and lifts the right hand flap that indicates 3 dots.
5. Child 1 counts remaining dots and says "seven".
6. Both children write the corresponding equation: $10 - 3 = 7$

Grab Bag with Partners (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespins, paper sack, individual chalkboards

Number of players/participants: pairs

Procedure:

1. Partner A fills the bag with 10 clothespins (or depending on what number is being worked with).
2. Partner B reaches into the bag and takes out some clothespin, showing Partner A what has been removed.
3. They predict how many clothespin are left.
4. Each child records the equation on a chalkboard or a sheet such as the one below.

Name _____
I played a game today.
These are the equations I made.

Number Train Graph (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespin (2 colors), Manila or kraft paper

Number of players/participants: individual or small group

Procedure:

1. The children try to find all the possible arrangements for the combinations that make up 10
2. As they find the arrangements, place it in the appropriate column of the Manila Paper. (The links can be labeled with the labeled possible combinations, or the children can label the links as needed.)

What Numbers Can You Make (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespin, crayons,

Number of players/participants: individual or small group

Procedure:

1. The children make clothespin links (each link made with different color clothespin and no stack more than ten clothespins long). There can be more than one link of any particular number. The object is to try to make each of the numbers from one to ten in as many ways as possible.
2. The children are allowed to use more than one link to make any number, but they may not break any links apart. If they can't make a number, they are to cross it out. If they can make the number, they write the equation that describes the trains used.
3. The game can be played over and over, as it will be a new experience each time the numbers used changes.

Find 10

Objective: to explore different combinations that makes 10

Materials: 6 sets of numeral cards (1- 9)

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/her stack. If this card can be used with one on the table to make a total of 10, the player can take it and keep the pair. If there are no cards that can be used, he/she has to discard his/her card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

Draw 10

Objective: to explore different combinations that makes 10

Materials: 6 sets of numeral cards (1- 9)

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 10. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding his/her cards like a fan and letting the person to his/her left draw one of them without looking at them. If the person who draws the card can use it to make 10 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 his/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.

Tens Concentration

Objective: to explore different combinations that makes 10

Materials: 6 sets of numeral cards (1- 9)

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/she is successful. If he/she is not successful, he/she returns the two cards to their original face down positions and replaces any cards he/she 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 5x5 or 6x6 arrangement may be more interesting.

Go 10

Objective: to explore different combinations that makes 10

Materials: 6 sets of numeral cards (1- 9)

Procedure: All the cards are dealt. 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 9 in front of himself, face up. A player can continue asking for card as long as he/she gets the card he requested. If he/she does not get the card he asked for, the turn passes to the person who said, "I don't have it." The person who makes the greatest number of pairs is the winner.

Car Coloring

Objective: to count the number of dots and add them

Materials: two big dices, box of giant crayons, 4-5 identical cardboards, cut-outs of cars

Number of players/participants: 4 – 5 children

Procedure:

1. Each player gets a cardboard cut-out of car.
2. All players sit together.
3. First player rolls the big dice and count the number of dots.
4. Using crayon, the player puts the total number of dots on his/her car cut-out.
5. Going clockwise, the next player repeats steps 1-4.
6. The game goes on and on until a player has his/her car completely covered with dots.
7. The one whose car is completely covered with dots wins.

C. OTHER LANGUAGE ARTS ACTIVITIES

Call Out Tic-Tac-Toe

Objective: to blend consonants and vowels to make words

Materials: Call Out tic tac-toe game boards, 14 letter cards (b,c,d,f,g,h,i,l,m,n,p,r,s,t,w), pencils

Number of players/participants: 4 – 5 children

Procedure:

1. Use index cards to make the letter cards. Mix up the cards and place them facedown in a pile.
2. Distribute the Call Out Tic Tac Toe game board to each child (each game board has a 3x3 grid, with each square having a _(vowel)_ on it – ex. “_a_, _o_, _u_” etc.)
3. Play as you would Call Out. Turn over the top card and read the letter. Children will write that letter on a blank on their game board. Continue reading the top card and setting it aside until one player has completed a word and calls “I Got A Word!” (use the pile again if needed. Players may add a second consonant to make a blend or cluster. Players may also use the same letter twice on one blank).

10 Months

Objective: to manipulate letters to create new words

Materials: 10 envelopes, 66 letter cards (all letters in all months of the year except June and July), pencil, chart paper with the 10 months written on it:

January	February
March	April
May	August
September	October
November	December
Total Points:	Total Points:

Number of players/participants: 5-6 children

Procedure:

1. Put the letter cards for each month in an envelope. Write the name of the month on the outside of the envelope.
2. Distribute the envelopes and 10 Months chart paper to players.
3. Players check the contents of the envelopes by first using the letter cards to spell the name of the month.
4. Players use the same letters to spell other words and record them on paper.
5. Score one point per letter. Play again and challenge children to beat their previous scores.

Tire Tracks

Objective: to make tire print paintings using a variety of materials

Materials: paper, paint, anything that can make a print – toy cars, carved vegetables, old sponges, etc.

Number of players/participants: 5 – 6 children

Procedure:

1. Give each child a sheet of paper. Put the toys and other things in the middle of the table.
2. Invite the children to get one toy and dip the wheels/sides in the paint. After dipping, show them how to lightly pat the wet portion on the sponge so it is still damp with paint but not soaking wet.
3. Children will roll the tires and stamp the toys around their paper to make print designs.

SONGS/POEMS/RHYMES

The Wheels of the Bus

(tune of Mulberry Bush)

*The wheels of the bus go round and round,
Round and round, round and round
The wheels of the bus go round and round
All through the town.*

*The driver of the bus says Move On Back! Move On
back! Move On Back!
The driver of the bus says Move On Back!
All through the town.*

*The people on the bus go up and down, up and down,
up and down.
The people on the bus go up and down all through the
town.*

Substitute these also:

*The horn of the bus goes beep beep beep.
The wipers on the bus go swish, swish, swish.
The doors on the bus go open and shut.
The bell on the bus goes ding-ding-ding.
The driver on the bus says, "Move on back"..
The lady on the bus says, "Get off my feet"..
The baby on the bus goes, "Wa-Wa-Wa"..
The people on the bus say, "We had a nice ride"..
Use a child's name as in "Mark on the bus say Let Me
Off!" etc.*

The Bus

*There is a painted bus,
With twenty painted seats,
It carries painted people
Along the painted streets.
They pull the painted bell,
The painted driver stops,
And they all get out together
At the little painted shops.*

The Airplane

*The airplane has great big wings:
arms outstretched
Its propeller spins around and sings, "Vvvvvv!"
make one arm go round
The airplane goes up:
lift arms
The airplane goes down:
lower arms
The airplane flies high
arms outstretched, turn body around
Over the town!*

I'm a Little Airplane

(tune "I'm a Little Teapot")

*I'm a little airplane,
(children raise arms at sides to shoulder height.)
Now watch me fly!
(They spin one of their arms in front of them as if it
were a propeller)
Here are my instruments
From down low to up high.
(With their other arm, they reach from the ground to
above their heads.)
First I get revved up.
(Children make engine noises while still spinning their
arms.)
Then I can fly,
(Children raise arms to shoulder height.)
Lifting off the runway
(They start walking forward.)
Up into the sky!
(They go up on their tiptoes and continue to move
forward. Let them circle awhile before returning to their
original positions.)*

Row, Row, Row Your Boat

*Row, row, row your boat,
gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.*

Train is a' Comin'

(Skip to my Lou)

[
Chorus:
*Train is a' comin', Oh yes,
Train is a' comin', Oh yes,
Train is a' comin', train is a' comin',
Train is a' comin', Oh yes,*
Verse:
____ Sarah is the engineer, Oh yes,
____ is the conductor, Oh yes
____ is the passenger, Oh yes.
Train is a' comin'

*Blinking stoplights flash and glow.
City traffic's stop and go.*

*Pull to the right for the siren sound.
Fire trucks are all around.*

*Traffic stops while a car gets towed.
Lots of people cross the road.*

*City traffic's really cool,
But I hope that I'm not late for school!*

City Traffic by Betsy Franco

*Beep, honk, step on the brake.
City traffic makes us wait.*

*Taxis dodging here and there.
Cars and vans are everywhere.*

*Buses pick up girls and boys.
Trucks look like they're giant toys.*

D. INDOOR/OUTDOOR ACTIVITIES

-ing Charades

Objective: to identify the inflectional ending -ing

Materials: 8 word cards: clean, grow, hop, paint, skate, sleep, swim, tickle (with a line underneath the word)

Number of players/participants: Groups of eight

Procedure:

1. Make a set of word (or action) cards for each group. Mix up the cards and place them facedown in a pile in the middle of each group.
2. The first player in each group takes the top card and reads it silently, without showing it to the others.
3. The player acts out the word (or the illustration) as the group guesses the action.
The correct answer should be phrased like this: (Child's name) is _____ing.
4. If the answer is correct, the team helps the player spell (or say) the -ing form of the word aloud. The player may write the word on the line and keeps the card. The teammate who correctly guessed the action picks the next card and acts out that word for his/her group. The team with the most cards at the end wins.

Twinkle, Twinkle Little Word (short rhyme, whole group activity)

Sing to the tune of 'Twinkle Twinkle Little Star'

Lyrics:

Twinkle, twinkle, little word
What's the new word to be heard?
If I take off the FIRST sound
What new word will now be found?
Take the /sh/ right off of shout.
Now the new word sounds like...
_____. (out)

Twinkle, twinkle, little word
What's the new word to be heard?
If I take off the LAST sound
What new word will now be found?
Take the /er/ right off of hammer.
Now the new word sounds like...
_____. (ham)

*note to teacher: provide other examples of words for the poem. Ask the children if they would also like to volunteer their own examples as well.

Passengers in the Tricycle

Two children form a tricycle by facing each other and placing their hands on each other's shoulders. Another child is a passenger and gets in between their arms. The rest of the class forms tricycles with passengers. There should be one extra passenger at the center of the tricycles. When a whistle is blown, all the passengers hurry to another tricycle. The one left over then goes at the center and the game continues.

Jump out of the Plane

Place two ropes on the ground. Ask them to pretend that they are in a plane. The children line up single file and jump out of the plane one at a time. After every child has jumped, move the rope to make the space wider. When a player can no longer jump the distance he's/she's out of the game. The object is to see how wide a distance the children can jump. (You can also play this game by drawing lines in the dirt or sand.)

Car Relays

Divide the class into teams with five or six players each. Have players line up single file, and one at a time pretend they are driving a car to a designated point and go back. The first player tags the second player who then does the same thing to the distance. The first team to have all players drive is the winner.

Racing Car Driver/Race to Finish

Objective: to write numerals up to 10

Materials: pad paper, marking pen, giant crayons, double adhesive tape, pair of scissors

Number of players/participants: 10 per group

Procedure:

1. Let each child write numerals 1-10 in the air as a warm-up activity.
2. Divide the class into teams with ten children each (max).
3. Attach a tag to each member using double adhesive.
4. Let the player line up in a single file. They will pretend that they are driving a racing car.
5. Driver runs to a designated point then runs back and tags driver 2, who does the same, this time tagging driver 3.
6. The first to have all the drivers run win.

Vehicle Obstacle Course

Have your child hold a hoop around his/her middle to represent a car, bus, or truck. Have him/her start his/her vehicle and drive it around. Provide obstacles on the "road," such as a bench to climb over to represent a hill or a mat to jump over to represent a bridge over water. Have your child drive slow and then fast. As your child "drives," play music to represent a radio in their truck.

KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS
WEEK 35: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: People Go to Places		
MEETING TIME 1: Message: Some people travel by land. Questions: What do people ride when they travel by land?	MEETING TIME 1: Message: Some people travel by sea. Question: What do people ride when they travel by water?	MEETING TIME 1: Message: Some people travel by air. Question: What do people ride when they travel by air?
WORK PERIOD 1 Teacher-Supervised: Call Out Word Game Independent: <ul style="list-style-type: none"> • Dramatic Play • Transportation Puzzles • Syllable Race • Wheel Sequence • Writer's Workshop 	WORK PERIOD 1 Teacher-Supervised: Call Out Word Game Independent: <ul style="list-style-type: none"> • Boat Collage • Transportation Junk Models • Transportation Puzzles • Sand Play • Syllable Race 	WORK PERIOD 1 Teacher-Supervised: Transportation Mobiles Independent: <ul style="list-style-type: none"> • Transportation Junk Models • Sand Play • Rhyme Cover All • Fishing for Rhymes • Writer's Workshop
MEETING TIME 2: Play Round Robin Rhyme Introduce the song " Bike Ride "	MEETING TIME 2: Play "What's the Word?" (opposite words) Song: The Wheels on the Bus	MEETING TIME 2: Message: Some vehicles are not like each other Compare kinds of transportation, focusing on those that have not similarities – airplane & horse, banca & tricycle
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Ang Barumbadong Bus	STORY: Bus stops	STORY: Snakes on the Bus
WORK PERIOD 2: Teacher-Supervised: Train Ride; Balloons Independent: <ul style="list-style-type: none"> • Block Play • More or Less Spin It • Call Out: Addition (0-10)/ Call Out: Subtraction (0-10) • What numbers can you make? • Number Train Graph 	WORK PERIOD 2: Teacher-Supervised: Ten Spots Independent: <ul style="list-style-type: none"> • Block Play • More or Less Spin It • Call Out: Addition (0-10)/ Call Out: Subtraction (0-10) • What numbers can you make? • Number Train Graph 	WORK PERIOD 2: Teacher-Supervised: Dogs in a Pocket Chart Independent: <ul style="list-style-type: none"> • Block Play • Shark Attack • Three in a Row • Draw 10/ Go Find 10/ Tens Concentration • Caps with Cans • Grab Bag with Partners
INDOOR/OUTDOOR ACTIVITY: Hot Cars	INDOOR/OUTDOOR ACTIVITY: The Boat is Sinking	INDOOR/OUTDOOR ACTIVITY: Red Light, Green Light, Traffic Lights
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
<p>MEETING TIME 1: Message: People do different jobs related to our transport service. Ex. driver, conductor, gas boy, mechanic, dispatcher, pilot, flight attendants, ship captain</p> <p>Question: What are examples of jobs that are related to the transport service?</p>	<p>MEETING TIME 1: Message: People follow safety rules when traveling.</p> <p>Questions: What safety rules do people need to observe? Why is it important to observe safety rules?</p>	
<p>WORK PERIOD 1 Teacher-Supervised: Blend It</p> <p>Independent:</p> <ul style="list-style-type: none"> • My Book of Vehicles • Transportation Junk Models • Transportation Picture- Word Match • Play dough • Picking Up Game for Rhymes 	<p>WORK PERIOD 1 Teacher-Supervised: Transportation Word List Poster: Safety Rules</p> <p>Independent:</p> <ul style="list-style-type: none"> • Transportation Picture-Word Match • Picture Sorting (Different Types of Vehicles) • Play dough • Rhyme Cover All 	
<p>MEETING TIME 2: Introduce the song " Twinkle, Twinkle Traffic Light</p> <p>Have children show their Transportation Junk Models in class. Let them talk about the features and the function of the vehicle that they created.</p> <p>Do Segmentation Exercises</p>	<p>MEETING TIME 2: Introduce the song " This is the way we cross the street ..."</p> <p>Do Segmentation Exercises</p>	
<p>Supervised Recess</p>	<p>Supervised Recess</p>	
<p>STORY: Ang Bisikleta ni Momon</p>	<p>STORY: Ang Ambisyonong Istetoskop</p>	
<p>WORK PERIOD 2: Teacher-Supervised: Make Ten; Ten Frames</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Shark Attack • Draw 10/ Go Find 10/ Tens Concentration • Caps with Cans • Grab Bag with Partners 	<p>WORK PERIOD 2: Teacher-Supervised: Hands Down, Kites Up</p> <p>Independent:</p> <ul style="list-style-type: none"> • Blocks • Pattern Blocks • Checkered Flags • How Many More, How Many Less • Draw 10/ Go Find 10/ Tens Concentration 	
<p>INDOOR/OUTDOOR ACTIVITY: Follow the Driver</p>	<p>INDOOR/OUTDOOR ACTIVITY: Hot Cars</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX WEEK 35

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Transportation puzzle

Objective: to develop fine motor coordination and visual discrimination

Materials: cardboard, scissors, pencil

Number of players/participants: 2 – 5 children

Procedure:

1. Teachers to cut out or draw pictures of vehicles such as ship/boat, car/bus, and airplane/jet.
2. Cut the pictures into 3 to 5 pieces.
3. Let the children connect the puzzle to reveal the hidden vehicle. The puzzle, let the group identify the vehicle.
4. After completing the puzzle, let the group identify the vehicle.

My Book of Vehicles

Objective: to develop fine motor coordination

Materials: old magazines, scissors, paste, bond paper, crayons, pencil

Number of players/participants: 2 – 5 children or whole class

Procedure:

1. Distribute different magazines to each group (in places where there are no magazines available, ask the children to bring out bond papers, crayons and pencils instead and draw)
2. Ask the children to cut the vehicles they can see in the magazines/draw the vehicle that they know.
3. Let them paste it in a clean bond paper.
4. Teacher shall write verbatim, whatever children describe or whatever they may have to say about the vehicle.
5. Make a book of what the children have done.

Wheel Sequence

Objective: to arrange objects in sequence according to size

Materials: various-sized circles

Number of players/participants: 3 – 4 children

Procedure:

1. Cut out various sized circles from posterboard to represent wheels.
2. Have the children sequence the wheels from largest to smallest.

Boat Collage

Objective: to arrange objects in sequence according to size

Materials: various-sized circles

Number of players/participants: 3 – 4 children

Procedure:

1. Have children look through magazines and cut out pictures of boats and ships.
(Note: If there are no magazines available, teacher brings pictures of these).
2. Then let them paste on bond paper.

Painting- Vehicles on Water

Objective: to develop fine motor coordination

Materials: paints, bond papers, water

Number of players/participants: 2 – 5 or whole class

Procedure:

1. Assist the children towards the painting area.
2. Allow them to paint any kind of vehicle they know that moves on water.
3. Ask the children to post their works in the art wall of the class.

Playdough- Different Vehicles

Objective: to develop fine motor coordination, creativity

Materials: playdough

Number of players/participants: 2 – 5 children

Procedure: Ask the children to create their own vehicle using the playdough.

Transportation Junk Models

Objective: to develop gross motor/fine motor coordination

Materials: junk materials, scissors, pencil, markers, crayons, paste/glue

Number of players/participants: 2 – 5 children

Procedure:

1. Ask children to form into groups.
2. Let them construct different kinds of transportation using junk materials available in the area. (Solicit assistance of parents to bring junk materials prior to the activity.)

Transportation Wordlist

Objective: to give words related to transportation

Materials: markers, manila paper, bond paper, markers

Number of players/participants: 2 – 5 children

Procedure:

1. Ask children to think and say words related to vehicles/transportation.
2. Teacher writes/list down what are told.
3. Encourage no repetition.
4. Allow invented spellings if a child attempts to write what he/she said.

Sand/Water Play

Objective: to develop gross motor/fine motor coordination

Materials: toy vehicles, large basin filled with sand

Number of players/participants: 2 – 5 children

Procedure: Allow free-play in sand/water if there's an available.

Transportation Theme Poster

Materials: magazines with cars trucks. (Auto Traders are good), scissors, glue, poster board

Procedure:

1. Have the children cut out cars, trucks, boats...from magazines.
2. Divide the poster in three sections. One for modes of transportation in the air, on the ground and on water.
3. Facilitate pasting cutouts in corresponding column/section.

B.OTHER MATH ACTIVITIES

Train Ride

Objective: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of players: small or whole group

Procedure:

1. Divide the class into 2 groups.
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

Objectives: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of players/participants: individual, small or whole group

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.

Ten Spots

Objective: to make sums of 10

Materials: lady bug cut-out with 5 spot cut-outs on the left side and 5 spot cut-outs on the right side

Number of players/participants: small group

Procedure:

1. Show the children cut out of lady bug with 5 spots on the left and 5 spots on the right
2. Read the poem Ten Spotted Animal. Introduce these animals to the children or let them think of what animals have spots.
3. Draw a picture or picture card for each animal in the poem and place the picture next to its name.
4. Ask the children to look at the lady bug and talk about other ways the ten spots could be arranged, such as six on one side and 4 on the other side.

Ten-Spotted Animals

Some ten-spotted bugs
 And ten-spotted frogs
 And ten-spotted leopards
 And turtles and dogs
 All gathered together
 To check out their spots
 And to find all ways
 Of arranging ten dots

Dogs In The Pocket Chart

Objective: to find sums up to quantities of ten or less

Materials: pocket chart, square paper

Number of players/players: small group

Procedure:

1. Ask children where they usually see dogs having fun outside and what dogs do when they get together.
2. Let each child draw a dog on a sheet of square paper (should fit pocket chart).
3. As you read the poem Dog Tales, let the children act it out with their dogs.

