

# KINDERGARTEN CLASS THIRD GRADING DAILY PLANS

WEEK 21:

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

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



## APPENDIX: WEEK 21

### SMALL GROUP ACTIVITIES

#### A. THEME-RELATED ACTIVITIES

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

Objective: counting/ comparing data

Materials: graph, permanent marker.

Number of Participants: 6-8

Preparation . Make a graph on kraft or manila paper:

How many siblings do you have ?

Name of Student	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 the 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: develop fine motor coordination

Materials: play dough

Number of Players/Participants: 8

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 clothes and shoes, kitchen utensils, etc)

Number of Players/Participants: 4-8

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: Reproduces patterns, Fine motor coordination

Preparation: Prepare shape patterns on card strips.

Procedure:

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

### **Number Stations (quantities of 7)**

Objective: 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 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)**

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Number of 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 Lotto (0-7)**

Objective: to match numerals

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

Number of participants: 2-4 children

Procedure:

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

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

### **Number Concentration (0-7)**

Objective: to match numerals

Materials: 2 sets of number cards, 0-7

Number of 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.

### **Playdough Numerals (1-7)**

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

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them 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 Domino**

Objectives: to recognize numbers 1-7

to match numbers that are alike

Players: small group

Materials: set of 28 number dominoes

Procedure:

1. All dominoes are placed face down.
2. Each player draws 7 dominoes.
3. A player with a "double" begins to play.
4. Each player in turn says the number 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.

### **Bingo: Number (0-7)**

Objective: to match numerals

Materials: bingo card for each player, calling cards, tokens

Players: 1 or more

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 Fishing Game**

Objective: to recognize and identify numerals

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

Number of Player/Participants: 4-6 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 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 six."
"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."

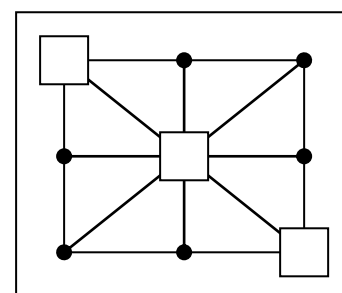
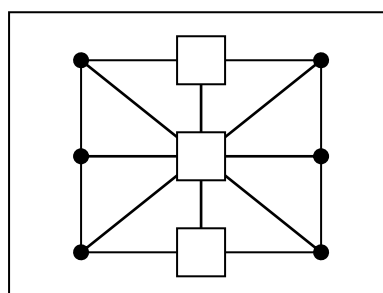
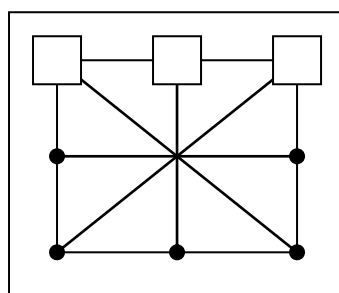
Variation: **CAVE GAME (concrete)**: The game proceeds as Hand Game but the position of hands is varied.

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

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 Fishing Game

### Go Fish: Letters

Objective: to recognize and match letters

Materials: letter cards

Number of Players: 4-6

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 Lotto

Note: This game is played like Letter Lotto 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 ( for 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

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 mmmmarshmallows,

### Picture-Sound Match

Objective: to identify initial sounds

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

Number of Players/Participants: 8

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 an 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 nakakatulong 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?

#### Chenelyn! Chenelyn

Tuwing umaga sa aming bahay, ang pangalan niya ang una mong maririnig.  
Kapag binibigkas mo ito, mayroong madyik na nangyayari.

"Chenelyn! Ihanda na ang almusal!"

Biglang magtitilian ang mga kaldero at siyansi sa ilalim ng kalan.

Huhuni ang kaldero ng mainit na tubig.

Maririnig ang kalatugan ng pinggan at kalansingan ng mga kutsara at tinidor.  
Tapos, sa isang iglap, busog na si Tatay.

