

KINDERGARTEN CLASS SECOND GRADING DAILY PLANS
WEEK 17: _____

| Monday | Tuesday | Wednesday |
|---|---|--|
| CONTENT FOCUS: I have rights and responsibilities. Teach us to grow in peace, freedom and love so we can also teach others to be peaceful when we grow up. I needed to be protected from harm and from cruelty. In times of war and disasters, we need to be helped right away. | | |
| MEETING TIME 1: Message: Karapatan ng bata na lumaki sa kapaligirang mapayapa at ligtas sa kapahamakan. Questions: Sinu-sino ang mga tumutulong sa mga bata para magkaroon ng katahimikan at kaayusan ang kanilang kapaligiran? | MEETING TIME 1: Message: Karapatan ko ang maging ligtas sa pang-aabuso. Questions: Paano mo maaring pinapangalagaan ang inyong kaligtasan sa bahay? paaralan? komunidad? | MEETING TIME 1: Message: Kapag may sakuna, kalamidad o digmaan, ang mga bata ang dapat maunang iligtas. Questions: Paano maaring mapangalagaan ang inyong kaligtasan sa ganitong mga panahon ? |
| WORK PERIOD 1 Teacher-Supervised: Three-Sound Word Building Independent: Stick Puppets –Community Helpers Who Keep Us Safe CVC Domino CVC Word Lotto Writer’s Workshop | WORK PERIOD 1 Teacher-Supervised: Mobile: Safety Rules at Home, School, Community Independent: <ul style="list-style-type: none"> • Name Designs: Whose name begins with Pp? • CVC Domino/CVC Word Lotto • Sand Play/Playdough | WORK PERIOD 1 Teacher-Supervised: CVC Call Out <ul style="list-style-type: none"> • Poster: Ways I Can Protect Myself Independent: <ul style="list-style-type: none"> • CVC Fishing Game/CVC Word Puzzles • Writer’s Workshop • Sand Play |
| MEETING TIME 2: show Community Helpers Puppets – talk about how they keep us safe | MEETING TIME 2: Sing the song “What’s the Sound? “ (substitute with Pp words) Activity: Have children think of words that begin with Pp. List them down on the board. | MEETING TIME 2: Sing “Can you say the first sound? “ (use Pp words) Activity: Have them think of people and places that begin with letter Pp. |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: Ang Mahiwagang Sombrero | STORY: Ang Lihim ni Lea | STORY: Ang Pambihirang Buhok ni Lola |
| WORK PERIOD 2: Teacher-Supervised: Number Stations and Number Books (quantities of 6; using toothpicks or squares) Independent: <ul style="list-style-type: none"> • Block Play • Sand Play: Mark the Scoops • Number Concentration/Fishing Game: Numbers (0-6) • Lit-based: Sino-sino ang mga mabanggit na tauhan sa kwento na tumutulong sa ating pamayanan? | WORK PERIOD 2: Teacher-Supervised: Who Has More? (quantities of 6) Comparing Quantities: A Game for Partners Independent: <ul style="list-style-type: none"> • Block Play • Sand Play: Mark the Scoops • Lit-based: Anu-ano ang mga maaaring gawin ni Lea sa kwento upang maging ligtas sa pang-aabuso? • Writing Papers (6) • Number stations/ number books (quantities of 6) | WORK PERIOD 2: Teacher-Supervised: Which Card is Missing? (1-6) Independent: <ul style="list-style-type: none"> • Playdough Numerals (0-6) • Lit-based: Bakit nasabing pambihira ang buhok ni lola? • Writing Papers (6) • Number stations/ number books (quantities of 6) • Comparing quantities: A Game for Partners |
| INDOOR/OUTDOOR ACTIVITY: Traffic Policeman - PEHT p. 163 Five Police Officers – PEHT p.165 | INDOOR/OUTDOOR ACTIVITY: Body Movement Week 10 | INDOOR/OUTDOOR ACTIVITY: Save Yourself – PEHT p.42 |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY | NOTES |
|---|---|-------|
| CONTENT FOCUS: | | |
| MEETING TIME 1: Message: Ako ay may mga responsibilidad bilang miyembro ng aking pamilya. Questions: Anu-ano ang aking mga responsibilidad bilang miyembro ng aking pamilya? | MEETING TIME 1: Message: Ako ay may mga responsibilidad bilang miyembro ng aking paaralan at komunidad. Questions: Anu-ano ang aking mga responsibilidad bilang miyembro ng aking paaralan at komunidad? | |
| WORK PERIOD 1 Teacher-Supervised: Target Letter: Pp <ul style="list-style-type: none"> • Letter Mosaic : Pp • Letter Collage : Pp Independent: <ul style="list-style-type: none"> • Letter Making: Pp • Playdough • Water Play • Poster: My Responsibilities at Home | WORK PERIOD 1 Teacher-Supervised: Target Letter Pp <ul style="list-style-type: none"> • Let's Write Pp • Pp Words Poster Independent: <ul style="list-style-type: none"> • Sand Paper Letters: Ss, Ee, Nn, Mm, Aa, Tt, Ff, Bb, Ii, Cc • Letter Poster: Pictures/Drawings of objects that begin with Pp • Water Play • Mini-book: My Responsibilities in School and in the Community | |
| MEETING TIME 2: | MEETING TIME 2: | |
| show Crayon Resist: My Responsibilities at Home | show Chart: My Responsibilities in School and in the Community | |
| Supervised Recess | Supervised Recess | |
| STORY: Chenelyn! Chenelyn! | STORY: Klasmeyt | |
| WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 6) Independent: <ul style="list-style-type: none"> • Number stations/ number books (quantities of 6) • Comparing quantities: A Game for Partners • It's A Match (1-6) • Number Concentration/ Mixed Up Numbers (1-6) • Number Lotto/Bingo: Numbers(0-6) • Lit-based: Sa papaanong paraan nakatulong ang bawat miyembro ng pamilya kay Chenelyn noong siya ay nagkasakit? | WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 6) Independent: <ul style="list-style-type: none"> • Number stations/ number books (quantities of 6) • Comparing quantities: A Game for Partners • It's A Match (1-6) • Number Concentration/ Mixed Up Numbers (1-6) • Number Lotto/Bingo: Numbers (0-6) • Lit-based: Papaano naipakita ng mga tauhan sa kwento ang kanilang pagiging responsible sa paaralan? | |
| INDOOR/OUTDOOR ACTIVITY: Here I Am –PEHT p.222 | INDOOR/OUTDOOR ACTIVITY: Sampung Karapatan | |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | |

APPENDIX: WEEK 17

A. THEME-RELATED ACTIVITIES

Stick Puppets: Community Helpers Who Help Keep Us Safe

Objective/Competency: to identify people in the community who help keep it clean and safe for its members

Materials: popsicle sticks, glue or paste, paper/cardboard, pair of scissors, empty bottles

Number of participants: 6-8 children

Procedure

1. Talk about the community helpers that help our community clean, safe, peaceful and orderly.
2. Teacher lets the pupils name the community helpers mentioned above.
(Example: street cleaner, fireman, police officer)
3. Teacher tells the pupils that they will make stick puppets of community helpers that make our community clean, safe, peaceful and orderly.
4. Teacher explains the steps in making stick puppets to the pupils.
 - a. Draw the community helper in a paper/cardboard.
 - b. Cut the drawing.
 - c. Paste a popsicle stick at the back of the drawing.
 - d. Put the puppet in an empty bottle.

Mobile: Safety Rules

Objective/Competency: to identify safety rules at home, in school and in the community

Materials: paper, pencil, string

Number of Participants: 4-6 children

Procedure:

1. Talk about safety rules at home, in school and in the community.
2. Teacher tells the pupils that they will make safety rules mobile.
3. Divide the class into three (3).
4. Have each group make safety rules mobile.
5. Teacher explains the steps in making safety rules mobile.
 - a. Write safety rules in strips of paper
 - b. Make a hole at the center of the upper most part of the strip of paper
 - c. Slip a string into the hole
 - d. Hang the mobile in the ceiling or window

Poster: Ways I Can Protect Myself

Objective/Competency: to state ways how one can protect oneself

Materials: manila paper, white paper, pencils, colored markers, crayons

Number of Participants: 4-6 children

Procedure:

1. Talk about ways how one can protect himself or herself.
2. Ask each student to draw his or her answer and write about it.
3. Take down dictation if the child cannot write his own words or sentences yet.
4. Paste their answers in the manila paper and post it on the wall.