Dog Tales

Two dogs at the park bench, Three more dogs come by, They sniff and they yip, But they act rather shy.	Three dogs on a leash, Four dogs on their own, Their playing and nipping And sharing a bone.
---	---

Four dogs by the oak tree, Two dogs come along, A few quiet growls, But nothing goes wrong.	Two dogs greet two dogs With a high, happy bark A treat for a dog Is a walk in the park.
--	---

4. Then read the poem again, stopping before each verse to discuss how many dogs will be needed for the upcoming verse and selecting volunteers.
5. Have children use the dogs to create other situations such as 4 dogs meeting 1 dog.
6. You may want to write number sentences to match the situations ($4 + 1 = 5$)

Variation: Children will create new addition problems and use manipulative to represent the dogs. It will be easiest for children if each of the two groups of dog manipulative is a different color; they can use yellow and red counters to represent 2 different groups of dogs. Have a pair of children pull a handful of counters from a paper bag. Then children create an addition problem about dogs based on the number of counters and draw a picture to record it.

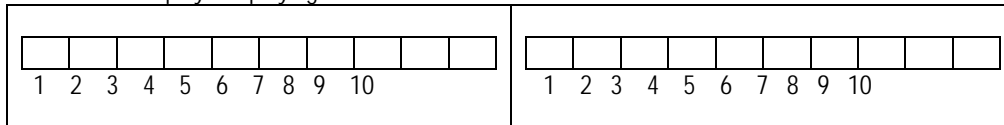
Make Ten

Objective: to explore different combinations that make 10

Materials: paper, pen, one playing die, game board at least twenty counters

Procedure:

1. Give each player a playing board.



2. Players take turns throwing the die.
3. Player gets as many counters as the number that comes out.
4. Throughout the game the teacher asks questions such as "How many more do you need to reach ten?"
5. Player who reaches ten first wins

Variation: Players fill up playing board with ten counters. Counters are removed from board as player throws the die.

Tens Frames

Objectives: to learn the names of numbers

to develop understanding of one-to-one correspondence between objects and number words

to look at relationships within quantities by grouping, skip counting and visualizing number patterns

Materials: Tens Frames board, counters

Procedure:

1. Begin with 5 counters.
2. Tell children to use only the top cells on the Tens Frames board.
3. Tell children to place 2 counters on the frame and ask, "How many more counters do you need to fill up the space."
4. Children then check their answer by placing the counters on the Tens Frames board.

Allow children to work in pairs, with 1 child giving directions and asking questions and the other child following directions and giving the answer. Children trade roles after each problem. When children are comfortable working with quantities of 5, tell them they can work with quantities of 10.

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 two 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.

Totally different?

Objective/Competency: to describe and disjoint sets or sets that do not have anything in common

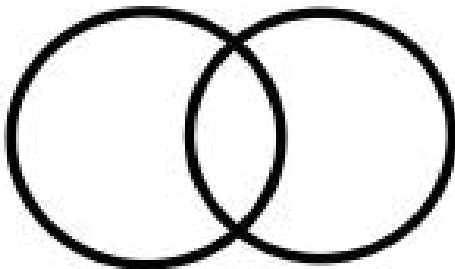
Materials: cardboard, scissors, pencil

No of players/participants: individual/ or in pair

Procedure:

1. Ask children to be in pairs.
2. Give each pair set of vehicles (ex. 1 member holds a horse, the other holds a ship).
3. Ask the children to describe each vehicle they hold and see the similarities and differences of each one.
4. Let them fill up the Venn diagram in doing this activity.

VENN DIAGRAM



All about
cars

All about
both

All about
ships

Caps and Cans

Objective: to count 1-10

Materials: bottle caps, large coffee cans and a permanent marker

Number of players/participants: 2 – 5 children

Procedure:

1. With the marker teachers number cans with dots (Use one through 10).
2. Let children count the number of dots on each can.
3. Then let children try to toss that many caps into the can.
4. Children will find this fun game among friends, seeing who can get more caps into the cans.

More Or Less Spin It

Objective: to compare quantities

Materials: cubes or blocks, more or less spinner

Procedure:

1. Teacher tells the children to build a tower of 5 blocks.
2. Children take turns spinning the more or less spinner, to determine if they will build towers more or less than the original tower.
3. If spinner lands on less, children build a tower less than 5.
4. Each child shows the group his or her tower. The group describes the relationship.
"The original tower is 2 cubes higher. The new tower is 2 cubes less than 5."
5. If the spinner lands on more, children build a tower more than 5.
6. Each child shows the group his or her tower. The group describes the relationship.
"The original tower is 3 cubes lower. The new tower is 3 more than 5."

Call Out Math: Addition

Objective: to match an addition fact with its correct sum

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 1 or more children

Procedure:

1. Provide each player with a call out 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 call out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Call Out Math: Subtraction

Objective: to practice subtraction

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 1 or more children

Procedure:

1. Provide each player with a call out 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 Call Out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

FIND 10

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

Procedure:

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him/her in a stack, Face down, without looking at them.
2. By turns, players turn over the top card of his/her stack. If this card can be used with one on the table to make a total of 10, the player can take it and keep the pair. If there are no cards that can be used, he/she has to discard his/her card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

DRAW 10

Objective: to explore different combinations that makes 10

Materials: 6 sets of numeral cards (1- 9)

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 10. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding her/his cards like a fan and letting the person to her/his left draw one of them without looking. If the person who draws the card can use it to make 10 with one of the cards in her/his hand, she/he discards the pair in the middle of the table. If she/he cannot use it, she/he has to keep it. She/he then holds all her/his cards like a fan so that the person to her/his left can draw one of them by chance.
4. Play continuously until one person is left holding the odd card and loses the game.

TENS CONCENTRATION

Objective: to explore different combinations that makes 10

Materials: 6 sets of numeral cards (1- 9)

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/she is successful. If he is not successful, he/she 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.

GO 10

Objective: to explore different combinations that makes 10

Materials: 6 sets of numeral cards (1- 9)

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 9 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.

Grab Bag with Partners (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespins, paper sack, individual chalkboards

Number of players/participants: pairs

Procedure:

1. Partner A fills the bag with 10 clothespins (or depending on what number is being worked with).
2. Partner B reaches into the bag and takes out some clothespin, showing Partner A what has been removed.
3. They predict how many clothespin they think are left.
4. Then, they check their predictions, and each child records the equation on a chalkboard or a sheet such as the one below.

Name _____	
I played a game today.	
These are the equations I made.	

Number Train Graph (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespin (2 colors), Manila or kraft paper

Number of players/participants: individual or small group

Procedure:

1. The children try to find all the possible arrangements for the combinations that make up 10
2. As they find the arrangements, place it in the appropriate column of the Manila Paper.
(The links can be labeled with the labeled possible combinations, or the children can label the links as needed.)

What Numbers Can You Make (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespin, crayons,

Number of players/participants: individual or small group

Procedure:

1. The children make clothespin links (each link made with different color clothespin and no stack more than ten clothespins long). There can be more than one link of any particular number. The object is to try to make each of the numbers from one to ten in as many ways as possible.
2. The children are allowed to use more than one link to make any number, but they may not break any link apart. If they cannot make a number, they are to cross it out. If they can make the number, they write the equation that describes the trains used.
3. The game can be played over and over, as it will be a new experience each time the numbers used changes.

Three In A Row

Objective: to sequence numbers

Materials: two to three sets of number cards 0 to 10

Procedure:

1. Shuffle and deal six cards to each player. (Two or three can play.)
2. Put the rest of the cards in a pile face down, then, turn over the top card.
3. The aim of the game is to make up a set of three numbers in sequence by taking turns picking up a card and throw one away. First to get a set of three wins.

Checkered Flags

Objective: to order or sequence numbers from least to greatest and vice versa

Materials: race car cards, Number cube

Number of players/participants: 2 children



Procedure:

1. Shuffle the Race Car cards and stack them between the players.
2. Have each player draw three cards from the stack and place them facedown on the table.
3. Players take turns rolling the number cube to determine how many more Race Car cards both player should draw from the stack. Remind players to keep all their cards facedown on the table.
4. If the number cube lands on the Checkered Flag, both players turn over their cards and arrange them in numerical order from smallest to largest as quickly as they can. The first player to get all his or her Race Car cards in numerical order wins. Reshuffle the cards to play the game again.

VARIATION: Instead of arranging the cars from smallest to largest, have players arrange the cars from largest to smallest.

Pattern Block Puzzles

Objective: to explore relationships of shapes and determine how many ways the shapes can be arranged in a particular space

Materials: pattern blocks, pattern block puzzles, pattern block recording sheet

Number of players/participants: individual, pair or small group

Procedure: Children fill the shape and keep track of the ways they find

B. OTHER LANGUAGE ARTS ACTIVITIES

Blend It!/Slow Talk

Objective: to identify various sounds of digraphs and blends

Materials: strips of colored papers, paste, markers

Number of players/participants: 2 – 5 children or whole class

Procedure:

1. Teacher stretches out words and asks: Can you figure out these weird-sounding words?

Example:

b-b-b-ed
c-c-c-...andy
d-d-d-.. ad

2. Ask the children to write words that they have figured out in strips of paper.
3. Let the children post the words in the wall.

Call Out Word Game

Objective: to draw vertical, horizontal or diagonal lines

Materials: call out cards with different words related to vehicle (with pictures), stones/seeds as markers, strips of papers with the words related to vehicle

Number of players/participants: 2 – 5 children or whole class

Procedure:

1. Distribute the call out cards to the children.
2. Make sure each child has a card of his/her own.
3. Draw one card from the box and read in to the children.
4. Assist the children in marking their cards.
5. The first one to make a vertical, horizontal or diagonal line wins the game.

Syllable Race

Objective: to count syllables in a particular word phonemic awareness: syllables

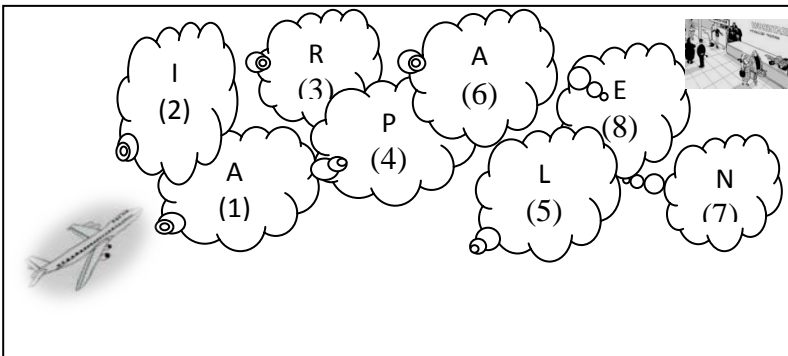
Materials: gameboard, stones or seeds as markers, group of words with various number of syllables

Ex. Jet- 1

Airplane-2

Helicopter-4

Number of players/participants: 2 – 5



Procedure:

1. Give the gameboard to the group.
2. Determine who will get the first turn.
3. Ask the child to pick one word and read (if the child can't read, then the teacher will do it)
4. Ask the child to clap the syllables of the word picked.
5. The number of syllables will determine the steps the child will make towards the airport.
6. Whoever gets to the airport first wins the game.

Jumbled Words

Objective: to form words from available letters

Materials: jumbled letter cut-outs

Number of players/participants: 2 – 5 children or whole class

Procedure:

1. Give each child a letter in each group.
2. Allow the children to consult with each other and brainstorm on what the hidden word is.
3. After the group has finished guessing the word, they will be given another set of word to form.
4. This will be done until all the words are revealed.
5. The group who has formed the most words in a given time is the winner.

Picking Up for Rhymes

Objective: to listen for rhymes, parts and syllables of words

Materials: fish cards with different rhyming words, fishing rod (magnet or string)

Number of players/participants: 2 – 5 children

Procedure:

1. Ask each child to fish for words that rhyme.
2. Each child will fish twice. If he/she gets words that rhyme, he/she'll keep it. If in case the words do not rhyme, the fish will be thrown back to the "water" or box.
3. The child who will get the most rhyming words will be the winner.

STORIES

Ang Barumbadong Bus

Questions Before Reading:

- Nakaramdam na ba kayo ng takot?
- Ano- ano ang mga kinatatakutan ninyo?

Questions While Reading:

- Ano sa tingin ninyo ang magyayari kay Kas?
- Naging malungkot na rin ba kayo dahil sa inyong itsura? Ano pang mga bagay ang nagpalungkot sa inyo?

Questions After Reading:

- Tungkol kanino ang kuwento?
- Ilarawan nga ninyo si Kas?
- Bakit ayaw siyang sakyan ng ibang tao?
- Ano ang nagyari sa kanya sa pagtatapos ng kuwento?
- Kung ikaw si Kas, gagawin mo rin ba ang katulad ng ginawa ni Kas? Bakit?

Bus Stops

Questions before Reading:

- *Do you want to ride in a bus?*
- *Can you tell me why?*
- *Who usually ride in bus?*

Our poem will tell us who rides in a bus.

Questions While Reading:

- So far who have ridden in the bus in the poem?
- Who else do you think rides in the bus? Let's continue...

Questions After Reading:

- *What kind of transportation have we learned today?*
- *Have you counted how many times the bus stopped?*
- *Who steps off first? 2nd?*

Let's try to count how many times it stopped... first, it stops, 2nd, 3rd, 4th, etc. (Introduce chronological orders)

The Snakes on the Bus

Questions before Reading:

- How many have pet animals here?
- Do you want to own one?
- Can you tell me how this animal sounds?

Our story tells about the different animals in the bus. Let's find out

Questions While Reading:

- 1 What was the story about?
- What animals have we met in the story?
- Can you tell me what these animals are doing inside the bus?

Questions After Reading:

- Have you counted how many times the bus stopped?
- Who steps off the bus first? 2nd?...
- If you were on that bus, where will you want to stop? Why?

Let's try to count how many times it stopped... first, it stops, 2nd, 3rd, 4th, etc. (Introduce in chronological orders)

SONGS/POEMS/RHYMES

Bike Ride

(Tune: "Row, Row, Row your Boat")

Pedal, pedal, pedal your bike carefully down the street.
Round and round and round it goes, pedal with your feet.
Row, row, row your boat,
gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.

Airplane

I press on the starter,
The propeller whirls around
My airplane and I
Brush over the ground.
I lift from the field,
The motor roars out loud,
Far below is the earth,
Above me a bright cloud.
I dip and I drop
I swoop and I rise--
Oh, it's fun to be flying Way up in the skies

School Bus Comes for Me

(Tune: Farmer in the Dell)

The school bus comes for me 2x
Hey ho it's time to go
The school bus comes for me
First we pick up John
Next we pick up ____
Then we pick up ____
Last we pick up ____
Now we are at school 2x
Clap and cheer we're finally here.
Now we are at school

This is the Way we Cross the Road

This is the way we cross the road 3x (3x)
Early in the morning.

Traffic Light

(Tune: Twinkle, Twinkle Little Star)

Twinkle, twinkle, traffic light
Standing on the corner bright
Green means go, we all know
Yellow means wait, even if you're late
Red means stop
Twinkle, twinkle, traffic light
Standing on the corner bright

INDOOR/OUTDOOR ACTIVITIES

Follow the Driver

The class lines up behind a chosen driver. Wherever the driver goes, the rest of the class must follow. The driver may hop, march, skip, crawl under a table, or perform other actions. Give several children a turn to play driver.

The Boat is Sinking

When the teacher says, "the boat is sinking group yourselves into 4", children looks for companies of 4. The child/ children who cannot form a group of the announced number will lose their turn and sit down. The game continues as soon as there will be 2 children left.

Hot Cars

Children stand in a circle and pass around a toy vehicle (car, airplane, boat, etc.) Music is played, but when the music stops the one who is holding the toy vehicle must sit down. The game is played until there is only one child left standing.

Red Light, Green Light (or Traffic Light)

Cut out a red and green circle. Attach the circles to short sticks. From that point, play it like the classic game. When you hold the green circle, the children walk toward you. When you hold up the red, they must stop.

KINDERGRATEN CLASS FOURTH GRADING DAILY PLANS

WEEK 36: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: Caring for our Community		
MEETING TIME 1: Message: People must care for their own community. They must dispose their garbage properly. Questions: How do you dispose your garbage at home? How do we dispose our garbage in school?	MEETING TIME 1: Message: There are some things that we can reuse. Question: What things can we reuse?	MEETING TIME 1: Message: We need to reduce our trash. We can reduce trash by reusing and recycling our old things. Question: What things can be recycled?
WORK PERIOD 1 Teacher-Supervised: Class Survey: How do you Dispose your Garbage? Independent: <ul style="list-style-type: none"> • Junk Models • Trash Collage or Mural • How many syllables? • Opposite Connect • Writer's Workshop 	WORK PERIOD 1 Teacher-Supervised: Lit-based: Si Tembong Mandarabong Character Mobile Independent: <ul style="list-style-type: none"> • Making School Signs • Junk Models • How many syllables? • Opposite Connect 	WORK PERIOD 1 Teacher-Supervised: The Three R's Poster Collage Independent: <ul style="list-style-type: none"> • Environmental Banners • Mini-book: How can I keep my home and school clean? • Letter Tallies • WS: Opposite Match Which does not belong? (Rhyming Words)
MEETING TIME 2: Introduce the "Recycling Song "Invite children to show their Junk Models. Talk about other uses of these junk materials. Discuss why is it important to recycle materials. (see appendix)	MEETING TIME 2: Talk about the school signs on recycling and the environmental banners they made. Ask if there are other areas in the school which might be in need of additional signs.	MEETING TIME 2: Teach the song Reduce, Reuse, Recycle Discuss different ways they can apply the 3R's in their homes.
Supervised Recess		
STORY: Si Tembong Mandarabong		
STORY: May Pera sa Basura		
STORY: Si Emang Engkantada at ang Tatlong Haragan		
WORK PERIOD 2: Teacher-Supervised: Eyes (counting groups of 2) Independent: <ul style="list-style-type: none"> • Block Play • Pattern Blocks • Five in A Row • Shark Attack • Call Out: Addition (0-10)/ Call Out: Subtraction (0-10) • Make Ten 	WORK PERIOD 2: Teacher-Supervised: Pair Pressure -counting groups of 2 (beginning multiplication) Independent: <ul style="list-style-type: none"> • Block Play • Pattern Blocks • Five in a Row • Shark Attack • Call Out: Addition (0-10)/ Call Out: Subtraction (0-10) • Make Ten 	WORK PERIOD 2: Teacher-Supervised: Calling all caterpillars Independent: <ul style="list-style-type: none"> • Block Play • Who Has More? • Checkered Flags • Ten Frames • How Many More, How Many Less

INDOOR/OUTDOOR ACTIVITY: Garbage Race	INDOOR/OUTDOOR ACTIVITY: Walk the Number Line	INDOOR/OUTDOOR ACTIVITY: Word Relay
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine
THURSDAY	FRIDAY	NOTES
MEETING TIME 1: Message: There are some things that we can recycle. Question: What things can we recycle?	MEETING TIME 1: Message: Garbage can be classified as biodegradable (nabubulok) and non-biodegradable (hindi nabubulok). Questions: Can you give examples of things that are biodegradable and non-biodegradable?	
WORK PERIOD 1 Teacher-Supervised: Literature-based: Story Trail Independent: <ul style="list-style-type: none"> • 3 R's Sorting Game • Biodegradable Picture Puzzles • Mini-book: How can I keep my home and school clean? • Letter Tallies 	WORK PERIOD 1 Teacher-Supervised: Literature-based: Story Trail Independent: <ul style="list-style-type: none"> • Biodegradable Picture Puzzles • 3 Sorting Game • Literature-based: Saan pumunta si Diego at Marie? • WS: Directional Words • Writer's Workshop 	
MEETING TIME 2 Teach the song Recycling is the Greatest	MEETING TIME 2: Discuss different ways they can apply the 3R's in the community.	
Supervised Recess	Supervised Recess	
STORY: Diego and Marie	STORY: Ako si Kaliwa, Ako si Kanan	
WORK PERIOD 2: Teacher-Supervised: Beautiful Butterfly Wings (symmetry) Independent: <ul style="list-style-type: none"> • Block Play • Who Has More? • Checkered Flags • Ten Frames • How Many More, How Many Less 	WORK PERIOD 2: Teacher-Supervised: Triangles – counting groups of 3 (beginning multiplication) Independent: <ul style="list-style-type: none"> • Block Play • Pattern Blocks • Busy Bee • Caps and Cans 	
INDOOR/OUTDOOR ACTIVITY: Creative Movement: Plants and Trees Movement	INDOOR/OUTDOOR ACTIVITY: The Boat is Sinking	
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	

APPENDIX WEEK 36

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Concepts to be tackled during Meeting Time 2:

Recycle: We should not throw cans, bottles and newspapers into landfills. These items can be recycled. Don't throw those shoe boxes away -- they can become toy dioramas or doll houses. Discuss how these items get recycled.

Reuse: We do not always need a new piece of paper or a new t-shirt. We can try to reuse what we already have. We can help keep trash out of the landfills. How can a piece of paper be reused? Example: We can use it as wrapping paper, use the clean side of discarded paper material. How can a T-shirt be reused? It can be reused by younger siblings or be given away so that others can use it. It can be used as a rag (for cleaning) or for making quilts or stuffed materials. It can also be used as a patch to cover parts of articles of clothing that have holes.

