

**KINDERGARTEN CLASS FIRST GRADING DAILY PLANS**

**WEEK 8:** \_\_\_\_\_

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<b>CONTENT FOCUS:</b> I can take care of my body		
<b>MEETING TIME 1:</b> <b>Song:</b> This is the way ... <b>Message:</b> <i>I can take care of my body.</i> <i>I can keep myself clean.</i>	<b>MEETING TIME 1:</b> <b>Message:</b> I eat the right kinds of food. <b>Questions:</b> What will happen if you do not enough food? What will happen if you eat too much food? <b>Song:</b> Ang Gatas at ang Itlog	<b>MEETING TIME 1:</b> <b>Song:</b> Mag-ehersisyo Tayo <b>Message:</b> I exercise. I rest when I am tired. I sleep on time <b>Questions:</b> How can exercise and rest help the body stay healthy?
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Mobile: These are the things we use to keep our body clean. Poster: We can take care of our body  <b>Independent:</b> <ul style="list-style-type: none"> <li>What comes next?</li> <li>Kalusugan: Mahalaga PEHT p.57</li> <li>Letter Puzzles</li> <li>Name Sort</li> <li>Table Blocks</li> <li>Writer's Workshop</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Filim Strip: Ang Prinsipeng Ayaw Maligo  <b>Independent:</b> <ul style="list-style-type: none"> <li>Literature-based: Story Map</li> <li>Literature-based: Accordion Book: Paano magsipilyo ? Maligo ? maghugas ng kamay</li> <li>Outline Game ( Things We Use to Keep us Clean)</li> <li>Food Mobile</li> <li>Make a Meal</li> <li>What comes next</li> <li>Playdough</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Two-Sound Words (oral segmentation)  <b>Independent:</b> <ul style="list-style-type: none"> <li>Dramatic Play</li> <li>Food Chart: Healthy Food/Junk Food</li> <li>Slogan. Eight It Is!</li> <li>Literature-based: Drawing: Ang Mga Paborito Kong Pagkain</li> <li>Literature-based: Food Memory Game/Food Domino</li> <li>Puzzle Pictures</li> </ul>
<b>MEETING TIME 2:</b> <b>Song:</b> My Body <b>Activity:</b> What's the New Word	<b>MEETING TIME 2:</b> <b>Song:</b> It's Me Again <b>Activity:</b> Guess a Riddle	<b>MEETING TIME 2:</b> <b>Activity:</b> Pantomime: Ways of Taking Care of the Body
<b>Supervised Recess</b>	<b>Supervised Recess</b>	<b>Supervised Recess</b>
<b>STORY:</b> Ang Prinsipeng Ayaw Maligo	<b>STORY:</b> Si Owel ang Batang Matakaw	<b>STORY:</b> Ang Prinsesang Ayaw Matulog
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Hand Game (connecting using quantities up to 3) 3 Concentration  <b>Independent::</b> <ul style="list-style-type: none"> <li>Block Play</li> <li>Water Play</li> <li>Sand Play: Mark the Scoops</li> <li>Subtraction Card ( 2-3)</li> <li>Number Books (quantities of 3)</li> <li>Number Games (for those who still have difficulty recognizing numerals 0,1,2,3)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Hand Game (connecting using quantities up to 3) 3 Concentration  <b>Independent::</b> <ul style="list-style-type: none"> <li>Block Play</li> <li>Water Play</li> <li>Sand Play: Mark the Scoops</li> <li>Subtraction Cards (2-3)</li> <li>Number Books (quantities of 3)</li> <li>Number Games (for those who still have difficulty recognizing numerals 0,1,2,3)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Lift the Bowl (connecting using quantities up to 3) Find 3  <b>Independent::</b> <ul style="list-style-type: none"> <li>Block Play</li> <li>Water Play</li> <li>3 Concentration</li> <li>Subtraction Cards (2-3)</li> <li>Number Books (quantities of 3)</li> <li>Number Games (for those who still have difficulty recognizing numerals 0,1,2,3)</li> </ul>
<b>INDOOR/OUTDOOR ACTIVITY:</b> Watch and Guess	<b>INDOOR/OUTDOOR ACTIVITY:</b> Confusing Game	<b>INDOOR/OUTDOOR ACTIVITY:</b> Writing Using Body Parts
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine

THURSDAY	FRIDAY	NOTES
<b>CONTENT FOCUS:</b> I can take care of myself.		
<b>MEETING TIME 1:</b> <b>Story:</b> Si Monica Dalos-dalos <b>Message:</b> I can protect myself from harm <b>Questions:</b>	<b>MEETING TIME 1:</b> <b>Message:</b> I can protect myself from harm <b>Questions:</b>	
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Literature-based: Story Sequence Strips <b>Independent:</b> <ul style="list-style-type: none"> <li>• Dramatic Play</li> <li>• Playdough</li> <li>• Literature-based: Flip Chart: Beginning/Middle/End</li> <li>• Safety Signs</li> <li>• Picture Puzzles</li> <li>• How many sounds?</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Three Sound Words <b>Independent:</b> <ul style="list-style-type: none"> <li>• Literature-based: "How did the character take care of her body?" (Looking After Myself)</li> <li>• Playdough</li> <li>• Mini-book: I can take care of myself in different ways.</li> <li>• How many sounds?</li> </ul>	
<b>MEETING TIME 2:</b> <b>Activity:</b> Two sound words ( oral blending) <b>Song:</b> Sound It Out	<b>MEETING TIME 2:</b> <b>Activity:</b> Sounds in Words : Break and Blend	
<b>Supervised Recess</b>	<b>Supervised Recess</b>	
<b>STORY:</b> Looking After Myself	<b>STORY:</b> Ayoko Na	
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Lift the Bowl (connecting using quantities up to 3) Find 3 <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Water Play</li> <li>• Writing Numerals (1,2,3,0)</li> <li>• 3 Concentration</li> <li>• Subtraction Cards (2-3)</li> <li>• Number Games (for those who still have difficulty recognizing numerals 0,1,2,3)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Bingo: Addition Bingo: Subtraction <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Water Play</li> <li>• Writing Numerals (1,2,3,0)</li> <li>• 3 Concentration</li> <li>• Find 3</li> <li>• Subtraction Cards (2-3)</li> <li>• Number Games (for those who still have difficulty recognizing numerals 0,1,2,3)</li> </ul>	
<b>INDOOR/OUTDOOR ACTIVITY:</b> Mimetics/Move that Body	<b>INDOOR/OUTDOOR ACTIVITY:</b> Shape Relay	
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	

## APPENDIX: WEEK 8

### A. THEME-RELATED ACTIVITIES

#### **Mobile - These are the things we use to keep our body clean.**

Objective: To identify the different things used to keep our body clean

Materials: cardboard, pencil, crayons, paste/glue

Participants: 8 children

Procedure:

1. Ask children to brainstorm on ways to keep their bodies clean.
2. Have them draw these on cardboard.
3. Attach a yarn to each drawing.
4. Have them label the drawing.
5. Hang this where everyone can see.

#### **Poster – We can take care of our body.**

Objectives: To know the ways of taking care of our body

Materials: manila paper, scratch papers, pencil, crayons, paste/glue

Participants: 8 children

Procedure:

- Ask the children to name one way of taking care of our body.
- Give each child a piece of paper and ask them to draw their answer
- Take down dictation as each child tells you what he drew.
- Paste their answers in the manila paper. Write the title of the activity.

#### **Kalusugan: Mahalaga PEHT p.57**

#### **Make a Healthy Meal**

Objective: To identify health foods; develop eye-hand coordination

Materials: paper plate, scissors, magazines, several pieces of 1/8 construction paper crayons, markers

Number of Participants: 8-10 students

Procedure:

1. Have each child cut-out pictures of healthy food.
2. Let him paste these pictures on a paper plate to represent a healthy meal.