“Chenelyn! Ang paligo ko handa na ba!”  
Biglang magsisindi ang ilaw sa loob ng banyo.  
Dadagundong ang tulo ng tubig sa balde.  
Maglilitawan ang mga sepilyo, sabon, shampoo at tuwalya.  
Tapos sa isang iglap, mabango at malinis na si Kuya.

“Chenelyn! Ang damit ko sa eskuwelahan!”  
Biglang iinit ang plantsang nakatago.  
Tatakbo ang kabayo na tangay ang lukot na palda at blusa.  
Tapos sa isang iglap, unat ang lahat ng damit ni Ate.

“Chenelyn! Ang bahay, dapat malinis na!”  
Biglang magsisibangon ang basahan at sabon.  
Magsasayawan ang mga bunot at walis.  
Tapos biglang makintab at mabango ang buong bahay.

“Chenelyn! Laro na tayo!”  
Biglang tatalbog ang bola at magsasalita ang manyika.  
Magiging nanay ko siya sa bahay-bahayan.  
Magiging taya siya sa taguan.

Tapos, paglingon ko, nakaupo siya.  
Natutulog.

Bago ako matulog, ang pangalan pa rin niya ang maririnig.  
Kasi, may madyik ang pangalan niya.

“Chenelyn! Ang kape ko, akina!” sabi ni Tatay.  
Biglang maghahalo ang kape, asukal, at umuusok na tubig.

“Chenelyn! Ang sapatos ko, relo ko, nasaan na?!” tanong ni Kuya.  
Magsisilabas ang mga sapatos at relo mula sa kung saan.

“Chenelyn! Ang isusuot ko, ihanda mo na!” tili ni Ate.  
Magrampadahan naman ang mga pantalon, palda, blusa at medyas.

“Chenelyn! Ang pinagkainan, hugasan mo na!” utos ni Nanay.  
Magsisiligo na ang mga plato, platito, kutsara, at tinidor.

Basta tatawagin mo ang pangalan niya, mayroon nang iniinom si Tatay sa kuwarto.  
Nakita na ang nawawalang gamit ni Kuya.  
Handa na ang damit ni Ate para bukas.  
Malinis na ang mga gamit sa kusina ni Nanay.

Kapag ako na ang tatawag ng “Chenelyn!”  
Papasok siya sa maliit kong kuwarto.  
Pagod na pagod. Pawis na pawis.  
Hingal na hingal. Latang-lata.

Pero, kapag mayroon siyang ikukuwento sa akin, ang kuwarto ko, nag-iiba ang anyo.

Nagiging dagat ito kapag kami ay mga sirena.  
Nagiging kastilyo ito kapag kami ay mga prinsesa.  
Kaming dalawa ni Chenelyn ang lagging bida sa marami niyang kuwento.  
Tapos, tulog na kaming dalawa.

Chenelyn! Chenelyn!

Isang umaga, nagkagulo sa loob ng bahay!  
Ilang beses nang tinatawag ang pangalan niya, pero walang nangyayaring madyik.

"Chenelyn! Chenelyn!" sabi ni Tatay.  
"Chenelyn?! Chenelyn?!" tanong ng Kuya.  
"Chenelyn! Chenelyn!" sigaw ng Ate.  
"Chenelyn! Chenelyn!" utos ng Nanay.  
"Chenelyn! Chenelyn!" tawag ko.

Pero walang nangyari.

Bigla kaming nagsisugod sa kuwarto niya.  
Pagbukas namin, maraming madyik ang nangyayari.  
Mayroong hatsing! Mayroong prssrrstt!  
Mayroong brrr! Mayroong ubo-ubo!  
Naku, si Chenelyn, hindi makapagmamadyik!

"May trangkaso si Chenelyn..." sabi ni Tatay.

Dali-dali siyang pumunta sa telepono.  
Kumiriring ito nang kumiriring.  
Bumulong-bulong si Tatay sa hawakan.  
Tapos, sa isang iglap, biglang dumating ang Doktor.