Reduce - Every home can reduce the amount of waste/garbage it produces and the landfills would last years longer.

Class Survey: How Do You Dispose Your Garbage?

Objective: to construct bar graphs

Materials: kraft paper, squares of colored paper, markers

Number of players/participants: 4 – 5 at a time

Procedure:

1. As a class, identify the different ways of disposing garbage. Use these as categories for the Class Survey.
2. One group of children will ask all of their classmates how they dispose their garbage at home.
3. Answers will be listed down per child (ex. One square, one child) and then later on made into a class graph (ex. Throw in the trash can – Classmate 1, 3, 4, 6. Throw in the compost pit – Classmate 2, 5, 7, 8.)
4. Glue the squares according to each category on the kraft paper. Count and tally the totals for each category.

Environmental Banners

Objective: to identify ways people can help care for the environment

Materials: scratch paper, coloring materials, pencils

Number of players/participants: 5 – 6 children

Procedure:

Ask children to draw the different ways they can help care for their community. Have them write and draw these in the form of a banner.

Making School Signs

Objective: to make environmentally-conscious school signs and reminders for the rest of the school community.

Materials: scratch paper, coloring materials, pencils

Number of players/participants: 4 – 5 children

Procedure:

1. Give each child a piece of paper and ask him to make a school sign that will remind the rest of the school community about garbage disposal, use of facilities and keeping the area clean. Ask them to add drawings to accompany their signs and to color their work.
2. "Laminate" their signs by inserting it in empty store paper plastic wrappers (bond paper packaging) and taping the sides.
3. Post these signs in strategic place/areas in school. Ask the children which areas they think they ought to post their signs.

Junk Models (art activity):

Children will create their own 3D masterpiece using various junk items collected around the house or in school. (ex. junk toy car, junk bahay kubo, etc.)

Trash Collage or Mural

Objective: to create designs out of junk materials; develop fine-motor coordination

Materials: assorted junk materials, glue, manila paper/kraft paper, marker

Number of players/participants: 5 – 7 children

Procedure:

1. Let children choose a place in their community they want to recreate using the junk materials.
2. Help them make an outline of this place if necessary.
3. Have them design their poster using the junk materials.

Mini-book: How can we help keep our home and school clean ?

Objective: to note details, write words and phrases

Materials: blank mini-books, crayons, marker

Number of players/participants: 5 – 7 children

Procedure:

1. Distribute empty mini-books.
2. Ask each one to draw different ways they can keep their home and school clean.

Experiment: Compost Pit

Objective: to find out what happens to garbage and which ones decompose

Materials: old milk carton, plastic bag, 1 cup water, compost pit, 1 pc string bean, fork

Number of players/participants: 2 – 3 children

Procedure:

1. Dig a hole in an area of your school where you are going to dump your "garbage". This will serve as your compost pit.
2. Dump the remaining materials in the hole and cover it up.
3. Return to the classroom. Guess and identify which items will undergo **change** over the course of the week and which ones will stay the same (**Not Change**).
4. After one week, dig out your compost pit using the fork. Check which of your predictions are accurate and which ones are not.
5. Draw and describe observations.

3 R's Sorting Game

Objective: to sort real objects according to things that can be used, reduced, and recycled.

Materials: old newspapers, clean and empty soda cans/bottles, cardboard boxes, etc.

Number of players/participants: 3 – 4 children

Procedure:

1. Children will sort real objects into three piles: things that can be reused, reduced and recycled.
2. Ask them to explain why a particular item should be reduced/reused/recycled, and how?

The Three R's Poster Collage.

Objective: to make a poster from junk materials

Materials: junk materials, coloring materials, pencils

Number of players/participants: 5 – 6 children

Procedure:

1. Make a big Letter R on a piece of paper or tape a few pieces of scrap paper to make a poster size. Draw the letter and then have child paint over the letter.
2. Glue pieces of newspaper, pages from old magazines, junk mail, draw bottles and cans on the picture for the child to paint or color. Discuss how these junk materials can be recycled and reused.

Picture Puzzles

Objective: to form the puzzle as fast as they can

Materials: Colored pictures, postcards and magazines depicting ways of reducing our consumption (or teacher and/or students can draw if pictures are not available)

Number of players/participants: 3 – 4 children

Counting Caterpillars

Some caterpillars crawled along,
Upon the garden wall.
I watch their backs go up and down,
I counted five in all.

One critter hid behind a leaf,
Then there were only four.
I didn't really care too much
'cause there were plenty more.

I put one in my pocket,
But it quickly crawled away.
I still had three more critters
'cause I laughed and let it go.

My sister lost another
So that left me only one more
The last one climbed a tree trunk,
And my counting was all done.

But caterpillars make cocoons
And change their shape and size.
When they have changed, I'll have more fun
By counting butterflies.

Variation: When children create their own caterpillar books, their understanding of the concept of one less will deepen. For each child's book, fold 2 sheets of 8 ½ by 11-inch newsprint and staple to form a 5 ½ inch by 8 ½ inch 4-page book. Positioning the book with the spine at the top makes it easier to illustrate. After the title page, pages should show 5, 4, 3, 2, 1 and 0 animals – one number to a page. Encourage the children to read their books to the class.

Triangles

Objectives: to explore the concept of multiplication by counting groups of the same quantity

Materials: paper (folded into 4 rows), crayons or pencils

Number of players/participants: small group

Procedure:

1. Ask the students to draw 1 triangle
2. Ask, "How many sides does a triangle have?" Ask the students to write the quantity at the right most part of the row.
3. Ask, the student to draw 2 triangles
4. Ask, "How many sides do 2 triangles have in all?" Ask the student to write the quantity at the right most part of the row.
5. Ask the students to draw 3 triangles
6. Ask, "How many sides do 3 triangles have in all?" Ask the student to write the quantity at the right most part of the row.
7. In the last row, ask the students to write the numbers in sequence
3 6 9

Beautiful Butterfly Wings

Objective: to create symmetrical patterns

Materials: construction paper, glue, scissors

Procedure:

1. Let children design their own butterflies or have them work in pairs, with each one responsible for making one of the symmetrical wings. Ask students to fold a piece of black construction paper in half and draw the wings with a pencil or chalk. Then they can cut along the pencil or chalk through both layers of paper in order to cut out both wings at once.
2. Tell children to tear pieces of construction paper to make colorful patterns on the wings.
Model the process to emphasize symmetry.
3. Have children glue down the torn shapes. Painting glue into the whole wing and sticking the shapes.

Five in a Row

Objective: to arrange 10 objects according to size and length (Sequencing)

Materials: 10 sticks of varied length (or any long objects)

Number of players/participants: 2 – 3 children

Procedure:

1. Rumble and give 3 or 4 sticks to each player. (Two or three can play.)
2. Ask the children to put down the sticks and arrange in order according to its size and length. (You may add the number of sticks for each activity depending on how the child works)
3. The aim of the game is to make up a set of 5 to 10 objects in sequence.
First, to arrange the sequence properly and snap finger wins.

Shark Attack

Objectives: to compare quantities

to use the more than or less than symbols to show the relationship between quantities

Materials: Shark Attack game board, 2 number cubes, paper and pencil

Number of players/participants: 2 – 4 children

Procedure:

1. Review the symbols for greater than (>), less than (<), and equal to (=) with players.
2. Players take turns rolling the number cubes. In each turn, a player rolls one cube first and then the second cube. Based on the numbers on the first and second cubes, the player decides in which shark to place the cubes in the order rolled. For example: Say, a player rolls a 1 with the first number cube and a 6 with the second number cube. He or she would put the 1 in the first square of the less than shark and the 6 in its second square.
3. A player gets 1 point for each correct placement. The first player to earn 10 points wins.

Variation: If you want students to practice with larger numbers, white out the numbers on the cubes and fill in numbers from the tens or hundreds families before reproducing the cubes.

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.
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 four big things and four small things in another saucer.
3. Put out bigger number of things.

Call Out Math: Addition

Objective: to match an addition fact with its correct sum

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 1 or more children

Procedure:

1. Provide each player with a call out 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 Call Out, they should reshuffle the cards, then, turn them face down again and continue playing until someone has won.

Call Out Math: Subtraction

Objective: to practice subtraction

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 1 or more children

Procedure:

1. Provide each player with a call out 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 Call Out, they should reshuffle the cards, then, turn them face down again and continue playing until someone has won.

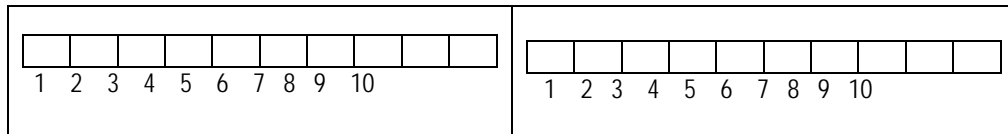
Make Ten

Objective: to explore different combinations that make 10

Materials: paper, pen, one playing die, game board at least twenty counters

Procedure:

1. Give each player a playing board.



2. Players take turns throwing the die.
3. Player gets as many counters as the number that comes out.
4. Throughout the game the teacher asks questions such as "How many more do you need to reach ten?"
5. Player who reaches ten first wins.

Variation: Players fill up playing board with ten counters. Counters are removed from board as player throws the die.

Tens Frames

Objectives: to learn the names of numbers

to develop understanding of one-to-one correspondence between objects and number words

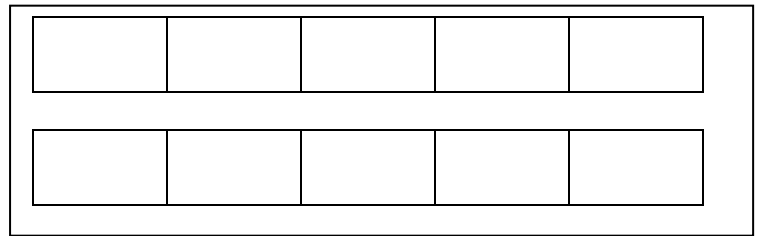
to look at relationships within quantities by grouping, skip counting and visualizing number patterns

Materials: Tens Frames board

counters

Procedure:

1. Begin with 5 counters.
2. Tell children to use only the top boxes on the Tens Frames board.
3. Tell children to place 2 counters on the frame and ask, "How many more counters do you need to fill up the space."
4. Children then, check their answer by placing the counters on the Tens Frames board.



Allow children to work in pairs, with 1 child giving directions and asking questions and the other child following directions and giving the answer. Children trade roles after each problem. When children are comfortable working with quantities of 5, tell them they can work with quantities of 10.

How Many More, How Many Less

Objectives: to visualize quantities to 10

to practice the basic facts of 10

Materials: 10 two-colored counters, Tens Frames board

Procedure:

1. Have the children place from 1 to 5 counters on the frame and tell how many there are. Encourage the children to use one row at a time. As children become more accustomed to this activity, encourage them to use numerals also.
2. After a while, have children tell how many counters there are and then tell how many more they will need to have 5 in all. Have the children record how many they have and how many more are needed. Model an addition or subtraction sentence. For example, $3 + 2 = 5$, which 2 is the missing addend, or $5 - 3 = 2$, in which the difference show how many more are needed.
3. At a later time, have children work with 6 to 10 counters. Encourage children to keep a record of how they counted and how many they had each time.
4. After a while, ask children, how many more they would need to have 10 in all. Again model for the children different ways they can show the counters using numerals and number sentences.

Busy Bee

Objective: to match an addition fact with its correct sum up to 10

Materials: Busy Bee game board, Bee markers, Addition facts cards sums up to 10

Number of players/participants: 3 – 5 children

Procedure:

1. Shuffle the addition fact cards and stack them next to the game board. The game board is a bee-themed path game with 35-40 squares. Each square in the game board has a random number written on it (1-10).
2. Each player selects a bee marker and places it on the Start Space.
3. Players take turns drawing addition fact cards from the stack and moving their markers forward to the nearest space that has the correct sum. Players put the card on the discard file after each turn. If the player picks out a fact card and the sum is not in any of the remaining squares, he loses a turn (note: players cannot go back to a previous square; movement is only going forward).
4. The player to reach the hive (FINISH), wins.

Caps and Cans

Objective: to count 1-10

Materials: Bottle caps, large coffee cans and a permanent marker

Number of players/participants: 2 – 5 children

Procedure:

1. With the marker teachers number cans with dots (Use 1 to 10).
2. Let children count the number of dots on each can.
3. Then let children try to toss that many caps into the can.
4. Children will find this fun game among friends, seeing who can get more caps into the cans.

Pattern Block Puzzles

Objective: to explore relationships of shapes and determine how many ways the shapes can be arranged in a particular space

Materials: pattern block, pattern block puzzles, pattern block recording sheet

Number of players/participants: individual, pair or small group

Procedure: Children fill the shape and keep track of the ways they find

C. OTHER LANGUAGE ARTS ACTIVITIES

Letter Tallies

Objective to: identify letters within words

Materials: copy of the song, paper and pencil, one set of alphabet cards

Number of players/participants: 3 – 4 children

Procedure:

1. Read the lyrics or sing the song "Recycling in my Home" as a class or as a small group.
2. Explain to the children that you are going to look for letters and find out which letter appeared most often in the poem.
3. Distribute the letter cards to the children and tell them that they are going to hunt for these letters in the poem (note to teacher: if poem is too long for the children, select one stanza instead).
4. Each child will have a turn to 'hunt' for all of his/her letters.
5. On a sheet of paper, the child will make a tally mark each time he finds that letter in the song/stanza. Count the tally marks and write the total on one side of the paper.
6. After all the letters have been 'found' and tallies have been totaled, ask the group which letter appeared the most in the song. You may also count 'runner-up' letters as well (ex. R)

How Many Syllables?

Objective: to break up sounds in words according to syllables

Materials: 25-30 picture cards of words that have 1, 2 and 3 syllables. Three shoe boxes/small boxes (labeled 1, 2 and 3)

Number of players/participants: 4 – 5 children

Procedure:

1. Prepare picture cards of words that have 1, 2 and 3 syllables.
2. Give each child 5-6 assorted picture cards. Ask a child to get one card and say the word out loud.
3. Next, ask him/her how many sounds he can hear in the word. Ask him to clap out the sounds which he/she can hear

- (for example – ‘elephant’ – “e/le/phant” – 3 claps).
4. If he/she is able to get the number of syllables correctly, he/she can put that card in the corresponding number box (ex. ‘Elephant’ – goes inside Box #3 because the word has three syllables).
 5. If the child guesses incorrectly, ask the group to clap it out together so he can put that card in the right box. The game ends when all of the cards are in their right boxes.

Opposite Flip It! (opposite words memory game)

Objective: to identify opposite words

Materials: opposite words memory game cards

Number of players/participants: 4 – 5 children

Procedure:

1. Pre-activity: prepare one deck of opposite words memory game cards with around 10-15 simple opposite word pairs, such as:
 - Up/down
 - Left/right
 - Happy/sad
 - Hot/cold
 - Day/night
 - Etc.

Note: you may use two colored markers when writing each word in the word pairs (ex. Red for up and blue for down) so children will have an easier time recalling which possible partners are located on the playing area.

2. Shuffle the deck of matching cards. Arrange it on a table in a 5x4 or 5x6 grid.
3. Each child will open two cards and check if both words are opposite word pairs. If yes, the child can open two more cards until he/she encounters two cards that are not opposite word pairs.
4. When he/she opens two cards and they do not match, he returns it word side-down and the next player takes his/her turn.
5. The game ends when all the cards have been matched, with the winner being the child with the most number of pairs.

Sight Word Cover All

Objective: to identify sight words

Materials: sight word cover all boards (4x5 grid) and sight word cards

Number of players/participants: 4 – 5 children

Procedure:

1. Distribute a cover all board to each child. Shuffle the sight word cards and place it in the middle of the table.
2. Once everyone is ready, the first player picks out a card and announces what sight word is written on it. If the word is on his board, he/she puts it on top of that space. If the word is not on the board, he/she returns it to the bottom of the pile.
3. The first person to cover his/her cover all board completely will win the game.

STORIES

Si Tembong Mandarambong

Pre-Reading/Motivating Questions:

- Kailan natin ginagamit ang walis?
- Nakaranas na ba kayong tumulong sa mga gawaing bahay gamit ang walis?

During Reading:

- Nagugustuhan ba ninyo ang ginagawa ni Tembong? Bakit?
- Ano kaya ang susunod na mangyayari?

After Reading:

- Ano ang katangian ni Tembong ang nagustuhan at ayaw ninyo?
- Nang makita niya na marumi ang baryo ano ang ginaw ni Tembong?
- May aral ba kayong napulot sa kwento ni Tembong? (Sabihin sa Klase)

(Paunawa: Mahalagang maipaunawa sa mga bata na hindi sapat na lumigaya kung ang kapalit nito ay kalungkutan naman ng kapwa. Ipaunawa din ang pagiging malinis hindi lamang sa sariling tirahan kundi ang buong pamayanan, sa pamamagitan ng pagtutulungan.

May Pera sa Basura

Questions before reading:

- Ano kaya ang naiisip ninyo pag sinabing basura o makakita kayo ng basura?
- Sa palagay ninyo may pakinabang kaya sa basura?

Questions after reading:

- Nasubukan na ba ninyong gumamit ng mga bagay na nagamit na? (reuse)
(Humingi ng halimbawa.)
- May pakinabang ba sa basura? Ano ang dapat nating gawin?

Molly, Milly and Mipper

Questions before reading:

If the book is available, take a picture walk through it.

(Milly-dark, Molly-fair, and Mipper)

- What do you do if you smell something bad?
- What if you smell something good? i.e. fresh, fragrant
- How about if you are out/on the road and a vehicle releases heavy smoke?

Questions after reading:

- What do you think is the moral lesson of the story?
(Mipper appreciates the need for fresh air. She decides to take care
Of the air and ride her push bikes instead of her motorbike.)
(we may look different but we feel the same)

Si Emang Engkantada at ang Tatlong Haragan

Questions before reading:

- Mahilig ba kayo sa halaman? i.e puno, bulaklak, atbp.
- Sino ang mahilig manood ng TV, natutulog na nakasindi ang ilaw?
- Maaksaya sa tubig kapag naliligo, di marunong magligpit ng kalat?
- Nagagalit ba si nanay pag ganito ang inyong ginagawa ninyo? Bakit kaya?

Questions while reading:

- Ano ang katangian ni Pol putol?
- Ano ang katangian ni Paz Waldas?
- Ano ang katangian ni Pat Kalat?
- Dapat ba natin silang tularan? Bakit?
- Ano ang dapat nating gawin?

Questions after reading:

- Dahil sa ugali ng tatlong haragan, ano ang ginawa ni Emang Engkantada.
- Saang lugar napunta si Pol, si Pat, at si Paz?
- Anong pagbabago ang ginawa ng tatlong haragan sa bandang huli?

SONGS/POEMS/RHYMES

Recycling in my Home (tune: *Wheels on the Bus*)

*Recycling in my home goes round and round,
Round and round, round and round.
Recycling in my home goes round and round, All
through the day.
Tie up the papers and take them back,
Take them back, take them back.
Tie up the papers and take them back, all throughout
the day.
Crush the cans and take them back
Rinse the milk bottles and take them back
Save the glass and take it back.*

Recycling is the Greatest

*Recycling is the greatest thing
that each of us can do.
We send our plastic out, and then,
it's back as something new!

It works for glass and paper too--
we trade them in for others.
I wonder if recycling works
for very bossy brothers?*

Save the Earth

*People everywhere breathe the same air,
share the same seas, live together on the land.
People everywhere who learn, plan, work, care,
Can save the earth.*

Reduce, Reuse, Recycle

*Please reduce, recycle, reuse,
You can help the earth if you choose
Recycle plastic, glass and cans
Reduce the ru-ish on our lands.*

Recycling in my Home

(to the tune of "The Wheels On the Bus")
*Recycling in my home goes round and round,
Round and round, round and round.
Recycling in my home goes round and round,
All through the day.

Tie up the papers and take them back,
Take them back, take them back.
Tie up the papers and take them back,
All through the day.

Crush the cans and take them back....
Rinse the milk bottles and take them back....
Save the glass and take it back.....*

Reduce, Reuse, Recycle

(Sung To Eensy Weensy Spider)

Reduce, Reuse, Recycle- words that we know
We have to save our planet so we can live and grow
Reduce, Reuse, Recycle - children can do
We will save our planet, so we can live and grow.

D. INDOOR/OUTDOOR ACTIVITIES

Garbage Race:

Children will form two teams/lines. Each person in the team will run through an obstacle course, pick up one piece of "garbage", throw it in the trash can at the end of the course and then run back to tag the next person in line. The first team to finish throwing all of the garbage in the trashcan will win the race.

Walk the number line

Materials: chalk, number cards 0 to 10

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 the 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.

Plant/Tree Movements (exercise activity):

Children will invent their own exercise movements to imitate the way plants/trees move in the wind (plenty of swaying and bending in different directions).

Word Relay:

The class will form three lines. The first person in each line will give an example of something that should not be thrown in bodies of water. The next person will give another example, and so on. The team whose children are all able to give examples of things that should not be thrown in bodies of water and finishes first will win the game.

KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS
WEEK 37: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: Caring for what is Found in the Community		
MEETING TIME 1: Message: People must keep their rivers, lakes and seas clean by not throwing trash into it . Questions: How can we keep bodies of water clean? Why do we need to keep bodies of water clean?	MEETING TIME 1: Message: People must care for plants in the community. Question: How can we take care of the plants in the community?	MEETING TIME 1: Message: People must care for the animals in the community. Question: How can we take care of the animals in our community?
WORK PERIOD 1 Teacher-Supervised: What will happen if people keep throwing trash into our bodies of water? Fish It Out Independent: <ul style="list-style-type: none"> • Word Sorts • Pick a Syllable • Talk a Drawing • Word Tic-tac-Toe • Writer's Workshop 	WORK PERIOD 1 Teacher-Supervised: Nature Walk Independent: <ul style="list-style-type: none"> • Word Sorts • Pick a Syllable • Word Tic-tac-toe • Make a Match • Plant Parts Memory Game 	WORK PERIOD 1 Teacher-Supervised: Pet Care Poster Plant Helper Activity Independent: <ul style="list-style-type: none"> • Jigsaw Sentences • Plant Part Memory Game • Pencil Decoration Flower Craft • Animal Call Out • Where's the sound?
MEETING TIME 2: Question: What kinds of bodies of water have you seen or been to? (lake, river, sea, etc.)	MEETING TIME 2: Introduce the song : " I am Little Seed " Invite the group who went on Nature Walk to share their experiences while going around the school, looking for plants/trees.	MEETING TIME 2: Read and discuss the poem "What makes a garden grow, grow, grow...?"
Supervised Recess	Supervised Recess	Supervised Recess
STORY: The Fish who Wish he Could Fly	STORY: Halinang Mamasyal sa Hardin (PEHT p.110)	STORY: The Tiger in the Cage
WORK PERIOD 2: Teacher-Supervised: multiplication stories (counting 2-3 groups of the same quantity) Independent: <ul style="list-style-type: none"> • Block Play • Egg-O • Subtraction Cards • Tapatán • Don't Rock the Boat 	WORK PERIOD 2: Teacher-Supervised: multiplication stories (counting __ groups of 2 and 3) Independent: <ul style="list-style-type: none"> • Block Play • Egg-O • Subtraction Cards • Tapatán • Don't Rock the Boat 	WORK PERIOD 2: Teacher-Supervised: Frogs & Toads Independent: <ul style="list-style-type: none"> • Block Play • Tens Concentration • Go 10/ Draw 10/ Find 10 • Make 10 • Busy Bee
INDOOR/OUTDOOR ACTIVITY: Family Scavenger Hunt	INDOOR/OUTDOOR ACTIVITY: Names Hopscotch	INDOOR/OUTDOOR ACTIVITY: Planting Rice Relay
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
<p>MEETING TIME 1: Message: People in the community should plant more trees. Questions: Do you think we should plant more trees? Why?</p>	<p>MEETING TIME 1: Message: People in the community should stop other people from cutting down trees. Questions: How can we stop people from cutting trees in the community? What will happen if trees are cut down?</p>	
<p>WORK PERIOD 1 Teacher-Supervised: Poster: Caring for our Community A Letter to the Mayor from the Kindergarten Class</p> <p>Independent:</p> <ul style="list-style-type: none"> • Pick a Syllable • Make a Match • Mystery Words • WS: Picture-Word Match (Animals) • Sand Play 	<p>WORK PERIOD 1 Teacher-Supervised: Big Book: Caring for our Community Go Hunting Go</p> <p>Independent:</p> <ul style="list-style-type: none"> • Literature-based: Story Sequence Chart (The Little Red Hen) • Literature-based: Story Map • WS: Which does not belong? (animal habitat) • Sand Play • Writer's Workshop 	
<p>MEETING TIME 2:</p> <p>Read the letter to the Mayor to the class Show poster on Caring for the Community. Talk about how their family can help keep the community clean</p> <p>Oral Oddity Task (Which does not belong?) – Final Sounds</p>	<p>MEETING TIME 2:</p> <p>Songs: The Gardener Plants the Seeds Itsy Bitsy Spider</p> <p>Oral Oddity Task (Which does not belong?) – Final Sounds</p>	
<p>Supervised Recess</p>	<p>Supervised Recess</p>	
<p>STORY: The Little Red Hen</p>	<p>STORY: The Little Tree that Longed for other Trees</p>	
<p>WORK PERIOD 2: Teacher-Supervised: Frogs & Toads in a Line</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Tens Concentration • Go 10/ Draw 10/ Find 10 • Make 10 • Busy Bee 	<p>WORK PERIOD 2: Teacher-Supervised: Surprising Symmetry</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Pattern Blocks • Tangram Puzzles • Balloons • Train Ride 	
<p>INDOOR/OUTDOOR ACTIVITY: Ten and Out</p>	<p>INDOOR/OUTDOOR ACTIVITY: Animal Relay</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX Week 37

SMALL GROUP ACTIVITIES

A. THEME RELATED ACTIVITIES

Fish It Out!

Objective: to develop gross/fine motor skills

Materials: "litter" – plastic bags, an old shoe or slipper, other junk/trash items, fishing rods
(sticks with bent-back paperclips as hooks)

Number of players/participants: 3 – 4 children

Procedure:

1. Scatter the "litter" on the floor or on a big shallow basin. Give each child one fishing rod.
2. Children will play a modified version of a fishing game. Instead of fishing for fishes, they will attempt to remove various items that "litter" a body of water (ex. plastic bags, an old shoe, and other junk items/trash).

The activity is finished when the body of water is "clean" and no more garbage is found.

Plant Helper Activity

Objectives: to demonstrate care for the environment/ their surroundings by picking up trash and watering plants
to identify areas in the school that are often littered and need cleaning and maintenance.

Materials: plastic trash bags, pails of water and small empty plastic cups with the ends punctured
(to serve as the watering can)

Number of players/participants: 4 – 5 children

Procedure: Children will go around the school and water the plants and trees within the school grounds. They will also pick up any litter they find along the way (ex. candy wrappers, small bits of paper, etc.)

Pet Care Poster

Objective: to describe various ways different pets can be taken cared of

Materials: poster paper, pencils, coloring materials

Number of players/participants: 4 – 5 children

Procedure: Children will identify animals that are commonly found in the community (either owned as household pets or found in public places). As a group, they will discuss different ways of taking care of these animals and/or keeping them safe and make a poster on Pet Care for animals that are commonly found in their community. At the end of the day, children can bring home the poster they made so they can post it in their homes or other places in the community.

Poster: Caring for the Community

Objective: to identify ways of caring for community and encourage children to express creatively

Materials: glue, construction paper, scissors, pencil, crayons, manila paper

Number of players/participants: 6 – 8 children

Procedure: Have children think of ways people can take care of their community. Let them draw these on pre-cut construction paper. Have them glue this on manila paper. Let them label their work.

Big Book : Caring for our Community

Objective: to identify ways of caring for community and encourage children to express creatively

Materials: Manila Paper, construction paper, bond paper, scissors, crayons, markers

Number of players/participants: 6 children– 8

Procedure: Invite children to think about ways on how people can take care of their community.
Have them illustrate these on each page of the big book.

Pencil Decoration Flower Craft

Objective: to develop fine motor skills; follow directions/art activity

Materials: scissors, tape, pencil, markers (optional)

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

Procedure:

1. Cut a long strip of paper (about the size of half a piece of notebook paper).
2. Fold the paper in half, and then in half again.
3. Cut a series of slits in the folded paper - do not cut all the way through to the ends, leave a small section uncut.
4. Unfold the paper. Tape one end of the uncut portion to the eraser end of the pencil.
5. Roll the paper around the pencil. When you've rolled it all, tape the end of the paper to the pencil.
6. Gently push the pieces of paper away from the eraser, making it look like a flower.
7. You now have a cute, decorated pencil.

Nature Walk

Objective: to identify and name different kinds of foliage that grows within the school grounds

Materials: for tour - ¼ pieces of paper for labelling, pencils and tape
for follow up activity – manila paper, pencils and coloring materials

Number of players/participants: 5 – 6 children

Procedure:

1. Go on a guided tour of the school grounds – children will identify what kinds of plants and trees grow in their school, sticking labels each plant/tree as they go along.
2. Follow-up activity: when they return to the classroom, they will make a school map that shows the different kinds of plants and trees and where these plants and trees are located.

A Letter to the Mayor

Objective: to organize ideas, to compose a letter, to establish cause and effect relationships

Materials: letter paper, mailing envelope, pencils

Number of players/participants: 4 – 5 children

Procedure:

1. Explain to children that they are going to write to the mayor (or could be barangay head, or even school principal) regarding environmental concerns in and around the community. First, Encourage them to brainstorm their ideas first, Sharing observations about trash/littering problems, pollution, cutting down of trees/plants, etc as well as their proposed solutions.
2. After the short brainstorming session, let them compose their letter to the mayor. Aside from highlighting the environmental problems in the community, encourage them to also write about what may happen if these problems will persist (ex. Compromised health of residents, flooding, less shade, etc.)
3. Children may also include drawings/illustrations to accompany their letter. After writing the letter, read this to the class. If there is nothing else they want to add, put the letter in an envelope. The following day, tag along a few class representative to take this letter to the barangay hall.

B. OTHER MATH ACTIVITIES

Multiplication Stories

Objective: to explore the concept of multiplication by counting groups of the same quantity

Materials: counting boards and counters

Procedure: Depending on the counting boards and counters you will use for a particular work period, tell the children stories, and have them use the counters to represent the objects, animals, people in the story. The counting boards will help children visualize the number of groups, while the counters represent the number of objects in each group.

Frogs and Toads

Objective: to sort objects into sets

Materials: frogs drawn on green construction paper and toads drawn on brown construction paper
small box or sack

Number of players/participants: pairs or small group

Procedure:

1. With teacher's assistance. Let the students sit in a circle with the teacher.
2. Keep one frog and one toad. Pass the sack around and have each child take one piece.
3. Place one frog in the center of the circle and a toad in another spot in the center. Point to the frog and say, "This is a frog. If you have a frog, put it here." Then, point to the toad and say, "This is a toad. If you have a toad, put it here."

Frogs and Toads in a Line

Objective: to identify the ordinal positions

Number of players/participants: pairs or small group

Materials: frogs drawn on green construction paper and toads drawn on brown construction paper, small box or sack

Procedure:

1. With teacher's assistance, let the students sit in a line facing teacher.
2. Begin with only 3 frogs or toads. Use those with distinctive differences so students will have no difficulty describing them. (ex. Small hopping frog, large sitting toad)
3. Ask, "which one is first in line? Which is last?"
4. Remove the last one and ask, "Which one is last now?"
5. Place several frogs and toads in a row. Have students repeat after you as you point to the frogs and toads and count, "first, second, third, etc."
6. Ask questions such as: Which frog is second? Is the small bumpy toad first or last?

Which frog is in third place – the little one or big one?

Surprising Symmetry

Objective: to explore the concept of symmetry

Materials: scratch paper, paint, popsicle sticks

Procedure:

1. Fold a piece of paper in half.
2. Open it up and put fairly runny paint on the half near the fold.
3. Fold the clean half over and press hard all over before opening it up again.

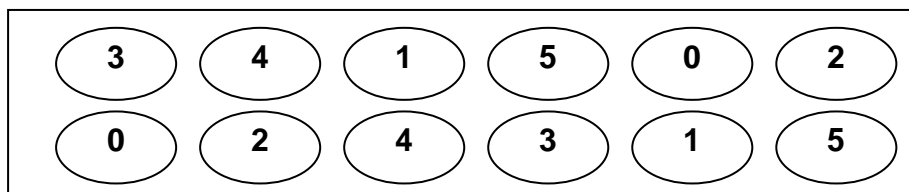
Suggestion: Dip a piece of yarn in paint. Place the yarn between the folds. Pull the yarn then, open the paper.

Egg-O

Objective: to practice adding and subtracting skills

Number of players/participants: 2 - 4 children

Materials: 2 small counters, egg carton with numbers written in this way:



Procedure:

1. Egg-o is played in rounds, with play rotating clockwise. During each round, each player takes a turn putting the two counters in the egg carton, closing it, shaking it, and then opening the carton to see where the counters landed.
2. In the addition game, a player's score is the sum of the two numbers that the counters landed in. During the subtracting or multiplication game, the players find either the difference or product of the numbers.
3. The player with the highest score wins one point for the round. The player to acquire 5 points first wins.

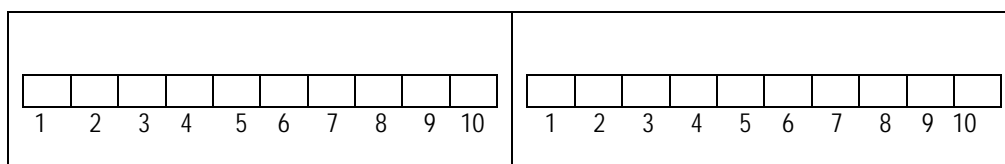
Make Ten

Objective: to explore different combinations that makes 10

Materials: paper, pen, one playing die, game board at least twenty counters

Procedure:

1. Give each player a playing board.



2. Players take turns in throwing the die.
3. Player gets as many counters as the number that comes out.
4. Throughout the game the teacher asks questions such as "How many more do you need to reach ten?"
5. Player who reaches ten, first wins.

Variation: Players fill up playing board with ten counters. Counters are removed from board as player throws the die.

Subtraction Cards

Objective: to subtract quantities

Materials: subtraction cards, counters

Procedure:

1. Teacher reads the total on the card, for example 7.
2. Children get 7 counters.
3. Teacher says "take away three" while lifting the right hand flip.
4. Children take away 3 counters, count remaining counters and say "Four"
5. Teacher shows the group the four remaining dots on the subtraction card.

Find 10

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

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 10, 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.

Draw 10

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

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 10. 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 10 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.

Tens Concentration

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

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 5x5 or 6x6 arrangement may be more interesting.

Go 10

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

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 9 in front of himself, face up. A player can continue asking for a card as long as he/she gets the card he/she requested. If he/she does not get the card he/she 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.

Busy Bee

Objective: to match an addition fact with its correct sum up to 10

Materials: Busy Bee game board, Bee markers, Addition facts cards sums up to 10

Number of players/participants: 3 – 5 children

Procedure:

1. Shuffle the addition fact cards and stack them next to the game board. The game board is a bee-themed path game with 35-40 squares. Each square in the game board has a random number written on it (1-10).

- Each player selects a bee marker and places it on the Start Space.
- Players take turns drawing addition fact cards from the stack and moving their markers forward to the nearest space that has the correct sum. Players put the card on the discard file after each turn. If the player picks out a fact card and the sum is not in any of the remaining squares, he loses a turn (note: players cannot go back to a previous square; movement is only going forward).
- The player to reach the hive (FINISH), wins.

Train Ride

Objective: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of players/participants: small or whole group

Procedure:

- Divide the group into 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.
- 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 $6 + 2$.
- Continue in order until a member of the group thinks that all combinations have been shown.
- The team whose train shows all combinations for the engine number wins.

Balloons

Concept: Addition-Subtraction

Objectives: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of players/.participants: individual, small or whole group

Procedure:

- Draw pictures of balloons on the chalkboard and write an addition or subtraction combination on each.
- 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

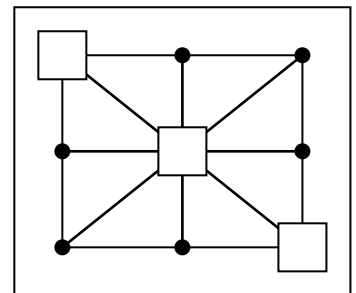
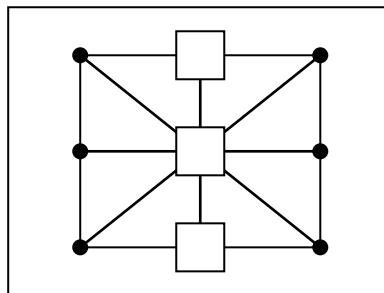
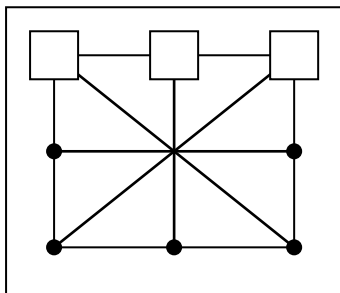
Variation: Instead of drawing balloons, flowers, leaves and other more familiar objects can be drawn.

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:

- Players roll the dice to travel back and forth inside the "boat".
- 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/ she

collects the marker. The object is to collect as many markers as possible before landing in the center.

Tangram Puzzles

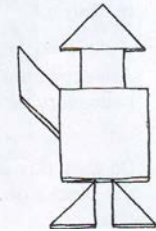
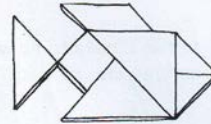
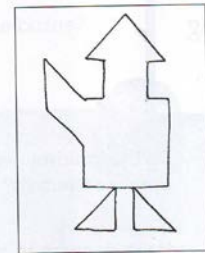
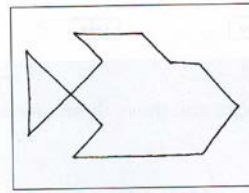
Objectives: to explore spatial relationships using tangrams and puzzle cards

Materials: tangram, puzzle cards

Number of players/participants: individual, pair or small group

Procedure:

Children fill the shape and keep track of the ways they find



C. OTHER LANGUAGE ARTS ACTIVITIES

Alpha Toss

Objectives: to recognize letter/word, to form words

Materials: bond paper, bean bags, old/used socks, dried beans, sand

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

Procedure:

1. Print each letter of the alphabet on a separate A4 sheet.
2. In the lower right hand corner, assign a point value to each letter. (use the letter values from Scrabble.)
3. Create bean bags by filling old socks with dried beans, sand, etc., then, tying them shut.
4. Place letters in four rows, six in the first, seven in the second, six in the third, and seven in the fourth. Students then stand at an assigned line and toss a bean bag onto the playing area. Beginning students must think of a word beginning with the letter upon which the bean bag landed, then, use the word in a sentence. Intermediate students should toss two to three bean bags, think of words that began with all letters, then, use all words in one sentence. For more advanced students, you might have them toss all six bean bags, then, create a word using as many of the letters as possible. Points are assigned for each letter used.

Go Hunting Go!

Objective: increase phonemic awareness; correctly identify initial consonant sounds.

Materials: collection of flashcards or small objects,

Number of players/participants: 4 – 8 children

Procedure:

1. Have students form a circle. Place flash cards or objects outside the circle.

We're looking for a [word],
We're looking for a [word],
[Sing sound of the letter to the tune of "High, ho, the Derry Oh!"]
We're looking for a [word].

2. After each verse, ask a student to find an object or picture beginning with that sound and place it in the center of the circle. Continue until all objects or pictures have been used.

Note: You might also use this song to teach vowel sounds, final consonant sounds, or blends. For added variety, you might give each student a flash card instead of placing cards or objects outside circle. When a student's sound is sung, he or she steps into the circle.

Jigsaw Sentences

Objective: to arrange words to form simple sentences

Materials: 40 word cards (an assortment of word cards w/ the following categories: nouns, verbs, articles of speech, prepositions – around ten each)

Number of players/participants: 3 – 4 children

Procedure:

1. Scatter the word cards in the middle of the table.
2. Invite the children to form simple sentences using the word cards.
3. Variation: set aside a group of word cards that, when arranged properly, form a complete sentence. Invite the children to rearrange the jumbled words in order to form the sentence.

Talk a Drawing

Objective: to listen and speak activity; give and follow directions

Materials: blank paper, crayons

Number of players/participants: 4 – 5 children

Procedure:

1. Give one sheet of paper to each child. Make sure they are not able to see each other's paper, so you may want to create makeshift partitions between their seats/on the table.
2. Explain that you are going to play Talk a Drawing, where in they are supposed to draw everything you instruct them to.
3. When they are ready with their paper and crayons, start telling them what to draw. For example: Draw a blue square in the center of the page.
4. Give around 4-5 instructions before ending the round. Each child can compare his drawing with the other children of the group.
5. For the second round, invite one of them to be the one to give the instructions for Talk a Drawing. Each child can have a turn giving out the directions.

Where's the Sound?

Objective: to identify initial, medial and final sounds in words

Materials: three paper cups for each child, a bowl of pebbles (to serve as counters), paper and pencil

Number of players/participants: 4 – 5 children

Procedure:

1. Give each child three paper cups and place it on top of three sheets of paper. Label the paper with "beginning" "middle" and "end". Place the bowl of pebbles in the middle of the table.
2. Explain to the children that they are going to identify which sound belongs in what cup from the words you are going to say. Examples:
 - Where's the p-sound in soap? (end)
 - Where's the p-sound in capital? (middle)
 - Where's the p-sound in pillow? (beginning)Etc.
3. Once they know which sound to listen out for, they will have to locate the position of that sound in the word .
4. When they know where the sound is located, they will get one pebble and drop it in the corresponding cup.

