

KINDERGARTEN CLASS FIRST GRADING DAILY PLANS

WEEK 6: _____

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

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

APPENDIX: WEEK 6

A. THEME-RELATED ACTIVITIES

Smelling Jars

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

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

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

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

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

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

Smell and Match

Objectives: To identify and differentiate different scents

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

Number of players/participants: 8 children

Procedure:

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

Same or Different (smell)

Objective/Competency: To match identical scents

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

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

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

Participants: 8 children

Procedure:

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

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

Taste and Tell

Objectives: To identify the different tastes

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

Number of Participants: 8 children

Procedure:

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

Name the Taste

Objectives: To discriminate tastes

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

Number of Players/Participants: 8 children

Procedure:

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

Same or Different (taste)

Objectives: To match identical tastes

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

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

Participants: 8 children

Procedure:

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

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

Mini-book: Foods I like to Eat

Objectives: develop eye-hand coordination and expressive language skills

Materials: booklets, crayons, markers

Participants: any number of children

Procedure:

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

Food Picture Card Sort

Objectives: To discriminate taste

To sort pictures according to a given attribute

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

Participants: 8 children

Procedure:

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

Touch and Tell

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

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

Number of Players/Participants: 10 children

Procedure:

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

Feely Bag

Objectives: To identify the different textures

Materials: assorted materials

Number of Players/Participants: 8 children

Procedure:

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

Texture Cards Concentration Game /Feely Boards Matching Game

Objectives: To match identical texture cards

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

Procedure:

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

Senses Chart

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

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

Number of Players/Participants: 8 children

Procedure:

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

B. OTHER MATH ACTIVITIES

Block Play

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

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

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

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

Sand Play

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

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

Number of Players/ Participants: 4

Procedure:

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

Pattern Rubbings

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

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

Procedure:

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

Lacing Shapes: Circles

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

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

Participants: 8 children

Procedure:

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

Circle Collage

Objectives: fine-motor coordination

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

Number of players/participant: 6-8 children

Procedure:

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

Square Hunt

Objectives: to recognize square objects in the environment

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

Number of Players/Participants: 8 children

Procedure:

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

Shape Poster: Squares

Objective: to recognize shapes

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

Number of players/participant: 6-8 participants

Procedure:

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

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

Big Book: Square Things Around Us

Objectives: shape recognition

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

Number of Players/Participants: 8 children

Procedure:

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

Square Designs

Objectives: shape recognition

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

Number of Players/Participants: 8 children

Procedure:

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

Build A House

Objective: to match shapes

Materials: playing board, shape spinner

Procedure:

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

Writing Papers (3)

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

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

Number of participants: individual

Procedure:

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

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

Objective: Compares quantities

Number of Players/ Participants: 3 pairs

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

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

Mixed Up Numbers

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

Players: small group

Materials: vocabulary cards of number words

ONE

TWO

THREE

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

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

Number Lotto

Objective: to match numerals

Number of Players/ Participants: 2-4

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

Procedure:

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

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

Number Concentration

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-3

Procedure:

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

Fishing Game: Numbers

Objective: to recognize and identify numerals

Number of Players/ Participants: 2-4

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

Procedure:

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

Bingo: Numbers (0-3)

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: bingo card for each player calling cards tokens

Procedure:

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

Number Snap

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 3 sets of number cards, 0-3

Procedure:

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

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

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

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

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

Hand Game (concrete, up to quantities of 3)

Objective: to explore different combinations that make a given quantity

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

No. of Participants: small group

Procedure:

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

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

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

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

Objective: to explore different combinations that make a given quantity

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

No. of Participants: small group

Procedure:

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

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

Counting Boards (concrete, up to quantities of 3)

Objective: to explore different combinations that make a given quantity

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

Procedure:

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

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

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

C. OTHER LANGUAGE ARTS ACTIVITIES

Hearing Words in Sentences

Objectives: recognize words in sentences

Materials: blocks or squares of heavy paper

Number of Participants: 8-10 students

Procedure:

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

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

Picture/Letter/Word Sort

Objectives: distinguish between letters, words and pictures

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

Number of players/participant: 4-6 children

Procedure:

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

Letter Shapes

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

Materials/Preparation: cardboard, yarn

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

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

Procedure:

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

Spot the Odd One Out (Letters)

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

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

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

Number of Players/Participants: 8 children

Procedure:

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

Sand Paper Letters

Objectives: letter formation

Materials/Preparation: pre-cut sand paper letters

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

Procedure:

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

ACTIVITIES FOR MEETING TIME 2:

Make the Sounds (Day 1)

Objective: reproduce sequences of sounds

Procedure:

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

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

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

Tell Me About It (Day 1)

Objective: practice making sentences

Procedure:

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

Long and Short Words (Day 3)

Objective : to refine the children’s awareness of words

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

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

Procedure:

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

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

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

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

Syllable Clap (Day 4)

Objectives: orally segment words

Number of players/participant: whole or half groups

Procedure:

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

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

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

Listen and Look (Day 5)

Objective: blend syllables to form words

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

Procedure:

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

D. STORIES

Si Roy At Ang Pabango Ni Nanay

(Kuwento ni Minda L. Ona)

Questions before reading the story:

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

Questions while reading the story:

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

Questions before reading the story:

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

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

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

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

Nakahinga nang maluwag si Roy.

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

E. SONGS/POEMS/ RHYMES

Sound Song

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

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

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

Kung Ang Ulan ay Puro Tsokolate

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

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

...katas ng sili o ang anhang ng ulan

Hands On Shoulders

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

F. INDOOR/OUTDOOR GAMES

Pin The Nose On The Face

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

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

Number of Players/Participants: whole class

Procedure:

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

Five Senses

sung to the tune of "Where is Thumbkin"

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

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

I Use My Five Senses

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

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

Here I Am

Objectives: To discriminate animal sounds

To follow directions of the game

Materials: mask or neckerchief

Participants: whole class

Procedure:

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

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

I Smell A Mouse PEHT p. 219

Objectives: To use their body to make different movements

Materials: none

Participants: whole class

Procedure:

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

Finger And Whistle Command

Objective/Competency: To follow directions

Materials: whistle (instead of bell)

Participants: whole class

Procedure:

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

What's On My Back?

Procedure:

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

