

**KINDERGARTEN CLASS FIRST GRADING DAILY PLANS**

**WEEK 3:** \_\_\_\_\_

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

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

**APPENDIX: WEEK 3**

**A. THEME-RELATED ACTIVITIES**

**Birthday Chart**

Objective: to state one's birth date

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

Preparation: birthday chart on manila paper or cartolina

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

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

Procedure:

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

**Boy/Girl Chart**

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

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

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

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

Procedure:

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

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

**Age Chart :“How old are you?”**

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

Number of Players/Participants: 8 children

Procedure:

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

**Graph: How many letters are in your name?**

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

Number of Players/ Participants: 8 children at a time

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

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

2 letters													
3 letters													
4 letters													
5 letters													
6 letters													

Procedure:

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

**Playdough: Make My Name**

Materials: playdough , individual name cards

Number of Players/Participants: 8 children

Procedure:

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

**Name Designs**

Materials: strips of paper

Number of Players/Participants: 8 children

Procedure:

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

**Name Necklace**

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

Number of Players/ Participants: 8 children

Procedure:

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

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

### **Name Collage**

Materials: scrap yellow art paper, glue, name template

Number of Players/ Participants: 8 children

Preparation:

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



Procedure:

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

### **Name Tracing**

Materials: name templates

Number of Players/Participants: any number

Procedure:

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

### **From Home to School**

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

Materials: Scratch paper, bond paper or newsprint Pencil Crayons

Procedure:

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

### **Boy and Girl Simple Picture Puzzle**

Objective: fine motor coordination

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

Number of Players/ Participants: 8 children

Procedure:

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

## B. OTHER MATH ACTIVITIES

### **Large Numeral Cards** (1-3)

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

Materials: bond paper, purple and green crayons

Number of Players/Participants: 8 children

Procedure:

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

### **Playdough Numerals** (1-3)

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

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

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

### **HOW TO MAKE PLAY DOUGH**

#### **COOKED PLAYDOUGH**

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

Procedure:

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

#### **UNCOOKED PLAY DOUGH**

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

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

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

### **Number Stations** (quantities of 3)

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

Materials: bottle caps or buttons

Number of Players/Participants: 8 children

Procedure:

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

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

### **Number Books** (quantities of 3)

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

Materials: cut out pictures from magazines

Procedure:

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

### **Number Lotto**

Objective: to match numerals

Number of Players/ Participants: 2-4

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

Procedure:

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

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

### **Number Concentration**

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-3

Procedure:

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

### **Fishing Game: Numbers**

Objective: to recognize and identify numerals

Number of Players/ Participants: 2-4

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

Procedure:

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

### **Bingo: Numbers (0-3)**

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials : bingo card for each player                      calling cards                      tokens

Procedure:

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

### **Number Snap**

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 3 sets of number cards, 0-3

Procedure:

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

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

### **Yellow Hunt**

Objective/Competency: to recognize colors

Materials: different red objects

Number of Players/Participants: 8 children

Procedure:

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

### **Poster: Yellow Things in the Classroom**

Objectives: color recognition

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

Number of Players/Participants: 8 children

Procedure:

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

### **Sorting : Red/Yellow Objects**

Objective/Competency: to recognize colors

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

Number of Players/Participants: 6- 8 children

Procedure:

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

### **Color Fishing Game**

Objective: to identify primary colors

to sort cards by color

to develop eye-hand coordination

Material: fishing hook

color cards

Number of players/participant: 5-6

Procedure:

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

### **Color Domino**

Objective: to match colors

Material : color domino cards

Number of players/participant: 4-6

Procedure:

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

### **Mini-book : Yellow Things Around Me**

Objective/Competency: color recognition

Materials: individual booklets, pencil, crayons or markers

Number of Players/Participants: 8 children

Procedure:

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

### **Yellow Poster: Yellow Things in the Classroom**

Objective/Competency: color recognition

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

Number of Players/Participants: 8 children

Procedure:

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

### **Yellow Things on My Mind – Meeting Time**

Procedure:

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

### **Shape Lotto**

Objective: to match shapes of the same color

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

Number of Players/Participants: 1-4

Procedure:

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

### **Shape Match**

Objectives: to match shapes

Materials: 20 pairs of shape cards

Number of Players/ Participants: 2-4

Procedure:

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

### **Bingo: Shapes**

Objective: shape recognition

Number of players/participants: 1-4

Materials: shape bingo cards ; individual shape cards

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

Procedure:

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

### **Shape Domino**

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

Materials: set of 28 geometry dominoes

Number of Players/Participants: 6 children

Procedure:

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

### **Shape Lacing Boards**

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

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

Number of Players/Participants: 6 children

Procedure:

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

### **Block Play**

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

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

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

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

### **Ilang Hakbang?**

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

Materials: none

No. of Participants: small group

Procedure:

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

## **C. OTHER LANGUAGE ARTS ACTIVITIES**

### **Same and Different (Pictures)**

Objective/ Competency: to identify similar objects

Materials: pictures of common objects

Number of players/ participants: 2-4

Procedure:

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

### **Picture Puzzle**

Objective: fine-motor coordination, visual discrimination

Materials: puzzle pieces

Number of Players/Participants: 6 children

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

Procedure:

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

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

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

Number of Players/Participants: 8 children

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

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

Procedure:

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

### **Literature-based: My Favorite Part of the story**

Objective: to recognize colors

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

Number of Players/Participants: 8 children

Procedure:

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

### **Rhyming Word Sit Down** - Meeting Time

Procedure:

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

she          tree          flea          spree          key          bee          sea          went

### **Rhyme Time** – Meeting Time

Objectives: identify words that rhyme

Materials: none

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

Procedure:

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

## D. SONGS/POEMS/ RHYMES

### Where is (child's name)?

sung to the tune of "Where is Thumbkin?"

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

### I Love My Name (poem)

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

### Sino Ako?

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

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

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

### Where are the 5 year olds?

Sung to the tune of Where are the boys?

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

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

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

### If Your Name Begins with Aa

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

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

### Kaarawan Ko (poem)

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

## E. INDOOR/OUTDOOR GAMES

### Name Game

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

Materials: names of the children printed on flashcards

Procedure:

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

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

### **Your Name And Mine**

Materials: one whole sheet of white paper, pencils

Number of Players/ Participants: 8 children

Procedure:

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

### **Name Hops**

Objective/Competency: To identify one's name

To notice similarities and differences

To solve problems

Materials: cardboards with the children's names

Number of Players/Participants: whole or small group

Procedure

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

### **Ang Bilang ng Edad Ko**

Objective/Competency: To identify their age

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

Number of Players/Participants: 8 children

Procedure:

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

### **The Birthday Train**

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

Materials: none

Procedure:

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

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

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