Pumunta naman si Nanay sa kusina.  
Naghiwa-hiwa siya ng karne ng manok at gulay.  
Hinugas-hugasan niya ang mangga at dalanghita.  
Nagtimpla-timpla siya ng tsa at tubig.  
Sa isang iglap, may pagkain kaagad para kay Chenelyn.

"Dapat tayo muna ang maglinis ng bahay!" sabi naman nina Kuya at Ate.  
Nagbunot nang nagbunot si Kuya.  
Nagwalis nang nagwalis si Ate.

Naglaba nang naglaba si Kuya.  
Nag-ayos nang nag-ayos si Ate.  
Tapos, sa isang iglap, biglang natutong maglinis ng bahay sina Ate at Kuya.

Para makapagpahinga si Chenelyn, nagkuwento naman ako nang nagkuwento.  
Biglang nagbago ang kuwarto ni Chenelyn.  
Naging bughaw na langit ito nang naging piloto kami.  
Naging entablado ito nang nagging mananayaw kami.  
Tapos, sa isang iglap, nakatulog na si Chenelyn.

Mula noon, iba na ang maririnig sa loob ng aming bahay tuwing umaga.

### **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?

### **Big World, Small World**

It's Saturday Morning.  
Mama gets up.  
Anna gets up too.

Mama checks her face in the mirror.  
Anna checks her toes.

Mama puts on her clothes.  
Anna puts on Mama's shoes.

Mama drinks her coffee.  
Anna drinks her milk.

Mama carries her pocketbook.  
Anna carries her teddy.

Mama watches traffic lights.  
Anna watches Mama's feet.

Mama looks for what she needs.  
Anna looks for what she likes.

Mama counts her money.  
Anna counts people's legs.

Mama talks to a neighbor.  
Anna talks to his dog.

Home again.  
Mama gets a kiss.  
Anna gives a hug.

### **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?

### **Milly, Molly and Heidi Untidy**

Milly and Molly's friend Heidi Untidy lived in a jumble, a clutter, a mess.

It grew, it got bigger, it took a life of its own.

"But where do I start?" she asked her mother when her mother said, "tidy it up."

"Just start," said her mother and closed the door tight, to stop it from all getting out.

Heidi Untidy didn't know where to start, so she curled up in it all and she read.

Now Heidi was a reader.

She read to her mother.

She read to her father.

She read to her brother and sister and anyone who cared to listen.

She liked some books better than others and she liked one best of all.

"Where's my best book?" she cried.

"It's buried, it's smothered, you've drowned it," said her mother.

"But where do I start?" she asked her mother when her mother said, "tidy it up."

"Just start," said her mother and closed the door tight, to stop it from all getting out.

So Heidi Untidy made a start.  
She folded and stacked and stacked and tidied and folded and stacked some more.  
"I've found it alive. My best book," she cried.  
"Heidi, you're tidy!" said her mother.  
Milly and Molly's friend Heidi Untidy was never untidy again.

### **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?

### **The Family Teenagers**

Teenagers are a lot like you, only taller....  
and stronger...  
and braver.  
They like to have fun with their friends...  
and dance up a storm...  
and play sports....  
and study together...  
and go to school together.  
But sometimes they feel lonely, and worried and sad.  
Sometimes when a boy meets a girl...  
they fall in love.  
Do you have a big brother or sister?  
Or a baby sister who goes to high school?  
They're teenagers.

## **INDOOR/OUTDOOR ACTIVITIES**

### **Movement Counting**

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

Number of Players/Participants: 8

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 stand 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

Players: whole or small group

Procedure:

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

One, two, three, four, 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: 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: 6-8 players

Procedure:

Children stand in a circle with their chairs behind them. One child is designated to start the counting, and this child wears a hat to clearly delineate his or her from the others. The starter begins the counting and each child counts off in sequence. The child who says the last number in the sequence, 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.