Mystery Words

Objective: to rearrange letters to form words

Materials: alphabet letter cards (2 sets)

Number of players/participants: groups of 2 – 3 children

Procedure:

1. Ask the children to form groups of two or three. As soon as they have their groupings, they are ready to play.
2. The game entails guessing the mystery word by rearranging the jumbled up letter cards to form the word. Prepare letter cards for them words for the week (example – NATURE, TREE, FISH etc.) – about eight or ten – and give the first set to the two teams.
3. At the count of three, each team will work cooperatively to rearrange the letter cards to form the mystery words.
4. The team that finishes first and has the most accurate spelling/guesses will win the game.

Make a Match

Objective: to match onset and rimes

Materials: set of onset and rimes

Number of players/participants: 8 - 10 children

Procedure: Distribute one card to each student. As you play the music or sing a song ,students will try to form a word by search for a word part that can be combined with the one they are holding to make a match. When all students find their match, provide time for them to share their words with the class, Continue with other word part cards or challenge students to find another match.

Word Sort

Objective: to recognize word features

Materials: word cards

Number of players/participants: groups of 4 – 6 children

Procedure: Provide students with a set of words that begin with a specific syllable. Have them sort these words first according to the beginning syllable. Then, after the first round have them sort the words using other categories e.g., # of letters, beginning and ending sounds.

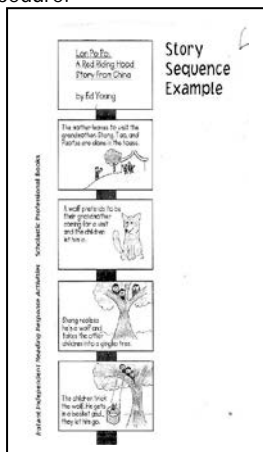
1. Write two things in the story we read that you liked.
2. Draw a picture of each.
3. Write two things that you disliked.
4. Draw a picture of each.
5. Share your paper with another student.

Story Sequence Chart

Materials: construction paper, crayons, marker, pencil, paper strips

Number of players/participants:

Procedure:



1. Get 5 pieces of 1/2 construction paper
2. On the first paper, write the title and author.
3. Choose four key events from your book.
4. On each of the remaining pieces of paper, draw a picture of one event.
5. Write a label for each picture.
6. Arrange the cards in the order the events happened. (Put the title card at the top and the first event card directly below it.)
7. Glue or tape the strips of paper into the paper strip.
8. Use the story sequence cards to help retell the story to another student.

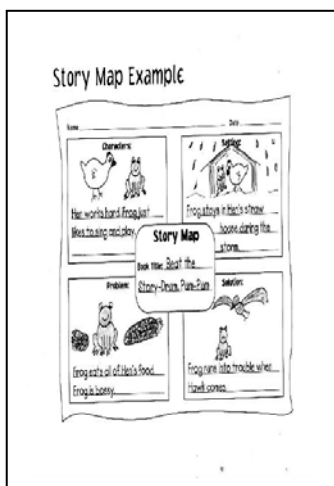
Story Map

Objective: to identify story elements

Materials: story map sheet, crayons, pencil

Number of players/participants: 8 – 10 children

Procedure:



1. In the middle, write the title.
2. In the boxes, draw a picture to show each of the following:
 - character
 - setting
 - problem
 - solution
3. Write a sentence about each.
4. Cut out the map

Source: Reading-Writing Workshop

STORIES

The Little Red Hen

Questions Before Reading:

- Everybody has friends right?
 - Can you tell me something about your friends?
 - Do they help you with things?
- Our story today is about....

Questions While Reading:

- What did the little red hen find?
- What did she plan to do with it?
- Do you think her friends will help her do it?

Questions After Reading:

- Whom did we meet in the story?
- Can you tell something about the little red hen's friends?
- How did the story start?
- What happened at the middle of the story?
- How did it end?

The Little Tree that Longed for other Leaves

Questions Before Reading:

- If you are asked with one wish, what would it be? Why?
- Our story today is about....

Questions While Reading:

- Why was the little tree sad? What did she asked before she/he slept?
- What do you think will happen?

Questions After Reading:

- What is the problem of the little tree?
- How did he/she solve it?
- If you were the little tree? Will you do the same? Why? Why not?
- How did the story end?

The Fish who Wished he could Fly

Questions Before Reading:

- What strange thing would you want to see? Why?
- Will you also ask for strange things?
- Our story today is about....

Questions While Reading:

- What does the fish want?
- Do you think, he can get what he ask for?

Questions After Reading:

- Whom did we meet in the story?
- Can you tell something about the fish?
- How did the story start?
- How did it end?

The Tiger in the Cage

Questions Before Reading:

- Tell me something you know about tigers.
- Can you describe them?
- Do you want them as pets?
- Our story today is about....

Questions While Reading:

- What did the boy find out while walking?
- What do you think will the tiger do to the boy?

Questions After Reading:

- Whom did we meet in the story?
- Can you tell something about the boy? The tiger? The girl?
- How did the story start?
- What happened in the middle of the story?
- How did it end?
- If you were the boy, what could you have done?

SONGS/POEMS/RHYMES

I'm a Little Seed

(to the tune of "I'm a Little Teapot")

I'm a little seed,
Brown and fat,
I haven't got a front,
And I haven't got a back.
Plant me in the earth,
Give me water each day,
I'll grow to be an apple tree,
While you play!

I dig a hole and plant a seed,
Cover it with dirt, and pull a weed.
Down comes the rain, and out comes the sun,
Up grows my plant,
Oh! What fun!

The Gardener Plants the Seeds

(can be sung to the tune of The Farmer in the Dell)

The gardener plants the seeds.
The gardener plants the seeds.
High ho the derry oh,
The gardener plants the seeds.
2nd verse: The rain falls on the ground.
3rd verse: The sun shines bright and warm.
4th verse: The seeds begin to grow.
5th verse: Flowers grow everywhere.

Water Clear, Water Bright

Water clear, water bright,
Is a friend that's worth the having;
Water clear, water bright,
Serves us all from morn 'til night.

Bubbling brooks and streams and rivers,
Springs and lakes and creeks and dams,
Feed the forest and the flowers,
And the grass spread o'er the land.

Water clear, water bright,
Is a friend that's worth the having;
Water clear, water bright,
Serves us all from morn 'til night.

Little raindrops, lightly falling,
Make the old earth new again;
And the dews of early morning
Soothe the summer's burning pain.

Water clear, water bright,
Is a friend that's worth the having;
Water clear, water bright,
Serves us all from morn 'til night.

Tuna, salmon, crab and lobster,
Swim beneath the ocean blue;
Eels and seals and whales and dolphins,
Need our earth's salt water, too.

Water clear, water bright,
Is a friend that's worth the having;
Water clear, water bright,
Serves us all from morn 'til night.

What Makes a Garden Grow, Grow, Grow

What makes a garden grow, grow, grow?
(Measure from floor with hand at three levels)
Lots of work with a rake and hoe,
(Pretend to rake and hoe)
Seeds gently planted in a row --
(pretend to plant seeds with thumb and index finger together)
That makes a garden grow, grow, grow.
(Measure from floor with hand at three levels)
What brings the seedlings up from the ground?
(With palms up, close to floor, measure at three levels)
Rain from the sky coming down, down,
(Raise hands high and flutter fingers down, down, down)
Bright yellow sunbeams shining round.
(Make arms into big circle overhead)
Help bring the seedlings up from the ground.
(With palms up, close to floor measure at three levels.)

Five Little Monkeys

Five little monkeys jumping on the bed
One fell off and bumped his head
So Momma called the doctor and the doctor said
No more monkeys jumping on the bed!

Four little monkeys jumping on the bed
One fell off and bumped his head
So Momma called the doctor and the doctor said
No more monkeys jumping on the bed!

Three little monkeys jumping on the bed
One fell off and bumped his head
So Momma called the doctor and the doctor said
No more monkeys jumping on the bed!

Two little monkeys jumping on the bed
One fell off and bumped his head
So Momma called the doctor and the doctor said
No more monkeys jumping on the bed!

One little monkey jumping on the bed
He fell off and bumped his head
So Momma called the doctor and the doctor said
No more monkeys jumping on the bed!
No little monkeys jumping on the bed
None fell off and bumped his head
So Momma called the doctor and the doctor said
Put those monkeys back in bed!

Itsy Bitsy Spider

Itsy bitsy spider went up the water spout
Down came the rain
And washed the spider out
Out came the sun and dried up all the rain
And the itsy bitsy spider went up the spout again

The teeny tiny spider went up the water spout
Down came the rain
And washed the spider out
Out came the sun and dried up all the rain
And the teeny tiny spider went up the spout again

The big humongous spider went up the water spout
Down came the rain
And washed the spider out
Out came the sun and dried up all the rain
And the big humongous spider went up the spout again

Instrumental
(do the motions)

(whisper)
Itsy bitsy spider went up the water spout
Down came the rain
And washed the spider out
Out came the sun and dried up all the rain
And the itsy bitsy spider went up the spout again

Itsy bitsy spider went up the water spout
Down came the rain
And washed the spider out
Out came the sun and dried up all the rain
And the itsy bitsy spider went up the spout again

D. INDOOR/OUTDOOR ACTIVITIES

Ten and Out

Materials: Chalk One marker (small chain, coin, or stone) per player

Procedure:

1. The first player stands in front of space one. He tosses his marker into that space, then hops on one foot into the space, bends over and picks up his marker, and hops up the court and back again on one foot, hopping in each space both up and back.
2. He then tosses his marker into the next space, hops to that space, picks up his marker, and hops up the court and back again.
3. He continues hopping in this way until he fouls out (hops on a line, puts both feet down, or misses his target when tossing his marker).
4. The players take turns tossing and hopping in the same way.
5. When it's the first player's turn again, he starts hopping from where he fouled out on his last turn.
6. The winner is the first player to finish the entire sequence of tosses and hops, including the space labelled out.

Names Hopscotch

Materials: Chalk

Directions: Use chalk to draw any kind of hopscotch court.

1. The first player hops up the court and back again on one foot, hopping in each space both up and back.
2. If he does this without fouling out (hopping on a line or putting both feet down), he can claim any one space by writing his name on it with chalk.
3. If he fouls out, his turn ends.
4. The players take turns hopping and claiming spaces in the same way.
5. A player must hop over spaces claimed by others, but he may hop with both feet in his own space.
6. Play continues when all the spaces have been claimed, but at this point anyone who fouls out is out of the game.
7. The game ends when only one player-the winner-remains.

Family Scavenger Hunt

The idea of a scavenger hunt is to find all the items on a list and return them to a designated place as quickly as possible. There are many ways to organize a hunt and many choices to make. You can play as individuals or on teams either inside the house or outside. Here are a few ideas to try:

- All items on the list are easily found in the backyard (they can be hidden before the party). Things like a red leaf, matchstick, old bottle or can, feather, etc.
- Each person or team is given a different list of items to find by asking people around the neighbourhood.

- Alphabet hunt—must find something for each letter of the alphabet.
- Indoor hunt where each person looks for things and checks them off their list when they find them without picking them up.
- Newspaper hunt—each person is given a list of words, sentences, advertisements, or photographs that are to be cut out or circled in a newspaper.

Planting Rice Relay

1. Divide the class into two teams and ask them to form two lines.
2. Put six empty soda cans/cups along each team's race track.
3. At the signal, the first player runs and deposits one straw or popsicle stick into each of the cans/cups then, makes his way back to the starting line.
4. He then, tags the second person, who proceeds to run the track but this time picking up all the straws or the popsicle sticks before going back to the starting line.
5. The third player is tagged, and he does what the first player did. Alternate depositing and picking up all the sticks and straws until the last player makes his way around the course.
6. The first team to finish, wins the game.

KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS
WEEK 38:

Monday	Tuesday	Wednesday
CONTENT FOCUS: Children are to be Cared for by the Community		
MEETING TIME 1: Message: People in the community must care for children. They need special care and attention. Question: In what way can older people care for the children in homes, schools and communities?	MEETING TIME 1: Message: Children need to be loved and cared for by their parents. Question: How do my parents show their love for their children?	MEETING TIME 1: Message: Sometimes families need other people to help them provide for the things that their children need. Question: Who are the people who help me and my family?
WORK PERIOD 1 Teacher-Supervised: Collage: A Child Needs Independent: <ul style="list-style-type: none"> • Dramatic Play/Block Play • Poster: How can older people take care of children in the community? • Odd One Out • Year-end assessment task 	WORK PERIOD 1 Teacher-Supervised: Children's Mural Literature-based: Story Map Train Independent: <ul style="list-style-type: none"> • Dramatic Play/Block Play • Boardgame: Caring for the Environment • Mini-book: My parents take care of me in different ways • Year-end assessment tasks 	WORK PERIOD 1 Teacher-Supervised: Community Helpers Mobile Independent: <ul style="list-style-type: none"> • Rhyming Words Puzzle Game • Triorama Story Settings: Ang Bata sa Basket • Year-end assessment
MEETING TIME 2: Message: Children need healthy food, clean water, sleep education, play and rest to stay healthy Read the poem "Ako ay Isang Bata, Kailangan ng Kalinga" Collage: Show Child's Needs	MEETING TIME 2: Message: Families provide children the basic things that they need Teach the song Sampung Batang Malusog at Masaya	MEETING TIME 2: Teach the fingerplay: A Fireman
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Tiktaktok at Pikipakbum	STORY: Ang Bata sa Basket	STORY: Si Kapitan Ding, ang Pinunong Magaling
WORK PERIOD 2: Teacher-Supervised: Line them Up Independent: <ul style="list-style-type: none"> • Blocks • Pattern blocks • Number name cover all • Numeral-number name concentration • Writing numerals and numbers names • Go 10/ Find 10/ Tens Concentration/ Draw 10 	WORK PERIOD 2: Teacher-Supervised: Clothes Pin Train Independent: <ul style="list-style-type: none"> • Blocks • Pattern blocks • More than/ Less than • Three in a Row • Number Train Graph • Grab bag counting with Partners 	WORK PERIOD 2: Teacher-Supervised: Building 3d shapes: 3-D call out Independent: <ul style="list-style-type: none"> • Blocks • Pattern blocks • More than/ Less than • Three in a Row • Number Train Graph • Grab bag counting with Partners
INDOOR/OUTDOOR ACTIVITY: Find your Flock	INDOOR/OUTDOOR ACTIVITY: Blind Trust	INDOOR/OUTDOOR ACTIVITY: Night Train Game

MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine
THURSDAY	FRIDAY	NOTES
MEETING TIME 1: Message: Communities build schools where children can work, play and learn with other children. Some children go to daycare centers and public schools. Some children go to Madrasah or a Muslim school.	MEETING TIME 1: Message: People must make sure that children are always safe in school.	
WORK PERIOD 1 Teacher-Supervised: Community Map- Helpers in our Community Independent: <ul style="list-style-type: none"> • Mobiles: Safety Rules in School • Sand Play: Making Patterns and Mounding Up • Animal Characteristics in the Story • Make a Wish • Rhyme Books • Year-end Assessment Task 	WORK PERIOD 1 Teacher-Supervised: cont... Community Map: Helpers in our Community Rainbow Paper Craft Independent: <ul style="list-style-type: none"> • Sand Play/Water Play • Initial sounds Puzzle Game • Rhyme Books • Safety Rules in the Community • Year-end assessment Task 	
MEETING TIME 2: Teach the fingerplay: A Fireman Play "Change a Letter"	MEETING TIME 2: Message: Teachers and other people in school must care for children and respect them	
Supervised Recess	Supervised Recess	
STORY: Ang Buhay ng Isang Bumbero	STORY: Sa Bagong Planeta	
WORK PERIOD 2: Teacher-Supervised: Division Stories – (dividing quantities into 2-5 groups) Independent: <ul style="list-style-type: none"> • Blocks • Pattern blocks • Shark Attack • Which comes first? • What numbers can you make? • Subtraction Cards • Tapatan 	WORK PERIOD 2: Teacher-Supervised: Division stories – dividing quantities into 2-5 groups Independent: <ul style="list-style-type: none"> • Blocks • Pattern blocks • Shark Attack • Which comes first? • What numbers can you make? • Subtraction Cards • Tapatan 	
INDOOR/OUTDOOR ACTIVITY: Spoon Pass Along	INDOOR/OUTDOOR ACTIVITY: Pass the Basket	
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	

APPENDIX WEEK 38

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

A Child's Needs - Description: Collage of what a child needs (e.g. eat, sleep, rest, play, learn, be loved, be safe) or likes(foods, toys, animals)

Objective: to make a collage of what a child needs

Materials: old magazines or magazine pictures, child safety scissors, large sheet of paper or old folder or cardboard

Procedures:

1. Using the given category (what a child needs), pupils will now look for the appropriate pictures from the old magazines.
2. Have them cut out and paste the pictures they found on the paper.
3. Teacher assists them in labeling their work.

Suggestions for the Teacher: You may have all their collage activities collected in their individual collage albums.

Find My Tool Matching /Concentration Game

Objective: to be familiar with the names of community helpers

Materials: one set of cards with names or pictures of community helpers

one set of cards with their corresponding tools/ objects they commonly use

Procedure:

1. Place the cards in rows in front of the players - community helper cards face down in a box.
2. Separate the cards into the two categories - people who provide for children's needs and their tools. You may use letter codes at the back for easy segregation.
3. One student picks up one card, turns it over in place, and says the name of the picture or reads the word. He then tries to find a matching card from the other group of cards.
4. If it is a matching pair, he/she keeps the two cards. He gets one extra turn (He/she does procedure 3 again).
5. If the cards do not match, they are turned over in the same place they were found and the next student begins his/her turn.
6. The player who has the most pairs at the end of the game, wins.

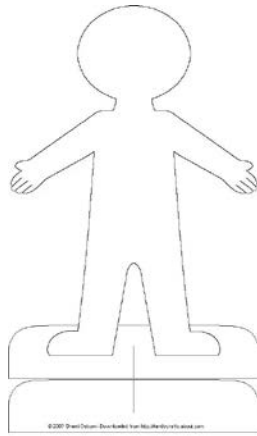
Community Helpers Mobile

Objective: to identify people who provide for the needs of children/care for them

Materials: paper plate or any round piece of cardboard about 1 ft across, construction paper, safety scissors, tape, string, pencil, crayons or markers, doll patterns(male and female)

Procedure:

1. Distribute blank patterns of people to the children.
2. Ask children to draw on the pattern, any of the people who provide for their needs and care for them. Examples would be mother, father, doctor, dentist, nurse, policeman, teacher.
3. Have them color their work.
4. They may also write the name of the community helper on its back.
5. Tape a length of string to the made up pattern.
6. (Teacher's Task) Using an awl, the sharp point of scissors, or a large nail, punch a series of holes in the cardboard. Distribute the holes evenly
7. Lace the other end of each string through the hole in the cardboard circle.
8. Tape the end of the string to the top side of the cardboard.
9. Adjust the length of strings so that all the dolls will be visible.
10. See attached sample pattern.



Make A Wish

Objective: to be aware of each other's need, to show how children can care for one another

Materials: writing pad or bond paper, crayons, pencil

Procedure: The teacher will provide a makeshift well (e.g. basin) and have students write or draw their wish not only for themselves but for all children like them. They will take turns in sharing about what they wished. Then they will all drop their wishes on the well as they hold hands in a circle, and say 'I wish my wish comes true.'

Variation: The group could start with a short prayer before dropping in their wishes.

Individual Posters: Safety Rules at Home

Objective: to identify safety rules at home

Materials: newsprint or bond paper, crayons, pencil, markers

Number of players/participants: 6 – 8 children

Procedure:

1. Distribute one piece of bond paper or newsprint to each child.
2. Ask each one to fold their paper into four parts.
3. On each part, have them draw/write a safety rule they need to observe at home,
4. Have them share their posters during Meeting Time 2.
5. Ask them to bring home their posters and put it up where family children can see.

Mobiles: Safety Rules in School

Objective: to identify safety rules in school

Materials: cardboard strips or construction paper, markers, crayons

Number of players/participants: 6 – 8 children

Procedure:

1. Have children brainstorm on safety rules to observe in school.
2. Distribute cardboard strips and have them draw/write the safety rules on these strips.
3. Put up these signs where appropriate.

Community Map: Helpers in our Community

Objective: to identify community helpers

Materials: manila paper, construction or bond paper, crayons, markers

Number of players/participants: 8 – 10 children

Procedure:

1. Have children identify helpers in their community. List them down on the board
2. Assign each one to draw a community helper.
3. Show the map you made and have children label the different parts of the community.
4. Then, let them glue their drawings on the areas where these community helpers work.

Children's Mural

Objective: to identify children's activities that go with their needs

Materials: art /construction paper, colored magazines, junk materials, markers, glue, scissors

Number of players/participant: 6 – 8 children

Procedure:

1. Have students make a mural showing different images of children.
These could include children playing, reading, listening to stories, eating with family children, climbing trees.
2. Have them draw these on $\frac{1}{4}$ sheet of paper and mount on Manila Paper.
3. Invite children to talk about what children need, what they like to do, what makes them happy and sad, what helps them learn.