#### **Food Mobiles**

Objectives: to identify different food items that come from plants/ animals

Materials: cardboard, yarn, scissors, colored markers, crayons

Number of players/participants: 6-8

Procedure:

1. Ask children to draw food that comes from animals and plants.
2. Let them color their drawings.
3. Attach a yarn to each drawing.
4. Have them label the drawing.
5. Hang this where everyone can see.

#### **Outline Game ( Things We Use to Keep us Clean)**

Objectives: matching

Materials: assorted objects used for grooming, outline board

Preparation: Draw the outline of the objects on a folder or board.

Number of Participants: 4-6 participants

Procedure:

1. Have children match the object with its corresponding outline on the board.
2. Talk about the different ways these things are used for grooming.

### **Safety Signs**

Objectives: identify safety rules

Materials: strips of paper, marker, crayons

Number of Participants: 6-8 children

Procedure:

1. Have children think of ways to keep children safe from harm. Have them think about safety rules at home, in school and in the community.
2. Ask them draw one safety rule on each strip of paper. Take down dictation and write this on a scratch paper. Let children copy this back on the paper strip to accompany the drawing.

### **Stuffed Vegetables/Fruits**

Objective: fine-motor coordination

Materials:

- Newspaper cut in strips (Prepare the strips at least a day ahead with the children. This will help them practice cutting in straight lines.)
- 1' x 1 ½ ' craft paper with pre-drawn outline of a fruit or vegetable back-to-back
- Stapler and staple wires

Number of Participants: 6-8

Procedure:

1. Let the children color the fruit or the vegetable back-to-back.
2. Seal 2/3 of the sides using a stapler.
3. Crumple the strips of paper into loose balls and stuff them inside the fruit or vegetable.
4. When the vegetable or fruit is full ,seal it close with staples.

### **Food Chart: Healthy Food/Junk**

Objectives: To differentiate between healthy and junk food

Materials: manila paper, magazines, markers, construction paper, glue, scissors

Procedure: Prepare the food chart beforehand.

Number of Participants: 6-8 participants

Procedure:

1. Have children cut-out pictures of different kinds of food
2. Ask them which of these food items can be considered healthy foods and talk about why they are healthy for the body.
3. Have them paste this under the heading "Healthy Foods".
4. Then have them identify foods that can be harmful for the body. Talk about why these are not considered healthy foods.
5. Have them paste this under the heading " Junk Foods"

### **Slogan – Eight It Is!**

Objectives: To know the importance of drinking at least 8 glasses of water a day and sleeping at least 8 hours a day

Materials: manila paper, white paper, pencil, crayons (Teacher writes "EIGHT IT IS! In big, fat letters on the manila paper.)

Number of Players/Participants: 10 children

Procedure:

- Ask the children to name the things that they need in order to grow strong and healthy.
- Talk about drinking 8 glasses of water and sleeping at least 8 hours a day will make them healthy and strong.
- Let the children design the slogan using crayons.
- You may also ask the children to draw pictures

**What Comes Next?** - sequence picture cards – shows at least 3-part steps (Example: brushing our teeth)

Objectives: To know the correct sequence of a particular activity

Materials: sequence cards

Participants:

Procedure: 6 children

- Spread out the picture cards on the table.
- Ask the children to sort them according to a particular activity.
- Let the children arrange each activity into the proper sequence of how that particular activity is done.
- Have the children retell each activity using the picture cards.

**Mini- book: I can take care of my body in different ways**

Objectives: To identify different ways one can take care of his body

Materials: mini-books with 5-6 pages stapled together, pencil, crayons

Participants: any number of children

Procedure:

1. On each page, have a child draw 1-2 ways he can take care of his body.
2. Take down dictation as needed.
3. Write the title of the book or have the child copy the title of the book from model.