Poster: My Responsibilities at Home

Objective/Competency: to identify his responsibilities at home

Materials: booklet, crayons/colored marker

Number of players/participants: 6-8 children

Procedure:

1. Talk about their responsibilities at home.
2. Ask each student to draw his or her answer and write about it.
3. Take down dictation if the child cannot write his own words or sentences yet.
4. Paste their answers in the manila paper and post it on the wall.

Mini-book: My Responsibilities in School and in the Community

Objective/Competency: to identify his responsibilities in school and in the community

Materials: 6-page booklet, pencils, crayons, colored markers

Number of players/participants: 6-8 children

Procedure:

1. Prepare a blank booklet for each child in the group.
2. On every page, have him draw a responsibility that he needs to fulfill in school and in the community.
3. Let them share their books to the class during meeting time.'

B. OTHER MATH ACTIVITIES

Block Play

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

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

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

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

Sand Play: Mark The Scoops

Objective: to compare quantities

To see relationships

Materials: large container (basin) with sand assorted jars measuring cup
1 cm or ½ in strips of paper tape funnel

Number of Players/ Participants: 2-4

Procedure:

The children take a measuring cup to experiment with. They tape a strip of paper to the side of each of the available jars. They put 1 measuring cup of sand in 1 jar and shake the jar to even out the sand and mark the level on the paper taped to the side of the jar. As the children add each measuring cup of sand, they mark the level on the paper. This is repeated for each jar.

Encourage the children to discuss why the distance between each mark differs with some jars and does not with others.

Writing Papers (6)

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

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

Number of participants: individual

Procedure:

- Each child is given a writing paper with the numeral he is working on, in this case 6.
- Children use a crayon to connect the dots of the number pattern.

Number Stations (quantities of 6)

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

Materials: several boxes of toothpicks

Procedure:

1. Teacher chooses a number to work with for the day, in this case 6.
2. Children work together exploring a given quantity of toothpicks, in this case 6, making as many arrangements as possible.
3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.

Variation: Children can explore other materials such pebbles, popsicle sticks, and blocks.

Number Books (quantities of 6)

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Procedure:

1. Help your child to draw pictures or glue in pictures from magazines of things that are important to him and write the number 6 underneath.
2. Try making a book to illustrate a number story or rhyme.

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

Number Lotto (0-6)

Objective: to match numerals

Materials: lotto boards, 2 sets of number cards, 0-6

Procedure:

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

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

Bingo: Number (0-6)

Objective: To match numerals

Players: 2 or more

Materials: bingo card for each player calling cards tokens

Procedure:

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

Number Concentration (0-6)

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-6

Procedure:

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

Fishing Game: Numbers (0-6)

Objective: to recognize and identify numerals

Number of Players/ Participants: 2-4

Materials: fish cut-outs (that have the numbers 0-6 written on them) with paper clip, fishing rod with magnet

Procedure:

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

Playdough Numerals (0-6)

Objective/Competency: To identify the numerals 0, 1, 2, 3, 4, 5 and 6

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

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

It's A Match

Objectives: to match numeral to set of objects/ dots

Players: pairs or small group

Materials: one set of cards with numerals – 0 -6
one set of cards with dots (corresponding to the numerals)

Procedure:

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

Who Has More?

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Procedure:

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

Variations:

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

Comparing Numbers – A Game For Partners

Objective: Compares quantities

Number of Players/ Participants: 3 pairs

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

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

Which Card is Missing?

Objective: to identify missing number in a series of numbers

Materials: number cards with spots drawn on them (0-6)

Procedure:

1. Put in order a set of number cards.
2. While child closes her eyes, hide one of the card and close up the gap.
3. Ask the child which one is missing.

Variation: Swap two cards around instead of hiding one or spread the cards out anyhow and then hide one.