B. OTHER MATH ACTIVITIES

Line Them Up


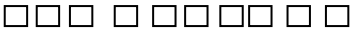
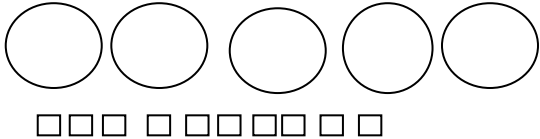
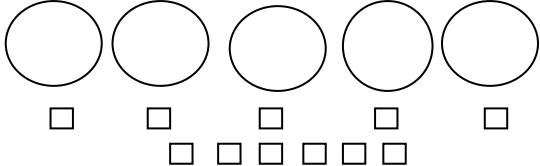
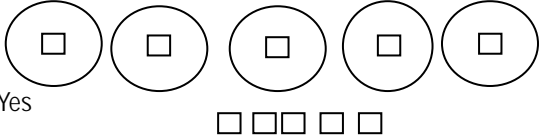
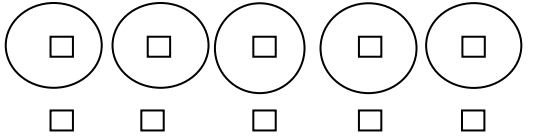
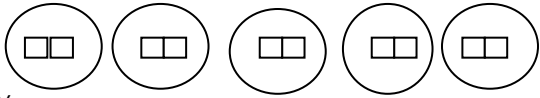
Objectives: to practice problem-solving skills

to practice counting groups of equal quantity (beginning multiplication)

to practice dividing quantities into groups of equal quantity (beginning division)

Materials: counting cups or counting boards, construction paper (for work space) per child, counters

Procedure: Children follow the teacher's directions, dividing a given number objects in a variety of ways.

TEACHER	CHILDREN
Put two groups of five on your mat.	
Now, push them altogether.	
How many cups shall we use for our experiment?	(a child suggests a number) Three
Put 2 cups in a line at the top of your mat.	
When I say, "Line them up" put one counter from your pile in front at the cup. Watch me try it. "Line them up"	 Children watch the teacher demonstrate and then, imitate what they have seen.
When I clap my hands, you answer YES or NO. YES means that there is 1 counter in front of each cup. If there is, put each counter inside the cup when you tell me YES. If there is not an object in front of each cup, tell me NO and do not put them in the cups. Ready? <i>Clap.</i> YES or NO	 Yes
"Line them up"	 Children line up the counters in front of the cups
<i>Clap.</i> YES or NO	 Yes
Did it come out evenly? Are there any left over? Let us count the counters in each cup together.	Yes No. One, two.
How many are in each cup?	Two.

Continue exploring other quantities other than 10. If children are more confident, the teacher can explore quantities larger than 10. Children do not need to know how to count the total quantities beyond 10 since they are required to count groups of equal quantities (ex Show me five groups of three. – children only need to know how to count 3 and 5 and not 15.)

Clothespin Trains



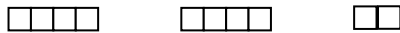
Objectives: to practice problem-solving skills

to practice breaking a train of clothespins into smaller equal groups (beginning division)

Materials: clothesline pins, construction paper (work mat)

Procedure:

1. Make a train of 10 clothespins
2. Children explore dividing a group of objects into groups of equal number.
- 3.

TEACHER	CHILDREN
Can you break the train into 2 groups of equal number?	Yes 
How many clothespins are there in each group?	Five
Can you break the train into 3 groups of equal number?	No. 
Why not? What happens	If we break the train into 3 groups then 2 groups will have 3 and one group will have 4 clips. No.  I have two groups of 4 clothespins each and 1 group with 2 clips.

4. Continue dividing the train of 10 clips into different number of groups.
5. Try out different quantities such as dividing a train of 9 clips into 2 groups, 3 groups and so on.

Call Out Math: 3-dimensional Shapes

Objective: to match a picture of a three-dimensional shape (sphere, triangular prism, rectangular prism, square pyramid, cube, cone, cylinder) with the picture on the call out mat

Number of players/participants: 1 or more children

Materials: call out card for each player, calling card, tokens

Procedure:

1. Provide each player with a call out 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 Call Out, they should reshuffle the cards, then, turn them face down again and continue playing until someone has won.

Building 3-D Shapes

Objective: to build three-dimensional geometric shapes

Materials: clay or playdough, toothpicks, samples of 3-dimensional containers like boxes

Number of players/participants: small group

Procedure:

1. Review the three dimensional shapes that students have been introduced to. Remind students that three-dimensional shapes have basic shapes in them. For example, a pyramid has triangles as its sides and a square as its base.
2. Using clay or playdough children try to construct one of the shapes. With teacher's assistance, encourage children to think aloud as they are doing so and ask students for ideas. Show how to insert toothpicks into the playdough to form a corner of a shape. Remind students to use toothpicks carefully and keep them away from their eyes.

Variation: Use soft candy, gum or marshmallows instead of playdough.

Children can eat their shapes after they have had these checked.

Number Name Cover All Game

Objective: to match numerals 1-10 with their number names

Materials: 6 sets number name cards, 4-6 pieces numeral boards (w/ random numbers between 1-10)

Number of players/participants: 4 – 6 children

Procedure:

1. Explain to the children that they are going to play a cover all game. Give each child a numeral board. Shuffle the six sets of number name cards and place it in the middle of the table.
2. Each child will take turns opening the top card and saying the numeral name out loud. If that number is found on his/her board, he/she takes that card and uses it to cover the space where that number is. If not, he/she returns it to the bottom of the pile.
3. The first person to finish covering his/her board with the right numeral number name matches wins the game.

Number Name-Numeral Concentration

Objective: to match numerals and number words

Materials: 1 set of number cards, 0-10 and 1 set of number words, 0-10

Procedure:

1. Lay the cards face down in rows and columns.
2. Take turns turning over 2 cards.
3. If the cards match (number name and numeral), you win them. If not, turn them face down again.
4. Player with most number of cards wins.

Writing Numerals and Number Names

Objective: to write number names and numerals

Materials: 1 set of number cards, 0-10 and 1 set of number words, 0-10

Procedure:

1. Place the set of number cards and number words face down.
2. Children take turns getting a card.
3. If a child gets a number card, he/she writes the corresponding number name.
But if a child gets a number name, he/she writes the corresponding numeral

Shark Attack

Objectives: to compare quantities

to use the more than or less than symbols to show the relationship between quantities

Materials: Shark Attack game board, 2 number cubes, paper and pencil

Numbers of players/participants: 2 – 4 children

Procedure:

1. Review the symbols for greater than ($>$), less than ($<$), and equal to ($=$) with players.
2. Players take turns rolling the number cubes. In each turn, a player rolls one cube first and then the second cube. Based on the numbers on the first and second cubes, the player decides in which shark to place the cubes in the order rolled. For example: Say, a player rolls a 1 with the first number cube and a 6 with the second number cube. He or she would put the 1 in the first square of the less than shark and the 6 in its second square.
3. A player gets 1 point for each correct placement. The first player to earn 10 points wins.

Variation: If you want children to practice with larger numbers, write out the numbers on the cubes and fill in numbers from the tens or hundreds families before reproducing the cubes.

Call Out Math: More than/Less than

Objective: to practice comparing quantities using the more than, less than symbol

Materials: call out cards for each player, tokens, calling cards

Number of players/participants: 3 – 4 children

Procedure:

1. Provide each player with a number call out card (with any six numbers from 1-10 written on it).
2. Assign a child to be a caller with the job of picking a calling card and announcing what is written on it. The calling cards have "more than (number)" or "less than (number)" written on it.
3. When the caller reads what is written on the calling card (for example, "more than 7" or " < 7 "), the other players will select a number that is more or less than what is written on the card and cover it with a token.
4. First one to cover all spaces, wins.

Which Card Is Missing?

Objective: to identify missing number in a series of numbers

Materials: number cards with spots drawn on them (0-10)

Procedure:

1. Put in order a set of number cards.
2. While child closes her/his 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.

Three In A Row

Objective: to sequence numbers

Materials: two to three sets of number cards 0 to 10

Procedure:

1. Shuffle and deal six cards to each player. (Two or three can play.)
2. Put the rest of the cards in a pile face down, then turn over the top card.
3. The aim of the game is to make up a set of three numbers in sequence by taking turns picking up a card and throw one away. First to get a set of three wins.

Find 10

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

Procedure:

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him/her 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 10, the player can take it and keep the pair. If there are no cards that can be used, he/she has to discard his/her card in the middle of the table, face up.
3. The player who collects the most number of pairs, wins.

Tens Concentration

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4x4 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/she is successful. If he/she is not successful, he/she returns the two cards to their original face down positions and replaces any cards he/she 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 5x5 or 6x6 arrangement may be more interesting.

Subtraction Cards (quantities of 10)

Objective: to subtract quantities

Materials: subtraction cards, counters

Number of players/participants: individual or pairs

Procedure:

1. Child 1 reads the total on the card, for example 10.
2. Child 2 get 10 counters.
3. Child 1 says "take away three".
4. Child 2 gets the subtraction card and lifts the right hand flap that indicates 3 dots.
5. Child 1 counts remaining dots and say "seven".
6. Both children write the corresponding equation: $10 - 3 = 7$

Grab Bag with Partners (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespins, paper sack, individual chalkboards

Number of players/participants: pairs

Procedure:

1. Partner A fills the bag with 10 clothespins (or depending on what number is being worked with).
2. Partner B reaches into the bag and takes out some clothespin, showing Partner A what has been removed.
3. They predict how many clothespin they think are left.
4. Then, they check their predictions, and each child records the equation on a chalkboard or a sheet such as the one below.

Name _____	
I played a game today.	
These are the equations I made.	

Number Train Graph (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespin (2 colors), Manila or kraft paper

Number of players/participants: individual or small group

Procedure:

1. The children try to find all the possible arrangements for the combinations that make up 10
2. As they find the arrangements, place it in the appropriate column of the Manila paper.
(The links can be labelled with the labelled possible combinations, or the children can label the links as needed.)

What Numbers Can You Make (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespin, crayons,

Number of players/participants: individual or small group

Procedure:

1. The children make clothespin links (each link made with different color clothespin and no stack more than ten clothespins long).
2. There can be more than one link of any particular number.
The object is to try to make each of the numbers from one to ten in as many ways as possible.
3. The children are allowed to use more than one link to make any number, but they may not break any links apart.
If they can't make a number, they are to cross it out. If they can make the number, they write the equation that describes the trains used.
4. The game can be played over and over, as it will be a new experience each time the numbers used changes.

Draw 10

Objective: to explore different combinations that makes 10

Materials: 6 sets of numeral cards (1- 9)

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 10.
All the pairs thus made are discarded in the middle of the table.
3. The players then, take turns, each holding her/his cards like a fan and letting the person to her/his left draw one of them without looking at them. If the person who draws the card can use it to make 10 with one of the cards in her/his hand, she discards the pair in the middle of the table. If she/he cannot use it, she/he has to keep it. She/he then, holds all her/his cards like a fan so that the person to her/his left can draw one of them by chance.
4. Play continues until one person is left holding the odd card and loses the game.

Go 10

Objective: to explore different combinations that makes 10

Materials: 6 sets of numeral cards (1- 9)

Procedure:

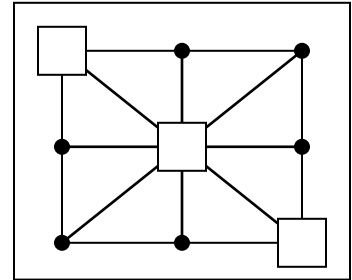
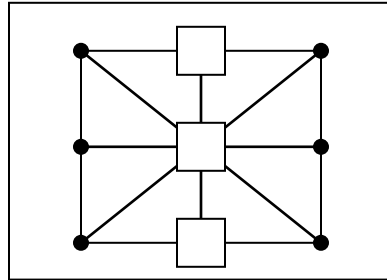
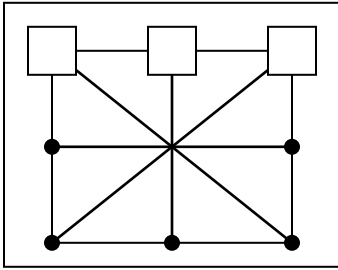
1. All the cards are dealt.
2. The players take turns asking specific people for specific cards in a way similar to the card game Go Fish. For example, John may say to Carol do you have a 1?" If Carol has a 1, she has to give it up to John. John then, lays this 1 and a 9 in front of himself, face up. A player can continue asking for a card as long as he/she gets the card he requested. If he/she does not get the card he/she 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:

1. 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).
2. Players take turns placing one marker at a time on any of the board points.
3. 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

Odd One Out

Objective: to identify the word which does not end with the same final sound.

Materials: cardboards/ old folders cut into approximately 3 by 8 inches, permanent markers, bond paper/art paper (optional)

Procedures:

1. Distribute 4- 5 cards to each child.
2. Tell them to choose the word that has a different final sound from the four words written on each card.
3. After some time, have them exchange cards.
4. The teacher may assist children having difficulty in identifying the word with the different final sound.
5. The teacher may join the game and allow students to give his/her cards so she/he may have a turn at spotting the odd one too.

Odd One Out Card:

Hat	Lap	Sit	Pet
-----	-----	-----	-----

Sample words:

1. car ship bear sour
2. bun beam pan thin
3. day air play toy
4. cow low show stand
5. run seam gum clam

Initial Sounds Word Puzzle Making

Objective: to reinforce their understanding of initial sound of words through writing and art.

Materials: cardboards with a dotted line to separate the initial sound from the rest of the word, Markers, safety scissors, crayons, pencils

Procedure:

1. Give each child the reproduced puzzle pattern shown below



2. Have them think of a word and write it on the cardboard with the first letter or initial sound on the shorter part (left side) and the rest of the word on the other part.
3. Ask students to draw a picture of the word they wrote beside its last letter.
4. Have them color their picture.

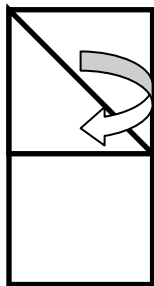
Triorama Story Settings

Objectives: to identify/describe the setting of the story by making a triorama

Materials: construction papers, glue, safety scissors, 15 or more pairs of cards for matching

Procedure:

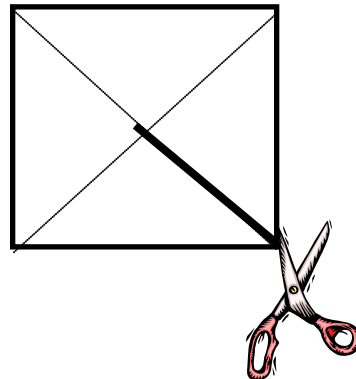
To make a Triorama, you will need one sheet of 12 x 18 inch construction paper for each student. The paper is folded with a Taco style fold to create a square. The excess paper rectangle can be cut off, or used for writing a summary of the scene.



Taco Fold

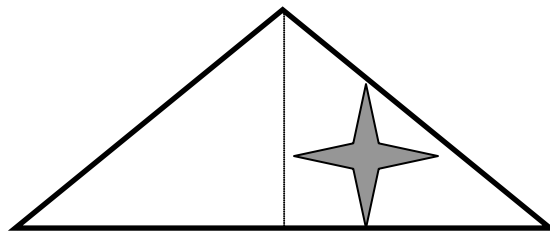


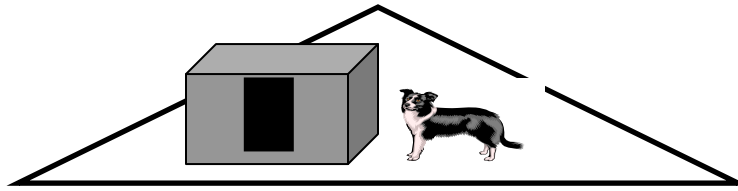
The remaining square of paper should be folded so that the folds extend from corner to corner.



Cut along the fold from one of the corners to the center point where both folds cross.

Holding the paper so that the bottom two "legs" are pointed toward the floor, cross the "legs" so that they overlap. This will form an open pyramid shape. Have students draw and color their background before gluing their "legs" together. Once they have glued the "legs" they will finish the Triorama by cutting and gluing stand-up figures.





Students will need heavy paper on which to draw their characters. They will also need to put a small tab on the bottom of the character, with which to glue it to the Triorama. Four of the trioramas may be glued together to tell a complete story in 4 scenes. (Source: White, D. 2007. wvde.state.wv.us/strategybank/documents/TrioramaDirections.doc. retrieved May 5,2010)

Help students make their triorama of the different settings in the story. You may assign one setting for each group.

Setting 1 : Natagpuan ng mga palaka ang bata sa basket sa may tabing ilog.

Setting 2: Dinala nila ang bata sa mag-asawang kambing na kumakain ng damo.

Setting 3. Dinala nila ang bata sa uwak na nakadapo sa puno , malapit sa kanyang pugad.

Setting 4: Dinala nila ang bata sa gubat kung saan nandoon ang leon, ahas at mag-asawang kwago

Setting 5: Natagpuan ng mag-asawa ang bata sa basket na lumulutang sa ilog.

Rhyming Words Puzzle Making

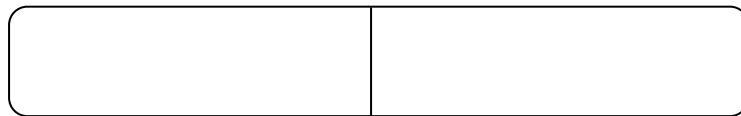
Objective: to give cvc words that rhyme.

to encourage critical thinking

Materials:cardboards with a line to separate them into two Markers or crayons, safety scissors, crayons

Procedures:

1. Give each child a reproduced pattern of the puzzle shown below.



2. Ask the children to think of two words that rhyme.
3. Let them write the first word on the first half and the second word on the other half.
4. Have them write their name at the center of the back of the card.
5. Let them cut the card into two following the line.

Example of Rhyming CVC Words:

hat – mat, run – sun, lid – kid, sip – dip, wet – set

Rhyming Words Puzzle Game

Objective: to match words that rhyme by playing the puzzle game

Materials: rhyming words cards prepared by the students in the previous days

Procedure:

1. Place all of the cards face up in front of the players.
2. Mix the pairs thoroughly.
3. At the word "go", the children will pull out matching pairs and place them in front of them.
4. When all the cards are in pairs, check to see that they are correctly matched.
5. Children read the words from the pairs of cards.
6. The child with the most pairs, wins.

Story Map Train

Objective: to identify the beginning, middle and ending of the story

Materials: manila paper, bond paper, pencil, crayons, safety scissors, glue materials that could be recycled like buttons, beads, twigs, leaves, etc.

Procedure: Children will recall the beginning, middle and end of the story. They may draw the scenes or make a collage of the scene they will be assigned to make. The teacher should guide the students in recalling the events by posing questions or showing again the pictures used in the story.

Recall Questions:

- Sino si kapitan Ding? Saang baryo siya namumuno?
- Ano ang ginawa niya ng malamang may paparating na bagyo?

- Ano ang nangyari sa baryo matapos ang bagyo?

Initial Sound Puzzle Matching Game

Objective: to connect the initial letter with its correct pair to form a meaningful word

Materials: initial sound word puzzles made by the students two trays

Procedure:

1. Place the initial letter puzzle face down in the first tray.
2. Place the corresponding part in the other tray.
3. Call on a child to get one from the first tray and look for its partner in the next tray.
4. The child then, reads the word that was formed and says its initial sound.
5. If correct, the child may choose the next player.

Rhyme book

Objective: to supply words that rhyme

Materials: pieces of paper, scissors, glue

Number of players/participant: 6 - 8 children

Procedure:

1. Create a rhyme book.
2. Paste a picture at the top of a page.
3. Have children draw pictures of objects whose names rhyme or find pictures in magazines.
4. Then, gather the pictures and bind them into a class book.

STORIES

Tiktaktok At Pikipakbum

Before Reading:

- Sino sina Tiktaktok at Pikipakbum?
- Bakit kaya sila laging nag-aaway?

While Reading

- Bakit sakitin si Pikipakbum?
- Paano naligtas si Pikipakbum sa pagkalason?

After Reading

- Kung ikaw si Pikipakbum, gagawin mo ba ang ginagawa niya?

Ang Bata Sa Basket

Before reading

- Tingnan ang larawan. Ano ang nakikita ninyo?
- Mahuhulaan ba ninyo ang pamagat ng ating kwento sa pamamagitan ng larawan?

While reading

- Sino ang nakatagpo sa batang nasa basket?
- Bakit kaya umiiyak ang bata?
- Kani-kanino dinala ng tatlong palaka ang mga bata?

After reading

- Sang-ayon ka ba na ang mag-asawa ang dapat mag-alaga sa kanya?
- Kung lumapit sa iyo ang tatlong palaka para alagaan ang bata, tatanggapin mo ba siya?

Tuwing mababanggit ang salitang palaka, ang isang pangkat ng mga bata ay sabay sabay na sasagot ng kokak kokak. (Uwak- aakk, aakk, Kambing—mee, mee, Ahas—hiss, hiss, Unggoy- ik ik ik)

Ang Buhay Ng Isang Bumbero

Mga Inaasahang Tanong:

- Ano po ang gawain ng isang bumbero?
- Ano ang isinusuot ng bumbero?
- Bakit ganito ang inyong ginagamit?
- Mahirap po ba ang maging bumbero? Bakit?
- Paano kung naubusan na ng tubig ang tangke at may sunog pa rin?
- Paano kung hindi makadaan ang trak?

- May mga pagkakataon ba na may hindi sila nailigtas?
- May pagkakataon ba na sila ay muntik nang mapahamak sa kanilang pagtupad sa tungkulin.

Si Kapitan Ding, Ang Pinunong Magiting

Before reading:

- Nakaranas na ba kayo ng bagyo o lindol?
- Ano ang inyong naramdaman?
- Sino ang mga tumulong sa inyo upang kayo ay maging ligtas?

While reading:

- Sino si Kapitan Ding?
- Saan siya namumuno

After reading

- Bakit tinawag na pinunong magaling si Kapitan Ding?
- Sino-sino pa ang mga tumutulong sa atin kapag may bagyo o baha o kalamidad?

Sa Bagong Planeta

Before reading:

- Sa anong planeta tayo nakatira?
- Ano ang masasabi mo dito? (Magpapakita ang guro ng larawan ng mundo)

While reading:

- Sino ang nakatagpo ng bagong planeta?
- Ano ang itinawag nila sa planetang ito?
- Bakit sinasabing ang lahat ay natuwa, maliban sa mga bata?

After Reading:

- Ano ang ginawa ng mga matatanda upang sumaya ang mga bata?
- Ano ang mga bagay o pagkakataong nakapagpapasaya sa iyo?

SONGS/POEMS/RHYMES

Sampung Batang Malusog at Masaya

(to the tune of Ten Little Indians)

Isa, dalawa, tatlong mga bata,
Apat, lima, anim na mga bata,
Pito, Walo, siyam na mga bata
Sampung batang malusog at masaya.

Could be done with the use of fingers. When they sing Sampung Batang Malusog at Masaya, they should wave their hands, or turn around while waving their hands, or do the action of the song the more we get together.

Variation: They may form a circle and form a chain and shake hands as they sing the song. When they sing the last line they should hug the child beside them.

Halina at Sumama

(to the tune of Paru-parong Bukid)

Halina't sumama, tayo nang mamasyal.
Nang ating makilala,
Silang mga bida.
Narito si Nanay, pati na rin si Tatay.
Sila ay magkatulong sa akin ay gabay.
Natutong bumasa uy! kay gurong matiyaga.
At kung may karamdaman,
Doktor ay nariyan.
Ang mga bumpero wsshhh!
sunog pinapatay.
Sa ating kaligtasan, pulis maaasahan.

This is an action song. Teacher may assign some students to act out the roles depicted in the lines of the song.

A Fireman
(A fingerplay)

This brave fireman is going to bed
hold up right thumb
Down on the pillow he lays his head
right thumb on left palm
Wraps himself in his blanket tight
curl fingers around thumb
And plans to sleep this way all night
close eyes
But the fire alarm rings! He opens his eyes!
open eyes
Quickly he's dressed and down the pole he slides
*right hand slides down left arm in a grip from
elbow to wrist*
Then he climbs on the truck to go, go, go.
hands manipulate imaginary steering wheel

Ako ay Isang Bata, Kailangan ng Kalinga
(Porsch Soriano)

Ako ay isang bata, kailangan ko ay kalinga.
Buhay ko ay matiwasay
Dahil pagmamahal
sa akin ay ibinibigay.
Salamat po, salamat po
Sa buhay kong ligtas at payapa
Asahan po ninyong,
Ako'y magiging mabuting bata.

INDOOR/OUTDOOR ACTIVITY

Spoon Pass Along

Give each player a spoon and place a plate of four different items or toy food items in front of the first player (probably the oldest in the group) . She begins by using the spoon to pass each object, from largest to smallest to the classmate on her right, who receives it with spoon and passes it along to the next player. The object is to try to get all four objects back to the starting plate without dropping any of them.

Find Your Flock

Children will be asked to pick out a chip from a bowl. Explain to them that each chip represents an animal. At the word go, they will have to look for their flock by sounding off the sound of that animal. When they are complete, they have to sit down. The first group to be complete, wins.

Different animal sounds may be taken from the story read to them (Ang Bata sa Basket). The teacher may also introduce other animal sounds for children to imitate.

Night Train Game

Tell the children that they are going to pretend to be a train, bringing toys for children who live in a town or another barangay. But the train is moving at night and only the engine has a light to see.

One child may volunteer as the engine and three or four others as the cars. Other children will be buildings, houses or trees who are not supposed to move but can make an oops sound if the train or any of its car is about to bump into them. The cars line up behind the engine and hold onto the waist of the person in front of them.

Stand on the other side of the classroom and tell them that you are the town to reach them. When they are ready, tell them to begin.

Obstacle Relay

Materials will be arranged in such a way that for each obstacle, the child has to do something. (e.g. feed the doll baby, wash the baby's clothes, make him sleep) Then, when they reach the end, they will find a box containing pictures of people in the community. They will post them on the board. To make it more challenging, the teacher may write the label/ community helper while students will have to post them on top of the correct label.

Pass the Basket

Children will line up, one behind the other. The children will pass the basket (with a baby doll inside) through their legs to the back of the line. When the basket reaches the last person, she starts passing it forward over her head. They should make sure however, that the baby does not fall off the ground. They should pass the basket faster but carefully each time they repeat the game.

Red Light Stop

This activity will orient children on what the traffic lights are for and how these lights make us safe when we cross the streets or when we travel.

Instruct the pupils to pretend that they are out in the streets and that they will have to stop when they see the red light (as shown by the teacher) and go when they see the red light.

Children will line up and continue walking, moving about, following their leader as they sing

Twinkle, Twinkle Traffic Light.

At the end of the song, the teacher will flash the traffic light and pupils will have to either stop or go.

Blind Trust:

Pairs of children take turns to be blindfolded. The sighted partner leads the blindfolded partner around the room, then, they reverse roles. Afterwards they discuss their feelings about how it felt to be blindfolded and how it felt to have responsibilities as a leader.

KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS

WEEK 39: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: Children are Protected and Safe in the Community		
MEETING TIME 1: Message: People in the community can help keep the community clean and healthy for children. ⇒ Community leaders must make sure there are garbage cans in different areas. ⇒ People throw garbage properly. ⇒ People clean their backyards. ⇒ There is no stagnant water so mosquitoes don't breed on them. ⇒ Drainages work properly.	MEETING TIME 1: Message: Community leaders make sure there are enough plants and trees in the community.	MEETING TIME 1: Message: There are people in my community who make sure I am safe in times of war and disasters. Introduce the poem " Ako'y Ingatan N'yo "
WORK PERIOD 1 Teacher-Supervised: Recycling Activities, Leaf people, Pen holder from milk cartons, Magazine Mosaic Independent: <ul style="list-style-type: none"> • Clay Play • Picture Stories (Logical Sequencies) • Year-end Assessment Tasks 	WORK PERIOD 1 Teacher-Supervised: Mural: Isang Mundong Makabata Independent: <ul style="list-style-type: none"> • Clay Play • Opposite Words Puzzle • Picture Stories (Logical Sequencing) • Odd one Out • Year-end Assessment task 	WORK PERIOD 1 Teacher-Supervised: Big Book: How do people take care of us? Independent: <ul style="list-style-type: none"> • Odd One Out • Pin It • Sand Play • Opposite Word Puzzles • Year-end Assessment
MEETING TIME 2: Message: Community leaders must make sure there are health centers and health workers who can attend to the health needs of children Song: This is the Way we Care for Earth "	MEETING TIME 2: Message: Community leaders must make sure there are health centers and health workers who can attend to the health needs of children. Song: I Know a Little House	MEETING TIME 2: Message: Children can help in the community by keeping the surroundings clean Song: The Sound of the Word
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Isang Mundong Makabata	STORY: Ason, Luming at Teresing	STORY: Ang Plauta ni Emong
WORK PERIOD 2: Teacher-Supervised: Sharing a room; Can I Have Half? (dividing wholes into halves) Independent: <ul style="list-style-type: none"> • Blocks • Pattern Blocks • Tangram Puzzles • Crayon Count • Who Has More? • Where does it go? 	WORK PERIOD 2: Teacher-Supervised: Sharing a room; Can I have Half? (dividing wholes into halves) Independent: <ul style="list-style-type: none"> • Blocks • Pattern Blocks • Tangram Puzzles • Catch Flies for the Frog • Call Out: More than, Less than • Which card is missing? 	WORK PERIOD 2: Teacher-Supervised: Share it Fruit Halve; Fruit Salad (dividing wholes into equal parts) Independent: <ul style="list-style-type: none"> • Blocks • Pattern Blocks • Tangram Puzzles • More or Less Spin It • Walk the number line
INDOOR/OUTDOOR ACTIVITY: Paint me a Picture	INDOOR/OUTDOOR ACTIVITY: Action and Freeze/Paint me a Picture	INDOOR/OUTDOOR ACTIVITY: Teacher May I?

MEETING TIME 3: Dismissal Routine		MEETING TIME 3: Dismissal Routine		MEETING TIME 3: Dismissal Routine	
THURSDAY		FRIDAY		NOTES	
MEETING TIME 1: Message: Communities can protect us by making sure there are places where we can play safely.		MEETING TIME 1: Message: Community leaders and other adults need listen to children to find out what they need.			
WORK PERIOD 1 Teacher-Supervised: I'm a Little Herb Pot, Watch me Grow Independent: <ul style="list-style-type: none"> • Word Toss • Opposites • Playdough • Pin It • Year-end Assessment 		WORK PERIOD 1 Teacher-Supervised: Shoebox for a Cause Independent: <ul style="list-style-type: none"> • Word Toss • Opposite • Playdough • Pin It • Year-end Assessment 			
MEETING TIME 2: Message: Children can help in the community by: <ul style="list-style-type: none"> ⇒ joining special community activities e.g. tree planting ⇒ joining drills (earthquake, fire, evacuation) 		MEETING TIME 2: Message: Children can help in the community by telling community leaders about what they need Song: I am Special			
Supervised Recess		Supervised Recess			
STORY: Drip, Drip, Every Drop of Water is Precious		STORY: Si Linggit at Barukada			
WORK PERIOD 2: Teacher-Supervised: Share It Fruit Halves; Fruit Salad (dividing wholes into equal parts) Independent: <ul style="list-style-type: none"> • Who Has More? • Which card is missing? • Call Out: Addition • Call Out: Subtraction • Sorting shapes on a geoboard • Don't Rock the Boat 		WORK PERIOD 2: Teacher-Supervised: tangram puzzles Independent: <ul style="list-style-type: none"> • Call Out: More than, Less than • Where does it go? • Train Ride • Balloons • Sorting shapes on a geoboard • Don't Rock the Boat 			
INDOOR/OUTDOOR ACTIVITY:		INDOOR/OUTDOOR ACTIVITY:			
MEETING TIME 3: Dismissal Routine		MEETING TIME 3: Dismissal Routine			

APPENDIX All Activities

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

I'm A Little Herb Pot, Watch Me Grow

Objectives: to plant seeds and nurture them
to develop concern for plants

Materials: seeds, tin cans, shovel soil

Number of players/participants: 5 – 7 children

Procedure: Ask children to bring tin cans and seeds. They will make charming herb pots and watch them grow until the end of the school year. They can bring home their seedlings before summer. They may sing I'm a little herb pot while planting.

(to the tune of I'm a Little Tea Pot)

I'm a little herb pot
I will someday pop
Here is my sunshine
Here is my food
When I grow someday
Hear me sing
Thank you, I say
You make me gay

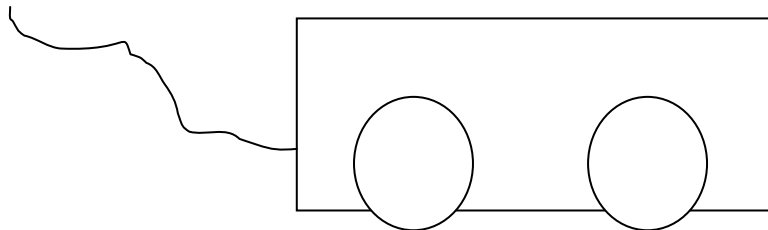
Shoebbox For A Cause

Objective: to make a cart out of shoebox and mound recycled craft on it.

Materials: shoe box, string, recycled art work

Number of players/participants: 5 - 7 children

Procedure: Each child will bring a shoe box to place their recycled art work/ craft inside. They will tie a string to the box and fasten it and with the help of parents or the teacher, make wheels to make them move.



Recycling Activities (How to make leaf people)

Objectives: to reinforce their concepts of color, shape, size and form; to stimulate creativity skills

to develop their understanding of the concept of recycling.

Materials: leaves (all shapes, all sizes, all colors) small twigs, glue

Scissors, construction paper (different colors).

Number of players/participants: 4 – 5 children

Procedure:

Look at a small pile of leaves to see if their shapes suggest heads, arms, bodies etc. Choose some leaves that resemble people parts and glue the shapes down on construction paper. You may need to do some cutting and rearranging to come up with a pleasing shape. If you have the leaves you could create a huge leaf person by drawing out a body shape and gluing leaves all over to fill in the shape. You can use twigs and construction paper scraps to add details to your leaf person.



Milk Carton Pen Holder

Materials: scissors, pen & ruler, glue, carton or used plastic containers, old magazines

Procedure:

1. The teacher will mark a straight line around the milk carton.
2. Using safety scissors, teacher will assist the children in cutting the milk carton along the marked line.
3. Students will select from pre-cut pictures from magazines what they wish to use as design for the pen holder.
4. They will glue their chosen pictures to the milk carton.

Magazine Mosaics

Materials: magazines or photos, scissors, old folder/ cardboard, paint (optional), glue

Procedure:

1. Teacher prepares cut outs of small pieces of magazines or photos. Related colors must be selected and presented in piles of reds, greens, blues etc.
2. Teacher may let the children draw their own design on the paper/ cardboard.
3. Dab some paste on the canvass/old folder.
4. Students will start adding the pieces of magazines and photos to create a mosaic.
5. With the assistance of the teacher, children may write (a representation for) the title of their work.

Save Other Children Parade Drive

Materials: shoe box cart, recycled craft big box or container for donations, slogans or pictures

Procedure:

1. With teacher's assistance, children will parade through the school or the nearby community (if possible with their parents) and prepare a big box where others could drop in coins or goods that they would like to donate to children who need help.
2. They may sing a tune while parading. Other students may be holding slogans (those that they did the previous week)

Note: Teacher makes the necessary preparation for this event with the help of children and their parents.

Mural: Isang Mundong Makabata

Materials: Manila Paper, construction paper, bond paper, marker, crayons, glue scissors

Number of players/participants: 6 or 8 children

Procedure:

1. Ask children what kind of world they want to live in. What would that have? What would they be able to do in that world?
2. Let them draw or paint this on the Manila Paper.
3. Let them color their work
4. Let them write their thoughts about this ideal world for children as needed.

Big Book: How do people take care of us?

Materials: Manila Paper, bond paper/newsprint, construction paper, colored markers, crayons, scissors, glue

Number of players/participants: 6 – 8 children

Procedure:

1. Let the children brainstorm on different ways on how people can take care of them. Ask them how people care for children at home? in school? in the community?
2. Let them choose which they will illustrate or draw.
3. Let them write 1-2 sentences about each drawing/illustration.

B. OTHER MATH ACTIVITIES

Sharing A Room

Objective: to develop an understanding of fractions

Materials: pocket chart, strips of lines of the poem Sharing a Room

Number of players/participants: small group

Procedure:

1. List children's grievances along with the benefits of sharing a room. Place the strips of the first verse.
2. Ask the children to make it their own by substituting new words for *toys, laundry and gobs of toothpaste*. Write new words on a piece of paper and stick it over the words *toys, laundry and gobs of toothpaste*.

SHARING a ROOM

Sally Sue is very messy.
She leaves toys thrown everywhere.
She's got laundry on her bookshelf,
Gobs of toothpaste on her chair.

As for me, I'm neat and tidy,
I have labels on each drawer.
Every day I use the vacuum,
You could eat right off my floor.

We divided up the bedroom,
Drew a line across the floor.
We made sure that it was even,
Neither one was getting more.

She allows me in the closet,
And I let her use the door.
Though the plan is not quite perfect,
It's much better than before.

Can i have Half?

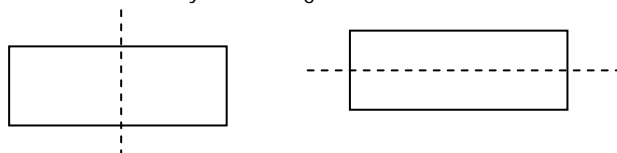
Objective: to develop an understanding of fractions

Materials: colored paper of different shapes – square, rectangle, circle, triangle

Number of players/participants: small group

Procedure:

1. Tell children to choose a partner. Each pair will pretend they are a pair of twins who always share their food between themselves equally.
2. Give each pair a rectangle. Tell the pair to pretend that the rectangle is a birthday cake and that they should design the cake.
3. Then tell the pair to figure out a way to divide the rectangular cake so that each person can have an equal amount
4. Ask the children if there are other ways of dividing the cake.



5. When the children have tried out different ways of dividing the 'cake' give them a triangular 'cake' and repeat the procedure until the pairs have tried different ways of dividing each shape.

Share it Fruit Halves

Objective: to develop an understanding of one-half by dividing the whole into half ($\frac{1}{2}$).

Materials: pictures of fruits that can be divided into half equally, yarn, craft dowel or piece of twig strong enough to tie the halved fruits, puncher or any tool to help you punch out holes for the yarn string to pass through and safety scissors

Number of players/participants: 6 – 8 children

Procedure:

1. Distribute pictures of fruits glued on cardboard to make them durable.
2. Ask the children to cut the fruit into two equal parts. (Tell them that the other half or part is a one half).
3. Have them color the fruit.
4. Ask them to give the other half to their seatmate.
5. Have them write their name on the other half of the fruit. Teacher may assist the students.
6. Punch a hole on all the halved fruits they made and allow them to help in inserting the yarn into the holes. One yarn string may have four –five halved fruits.
7. Tie them to the dowel /twig and hang on any place in the classroom for everybody to see.

Fruit Salad

Objective: to identify unit fractions

Materials: paper plates, die with $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ written on it, fractional parts of an apple (divided into halves), orange (divided into fourths), watermelon (divided into eighths)

Number of players/participants: 2 or more children

Procedure:

1. Each player is given a paper plate. All the fruits are placed in a separate plate.
2. Players take turns rolling the die.
3. Each player takes a piece of a fruit that corresponds to the fraction rolled. The player with the most 'whole' fruits wins.

Crayon Count

Objectives: to count

to recognize numerals

Materials: crayon box counting card (see reproducible) for each child

number cards 0-10 placed in a sack

crayons (for each child, the quantity depending on the number to be practiced)

Number of players/participants: pairs or small group

Procedure:

1. With teacher's assistance, let the students sit in a circle. Give each child a crayon box counting card and a set of crayons.
2. Pass the sack around so each child can pick a number. (place only the numbers the children need to practice)
3. Students read their numbers and put that many crayons in the crayon box counting card. Go around the circle having each child tell how many crayons are in their box. If a child makes a mistake, let her touch each crayon and count in sequence.
4. Collect the number cards and pass the sack around again to continue play.

Variation: For Beginners - Call a child to come and sit with you. Place a number of crayons on a crayon box counting card. The child counts the crayons and puts the same amount next to the card. If the child is not yet counting independently, let him/her place a crayon below each one on the card, and then touch and count the crayons with you. Repeat this with each child in the group using a different number of crayons each time.

Catch Flies for the Frog

Objectives: to count

to recognize numerals

Materials: large playing board, large plastic or rubber frog

small flies (rubber or plastic or paper cut outs from reproducible)

small paper plate with a drawing of a frog (1 for each player)

Number of players/participants: pairs or small group

Procedure:

1. Tape the board to the floor. Put a strip of masking tape several steps away from the board to mark where the player will stand. (The distance will depend on the age and motor development of your student.)
2. Each player stands behind the masking tape marker and throws the frog at the board to catch flies.
3. Have the players read the number the bean bag lands on. The player then counts out that many flies from the storage bag and places them on his frog plate.
4. After each child has had a turn, go around the group and ask each child to tell how many flies the frog has eaten.
5. Continue play until each child has had several turns. Repeat steps 3 and 4 each time.

Who Has More?

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Procedure: 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. 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.

More Or Less Spin It

Objective: to compare quantities

Materials: cubes or blocks, more or less spinner

Procedure:

1. Teacher tells the children to build a tower of 5 blocks.
2. Children take turns spinning the more or less spinner, to determine if they will build towers more or less than the original tower.
3. If spinner lands on less, children build a tower less than 5.
4. Each child shows the group his/her tower. The group describes the relationship.
"The original tower is 2 cubes higher. The new tower is 2 cubes less than 5."
5. If the spinner lands on more, children build a tower more than 5.
6. Each child shows the group his or her tower. The group describes the relationship.
"The original tower is 3 cubes lower. The new tower is 3 more than 5."

Call out Math: More Than/ Less Than

Objectives: to compare quantities

to use the more than, less than symbols to show relationships between quantities

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 1 or more

Procedure:

1. Provide each player with a call out 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 call out, they should reshuffle the cards, then, turn them face down again and continue playing until someone has won.