☺ Hand Game (concrete, up to quantities of 6)

Objective: to explore different combinations that make a given quantity

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

No. of Participants: small group

Procedure:

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

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

| | | |
|---|--|--|
| "Place one more stick in your left hand." | | "Five and one is six." |
| "Place one more stick in your left hand." | | "Six and none is six." or "Six and zero is six." |

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

C. OTHER LANGUAGE ARTS ACTIVITIES

Writers' Workshop

Objective: to represent experiences through drawing

Materials: ½ lengthwise bond paper, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Ask each student to draw a particular experience and write about it.
Take down dictation if the child cannot write his own words or sentences yet.
2. Compile the stories and make it into a book.

Three Sound Word Building

*see Week 14 Appendix but this time you will blend a different cluster of letters, such as:

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| mat | fat | sat | bat | cat | men | ten | tan |
| fan | ban | can | met | bet | set | tin | fin |
| sin | bin | fit | bit | net | | | |

CVC Domino (same as Letter Lotto but replace with CVC words that can be formed from the letters m,a,t,f,e,n,s,b,i,c)

Word Lotto (same as Letter Lotto but replace with CVC words that can be formed from the letters m,a,t,f,e,n,s,b,i,c)

CVC Sound Call Out (same as Letter Call out or bingo but replace with CVC words that can be formed from the letters m,a,t,f,e,n,sb,i,c)

*Variation: Teacher sounds out letters of the CVC word instead of showing children the CVC card

Playdough

Objective/Competency: To create different figures using playdough

Materials: playdough

Number of Players/Participants: 6-8 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them to form different figures.
3. Then ask each child to talk about the figures they have created.

Water Play

Objective: to compare quantities

to see relationships

Materials: large container (basin) with water, blue poster paint, different-sized plastic containers, different –sized sponges

Preparation:

1. Add a little blue poster to the water and mix well.

Number of Players/ Participants: 2-4 children

Procedure:

1. Let the children to dip a sponge in the water.
2. Ask them to squeeze the sponge over a container and observe how much water will come out from the sponge.
3. Ask them to compare quantities of water they will gather from different-sized sponges.

Sand Play

Objective: to compare quantities

to see relationships

Materials: large container (basin) with wet sand, different-sized plastic containers, plastic spoons

Number of Players/ Participants: 2-4 children

Procedure:

4. Let the children explore the wet sand using their fingers. Encourage to fill the plastic containers with wet sand using the plastic spoons.
5. Ask them to invert the containers inside the basin and try to form different figures with the wet sand.

D. SONGS/POEMS/ RHYMES

What's the Sound ?

(to the tune of Old MacDonald Had a Farm)

What's the sound that these words share?
Listen to these words.
Sad and silly are these two words.
Tell me what you've heard. (ssssssss)
With a /s/, /s/ here, and a /s/, /s/ there,
Here a /s/, there a /s/, everywhere a /s/, /s/.
/s/ is the sound that these words share.
We can hear that sound!

Traffic Policeman - PEHT p.163

Sampung Karapatan

(to the tune of "Sampung mga Daliri")

Sampung mga karapatan ang dapat taglayin
Pagmamahal, edukasyon, unang liligtas
Natatanging kalinga, lahi't kalusugan
Paglalaro, kapatiran
Maging makabuluhan.

Can you Say the First Sound?

(to the tune of Happy Birthday)

Can you say the first sound?
Can you say the first sound?
It's the first sound in rabbit.
Can you say the first sound?

Five Police Officers – PEHT p.165

E. INDOOR/OUTDOOR GAMES

Body Movement

Objective/Competency: To develop body coordination
To develop a sense of rhythm

Materials: CD player, CD/music, ball

Number of Players/Participants: whole class or small group

Children respond to the rhythm of the music with the ball e.g. dribbling, throwing, shooting, passing rolling, etc.

Save Yourself – PEHT p.42

Here I Am – PEHT p.222

The Boat is Sinking

The "it" calls, "The boat is sinking! Group yourselves into 6 (2 or 3 or 5)!"

Children try to join a group. The child who is not able to join any group becomes the next it.