Which Card Is Missing?

Objective: to identify missing number in a series of numbers

Materials: number cards with spots drawn on them (0-10)

Procedure:

1. Put in order a set of number cards.
2. While child closes his/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.

Walk The Number Line

Objective: to sequence numbers

Materials: chalk, number cards 0 to 10

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.
6. 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.

Where Does It Go?

Objective: to sequence numbers

Materials: number cards with numerals written on it

Procedure:

1. Put a set of number cards in a pile.
2. One by one take the card from the top, judge whereabouts in the sequence it belongs and position it on the table accordingly.
3. At the end all the cards should be in the correct order, and neither overlapping nor too spread out. Once a card is placed, you may not move it.

Call out Math: Addition

Objective: to match an addition fact with its correct sum

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 1 or more children

Procedure:

1. Provide each player with a call out 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 Call Out, they should reshuffle the cards, then, turn them face down again and continue playing until someone has won.

Call out Math: Subtraction

Objective: to practice subtraction

Materials: call out card for each player, calling cards, tokens

Number of players/participants: 1 or more children

Procedure:

1. Provide each player with a call out 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 Call Out, they should reshuffle the cards, then, turn them face down again and continue playing until someone has won.

Train Ride

Objective: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of players/participants: small or whole group

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/she 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

Objective: to add and subtract single-digit numbers

Number of players/participants: 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.

Tangram Puzzles

Objective: to explore spatial relationships using tangram and puzzle cards

Materials: tangram, puzzle cards

Number of players/participants: individual, pair or small group

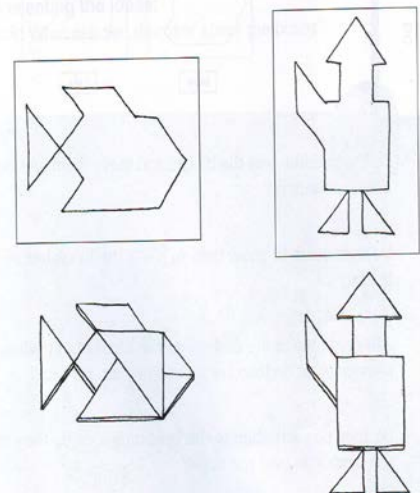
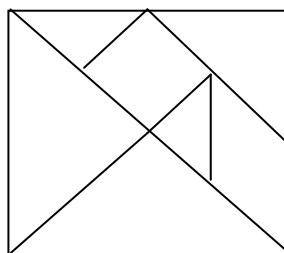
Procedure: Children fill the shape and keep track of the ways they find

How to make a tangram puzzle.

Cut out a piece of 10cm x 10cm cardboard.

Color or paste a piece of colored paper on this.

Cut out the square to make 7 puzzle pieces



Sorting Shapes on the Geoboard

Objective: to recognize, sort and describe shapes according to specific attributes

Materials: geoboards and rubberbands

Procedure:

1. Each child makes a shape on a geoboard and wait for the teacher to give a sorting clue.
2. Teacher should look at the shapes that the students have made on their boards and decides on a particular attribute to sort by but does not tell the children. As students watch, the teacher chooses a few geoboards and makes two small groups, lining them up on the chalkboard or clustering them on the floor according to the particular attribute.
(One group of boards has the attribute, and the other group has not)
3. Ask the students to study the shapes in both groups and find other shapes that match those attributes.
4. After watching the teacher sorts a few examples, children try to figure out the sorting rule.
5. One child at a time is called on to show their geoboard to the class.
6. Class children analyze the geoboard and point to the group in which they think it belongs. When everyone has had a turn, the children discuss their decisions.
7. Continue to sort in a variety of ways over time. You can sort by:
 - number of corners
 - number of sides
 - open or closed figures
 - right angles or no right angles
 - symmetrical or not
 - no nails inside, one nail inside, etc.

Variations: The children could draw their shapes into smaller sized geoboard paper and these shapes could be used to sort and resort shapes in a variety of ways. Children need to learn to recognize shapes that are identical but in different positions.

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/she collects the marker. The object is to collect as many markers as possible before landing in the center.

C. OTHER LANGUAGE ARTS ACTIVITIES

Picture Stories

Objectives: to arrange the story pictures according to their proper sequence.
to understand that pictures tell stories

Materials: story pictures (4 pictures per story) – teacher will draw four-part stories on paper and, paste it on cardboard to make the story pictures, around 8 stories

Number of players/participants: 4 – 6 children

Procedure:

1. Teacher distributes two sets of cards to each team.
2. Tell them to arrange the pictures to make a story.
3. After arranging the pictures, with teacher's assistance, let the students explain what the story is about and what each picture tells.

Sample Story Pictures:

1. Preparing to go to school
2. Getting Ready to Bed
3. Taking a Bath
4. Preparing to go on a picnic with family

Onset And Rime Matching Game

Objectives: to match the onset with its corresponding rime
to provide reinforcement for vocabulary development and spelling

Materials: Matching cards – one set for onsets and one for rimes

Number of players/participants: 4 – 6 children

Procedure:

1. Prepare the matching cards.
2. Place all of the cards face up in front of the players.
3. Mix the pairs thoroughly.
4. After the cue "go", the children will pull out matching pairs and place them in front of them.
5. When all the cards are in pairs, check to see that they are correctly matched.
6. Children read the words from the pairs of cards.
7. The child with the most pairs, wins

Variation: This could also be played with only one player. In this case, he/she will have to play against the clock as he/she tries to beat his/her previous time to finish up matching the pairs.

Examples of rimes: it, et, at, op, un and an

Examples of onsets: b, p, s, h, m, f

Words that can be formed: bit, bet, bop, bun, ban, pet, pit, pat, pop, pun, pan, etc.

Rhyming Words Puzzle Game

Objective: to match words that rhyme by playing the puzzle game

Materials: rhyming words cards prepared by the students in the previous days

Procedures:

1. Place all of the cards face up in front of the players.
2. Mix the pairs thoroughly.
3. After the cue "go", the children will pull out matching pairs and place them in front of them.
4. When all the cards are in pairs, check to see that they are correctly matched.
5. Children read the words from the pairs of cards.
6. The child with the most pairs wins.

Initial Sound Puzzle Matching Game

Objective: to connect the initial letter with its correct pair to form a meaningful word

Materials: initial sound word puzzles made by the students two trays

Procedure:

1. Place the initial letter puzzle face down in the first tray.
2. Place the corresponding part in the other tray.
3. Call on a child to get one from the first tray and look for its partner in the next tray.
4. The child then reads the word that was formed and says its initial sound.
5. If correct, the child may choose the next player.

Call Out Game On Upper Case And Lower Case Letters

Objective: to distinguish upper case from lower case letters

Materials: Call out card for each student markers to cover the squares; large bag or box for the counters

24 blank flash cards, rubber band, pencil/ crayon

Number of players/participants: 10 -12 children

Procedures:


1. Preparation- Make enough copies of the blank call out card for each child.
2. Prepare a list of upper case and lower case letters that you want to reinforce.
3. Print each letter on a flash card large enough to be seen by the participants.
4. Cut colored construction papers which will be used as markers. You may also use counters.
5. Store these markers or counters in canisters or boxes.
6. Prepare a folder also to store blank call out cards in.
7. Keep the set of flashcards together with a rubber band.
8. You may write the words to be used on the board.
9. Ask them to copy the words, one in each square in a random fashion or according to where they want to write the word so that each card will be different.
10. When everyone has completed filling out the cards, the teacher erases all the words she had written.

Note to the Teacher: If you think that your students will not be able to fill out the cards, you may prepare the cards and just have them play the game.

- Playing:
1. Distribute the markers or counters.
 2. Shuffle the flashcards and place them face down in front of the caller.
 3. The teacher or the caller picks up the first card, shows it to the class and reads it.
 4. You may place the card in a pocket chart or post it on the board.

5. When a student covers the letters according to the patterns shown, he wins.

Patterns: Triangle, one straight line vertical or horizontal, diagonal

1	2	3	4	5
		FREE 		

Word Toss

Objective: provide words that begin with a given letter

Materials: small box, masking tape, letters or words

Number of players/participants:

Procedure: Tape several small boxes to the floor close together. Inside each box, write a letter. Have each child toss a ball into the mass of boxes. The child then gives a word that begins with the letter in the cup. Continue until each child has had multiple turns.

Variation: replace letters with words. Children think of words that rhyme with the words on the boxes.

Pin It

Objective: to form 3-4 letter words

Materials: cards with phonograms and consonants or consonant clusters

Number of players/participants: 6 – 8 children

Procedure:

1. String a long clothesline across one section of your classroom.
2. Place clothespins along the clothesline at various intervals.
On each clothespins write the beginning part of a word, such as a consonant, cluster, or digraph.
3. On separate cards, write the ending part of a word (phonogram).
4. Let the children form words by pinning each note card to a clothespin.

Blend Poster

Objective: to provide words that begin with a consonant blend

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

Number of players/participant: 6 – 8 children

Procedure:

1. Write the consonant blend for the day on top of the page.
2. Ask each child to draw or write words that begin with the target consonant blend.
3. Children glue their drawings into the manila paper.
4. The group reads the words on the poster.

Opposites

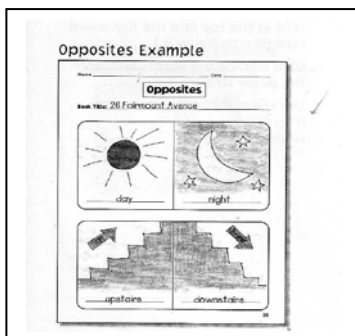
Objective: to identify opposite words

Materials: bond paper or newsprint, pencil, crayons

Number of players/participants: any number of children

Procedure:

1. Think of four words that are opposites.
(Examples: *up* and *down*, *large* and *small*)
2. Write each word in a box.
3. Draw a picture to show what each word means.
4. Share your opposites with another students.



STORIES

Ason, Luming at Teresing

Questions before reading:

- Sa inyong palagay, sina Ason, Luming at Teresing kaya ang magkakaibigan o magkakapatid?
- Sino kaya ang pinakabata sa kanila?ang pinakamatanda?

Questions while reading:

- Ano ang ginagawa ni Ason upang makatulong sa kanyang mga magulang sa gawaing-bahay? Ni Luming? Ni Teresing?
- Ano ang nangyari sa kanilang tatay habang nagtatrabaho?

Questions after reading

- Ano ang ginawa ng magkakapatid upang makatulong sa kanilang ina habang may sakit pa ang kanilang ama?
- Kung ikaw si Ason, ano ang gagawin mo upang matulungan ang iyong nanay sa mga gawaing-bahay?

Ang Plauta ni Emong (Adapted from Best Bedtime Stories McAllister, H. "Billy's Wooden Flute)

Questions before reading:

- Sino sa inyo ang mahilig umawit/kumanta? Sino naman ang marunong tumugtog?
- Ano ang paborito mong kanta? (Maaring pakantahin ang isa sa mga batang tinanong).

Questions while reading:

- Ano ang napulot ni Emong habang naglalakad sa kakahuyan o kagubatan?
- Ano ang ginawa niya rito?

Questions after reading:

- Ano ang ginawa ng mga kaibigan ni Emong nang marinig ang tugtog ng kanyang plauta?
- Ano sa palagay mo ang sumunod na nangyari nang magpuntahan ang mga kaibigan ni Emong sa kanya?

Drip, Drip, Every Drop of Water is Precious

Questions before reading:

- Saan natin ginagamit ang tubig?
- Ano kaya ang maaring mangyari sa atin kung walang tubig na maiinom, mapanlilligo, mapanghuhugas ng pinggan o pandilig ng halaman?

Questions while reading:

- Saan nagpunta si Zia at kanyang alagang aso?
- Nakabingwit ba sila ng isda? Ano ang nabingwit nila?
- Bakit naging madumi ang ilog?

Questions after reading

- Kung nakita mo si Bobby na nagtatapon ng basura sa ilog, ano ang sasabihin mo sa kanya?
- Paano ka makakatulong na maging malinis ang ating paligid?

Si Emang Engkantada at ang Tatlong Haragan

Springboard: Magpakita ng larawan ng isang diwata o engkantada

Questions before reading:

- Kung ikaw ay isang engkantada, ano ang gagawin mo para mapasaya ang ibang bata?
- Kung may engkantada ngayon sa harapan natin, ano ang hihilingin mo?

Questions during reading:

- Bakit galit na galit ang mga tao sa tatlong haragan?
- Ano ang ginawa ni Emang Engkantada sa tatlong haragan?

Questions after reading:

- Kung nasalubong mo ang tatlong haragan, ano ang sasabihin mo sa kanila?
- Sa palagay ninyo, matapos makausap ni Emang engkantada ang tatlong bata, ano ang susunod na mangyayari?

Nasaan ang Tsinelas ko

Questions before reading:

- Lagi ka bang nagsusuot ng tsinelas sa loob at labas ng bahay?
- Ano kaya ang pwedeng mangyari sa atin kapag hindi tayo nagsusuot ng tsinelas kapag naglalaro lalo na sa labas ng bahay?

Questions while reading:

- Bakit laging marumi ang paa ni Tanya?
- Bakit hindi makita ni Tanya ang tsinelas niya?

Questions after reading

- Ano ang maaring mangyari sa atin kapag hindi tayo nagsusuot ng tsinelas?
- Paano mo iingatan ang iyong tsinelas?

SONGS/POEMS/RHYMES

The Sound of the Word

(Tune: The Wheels on the Bus)

This song intends to reinforce children's phonemic awareness. They will ask other children of the class to guess the word they are singing as they articulate the sounds.

For example, the word is man.

The sound of the word is m, a, n. m.a.n, m,a,n.

The sound of the word is m, a, n

Do you know the word? Be sure that students will give the sound and not the letter as they sing.

Call one to answer. Answer is man.

They will sing again but call somebody to give the next word.

Example of words: s, i, t; c a p; c a n

I Know a Little House

I know a little house
With walls, one, two, three, four
With ivy climbing up them,
And roses round the door.
It's got four little windows
With shutters open wide
And a lovely windy staircase,
That goes up and up inside.
There's a roof with a crooked chimney,
And in a garden, a tree so tall,
That if you were to climb it
You'd see over the garden wall.
(There should be a picture of the house for unlocking of difficult words)
Please see page 83, Early Years Poems and Rhymes, Jill Bennett, Scholastic Collections, 1996.

I am Special

I am me and I am special. I am special, it is true.
The way I look and speak is special.
The way I play and think is too.
I'm so glad we each are different. It makes the world so bright and new.
I am me and I am special, and you are special too.

This is the Way we Care for Earth

This is the way we care for earth, care for earth, care for earth
This is the way we care for earth, won't you come and join me?

Suggested Actions: Planting, Sweeping(With Broom sticks), Picking up Litter, Watering Plants

Get Out

(To The Tune Of Bingo)

What happens if there is a fire ?
Do you know what to do ? Oh !
GET OUT ! QUICK , GET OUT !
get out ! Quick ,get out !
get out ! QUICK, get out !
Stay very low and go. GO !
What happens if there is a fire ?
Do you know what to do ? Oh!
STAY OUT ! DON'T GO BACK !
stay out ! Don't go back !
stay out ! Don't go back !
Don't go back in the house. No !

What happens if there is a fire?
Do you know what to do ? Oh !
GET HELP ! CALL FOR HELP !
get help ! call for help !
get help ! call for help !
call 911 for help ! oh!

D. INDOOR/OUTDOOR ACTIVITIES

Paint me a Picture

Procedure: The teacher will announce a scene which pupils have to portray. When she shouts "action", pupils will start preparing for the scene/picture. When she says "freeze", pupils will stop and freeze. They will form a scene showing how children help out at home. (e.g. sweeping the floor, dusting off furniture, watering plants etc.)

Duck Duck Goose Game

Materials: toy goose and duck or pictures of them

Procedure:

1. Tell children to hold hands and form a circle.
2. Then, tell them to sit down (with legs folded).
3. Say, "You are the ducks".
4. Say, I will be it.
5. Teacher walks around the outside of the circle.
6. She will touch each child on the head lightly and say duck, duck, duck, duck (Touch 5 or 6 children).
7. Choose one person and say, "goose!"
8. Explain that when the "it" says, goose, the goose must get up and run after the "it."
9. The "it" will then try to occupy the space where the goose was sitting.
10. If the "it" gets tagged by the goose, he will remain the it.
11. If the "it" gets to the empty space without being tagged, she sits down and the goose becomes the "it."

Fruit Salad Game Marathon

Materials: cut outs of usual fruit ingredients of a salad, small containers per station, big containers for two teams.

Procedure: Children line up. The first pupil on the line walks towards the first station and gets the first ingredient, proceeds to their final station then drop in the ingredient into the bowl and stays there. When she is done, the second child then starts then goes to the second station. Just like what the first child did, she gets an ingredient and proceeds to the final station. The same procedure is followed until the last child is through. When all the children are complete, they will lift the bowl and say would you like some fruit salad?
The first team to do this wins.

Teacher May I

Procedure:

1. Teacher stands facing away from a line of kids.
2. She then, chooses a child at random or in order, and announces a direction.
3. Example, she may say, Cecil, you may take 3 baby steps forward.
4. The child responds with "Teacher may I?"
5. The teacher then replies yes or no.
6. If the child forgets to ask Teacher may I, she goes back to the starting line.
7. The first to touch teacher wins.

Variation of steps: bunny step (hop), baby step (very little steps) ballet turn, giant step, horse step etc.

Fire Drills Game

Materials: Human barriers or blockades

Participants: 7-8 at a time

Procedure:

1. Present an evacuation plan or escape plan and tell students that this is how they should go out or this is the route they must follow.
2. Have someone stand somewhere in the classroom (could be the teacher or a classmate).
3. Shout "I am a fire, find a different way out. You can't come through here!"
4. Make them find alternative routes by creating blockades.
5. When they are totally familiar with the set-up, do the game again but with the children blindfolded.

KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS

WEEK 40: _____

WEEK 40	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CONTENT FOCUS: It was Fun Learning					
MEETING TIME 1 (8:10-8:25)	Message: We did many fun and special things this school year. Invite children to recall what they did this school year? Which ones were most fun? What was fun and special about it?		I have learned many new things this year. Question: What are some of the things you can do now?		
WORK PERIOD 1 (small group activities) (8:25 – 9:25)	Teacher-supervised: Class Scrapbook : Our Special Activities Poster: What We Learned this Year Assessment Activities		Independent: Drawing: What I liked about my school Accordion Book : Life in our Classroom Mini-book : I can/ I earned ... book Assessment Activities		
MEETING TIME 2 (discuss Work Period 1 activities) (9:25 – 9:40)	Each one of us is special. We are alike in some ways and different in other ways.	My classmates, teacher and I did many things together. We became friends. What fun things did we do together? What did you do for others?	We played and worked together some of the time. We played and worked by ourselves some of the times	We learned from one another.	We learned many things and in many different ways.
SUPERVISED RECESS (9:40 – 9:55)					
REST/STORY TIME (9:55 – 10:15)	Ang Bagong Planeta	Aling Oktopoda	Nang Magkakulay ang Nayon	Si Inggolok	
WORK PERIOD 2	Assessment Activities		Assessment Activities		
Rhymes/Poems/ Songs	I am Special		This is the Way we Care for Earth Sampung Mga Karapatan		
INDOOR/OUTDOOR (11:00 – 11:20)	Hop Relay	Obstacle Course	Mother May I?		
MEETING TIME 3 (11:20 – 11:30)	Dismissal Routine				

APPENDIX WEEK 40

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Class Scrapbook: Our Special Activities

Materials: teacher-made blank scrapbook, crayons, markers

Number of players/participants: 8 -10 children

Procedure:

1. Have children recall activities you did during the school year. Talk about these activities - what they did, who they were with and what they learned from it.
2. Have them choose which one they want to draw and write about.
3. Divide the children into pairs.
4. Each pair gets to work on a page in the scrapbook.
5. Show the scrapbook to the class during Meeting Time 2.

Poster: What We Learned this Year

Materials: Manila Paper, ¼ bond paper, crayons, markers

Number of players/participants: 8 -10 children

Procedure:

1. Have children brainstorm on things they learned to do or learned about this school year. Ask questions that will help them recall.
2. Have them draw on ¼ sheet of paper.
3. Let them glue these on Manila Paper.

Drawing: What I liked about my school

Materials: newsprint or bond paper.

Number of players/participants: any number of participants

Procedure: Have children draw what they liked and enjoyed about school this year.

Slitbooks: I can/ I learned ... book

Materials: paper, scissors, crayons, pencil:

Number of players/participants: 8 -10 children

Procedure:

1. Fold a piece of paper in half lengthwise.
2. Open the paper and fold it in half widthwise then fold it once more in the same direction.
3. Open the paper to a half sheet. Starting from the folded edge, cut along the crease. Stop where the folds intersect.
4. Completely open the paper.
5. Fold the paper in half lengthwise.
6. Grasp the outer edges and push them towards the center. The opening should "poof" out. Keep pushing until you have a book of four sections.
7. Fold the pages to make a book.
8. Have children draw what they have learned this school year and what they can already do now.

Note: Instructions to some activities can be referred to the previous week.