**Dramatic Play**

*Throughout the week, children can take turns playing at the dramatic corner. The following themes are recommended:*

**Bahay-bahayan: Ways I Keep Myself Clean at Home**

**Doctor's Clinic**



At the dramatic area, set up a clinic. Display a clinic sign. Provide dress-up props such as white jackets, doctor's bag and play stethoscopes. Set out pads of pretend prescription forms along with brochures outlining good health habits (eating proper foods, brushing teeth, getting lots of exercise, etc.). Let the children take turns being doctors. Have them "write" prescriptions and discuss the good-health brochures with their "patients."

**Restaurant**

Tables, tablecloths, menus, and writing tablets for taking orders can be placed in the dramatic play area. Paste pictures of food on the menus. A sign for the area could be "Eating for Health."

## **B. OTHER MATH ACTIVITIES**

**Water Play** (nonstandard measurement of capacity)

Objective: to explore the concept of capacity

to determine the capacity of a container using nonstandard measuring tools

Materials: large container (basin) with water or sand  
measuring containers such as plastic cups and spoons  
variety of bottles or containers

No. of Participants: 1-4

Procedure:

- Children explore the concept of capacity by filling up and emptying containers or bottles with water.
- Children try to find out how many cups of water or sand can fill a container.
- Children try to find containers that can contain the same amount
- Children determine which container has more or less water or sand

**Sand Play: Mark The Scoops**

Objective: to compare quantities

To see relationships

Materials: large container (basin) with sand  
1 cm or ½ in strips of paper

assorted jars  
tape

measuring cup  
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.

### **Hand Game (connecting level 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      numeral cards      work mats

No. of Participants: small group

Procedure:

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

Teacher says:		Children say:	Teacher places these cards on the Hand Game counting board
"Place three 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."	

### **Lift The Bowl**

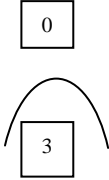
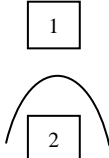
Objective: to explore different combinations that make a given quantity

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

No. of Participants: small group

Procedure:

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

Teacher says:		Children say:	Teacher places these cards on the Lift the Bowl counting board
"Place 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."	

### **Bingo: Addition (up to quantities of 3)**

Objective: To match an addition fact with its correct sum

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

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.

### **Bingo: Subtraction (up to quantities of 3)**

Objective: To practice subtraction up to quantities of 3

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

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.

### **Find 3**

Objective: to explore different combinations that make 3

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

No. of Participants: 1-4

Procedure:

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.
2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 3, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

### **Subtraction Cards**

Objective: to subtract quantities up to 3

Materials: subtraction cards, counters

No. of Participants: 1-4

Procedure:

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

### **3 Concentration**

Objective: to explore different combinations that make 3

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

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed face-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 3. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person who collects the greatest number of pairs is the winner.

Variation: This game can be varied by increasing the number of cards placed on the table. A 5 x 5 or 6 x 6 arrangement may be more interesting.

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

Objectives: To use numerals to describe and record quantities

Materials: cut outs from magazines scratch or bond paper

Preparation: Make number books by cutting paper in half and binding these together.

Procedure:

1. Find pictures of familiar objects such as shoes, toys, food items.
2. Cut and paste 3 of each object/ item on 1 page. Label each page "3 \_\_\_\_\_"

### **Writing Numerals (1,2,3,0)**

Objective: to write numerals

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

Preparation: Draw the numerals on a piece of card board. The first part of the numeral is drawn with the purple crayon and the second part with green. The purple and green marks will help children determine which stroke to do first.

1. Provide each child with numeral cards and lined paper.
2. Let each child practice writing the numerals on lined paper.

***For children who have yet to master recognizing the numerals and number names of 1, 2, 3 and 0 continue to play Number Games: Fishing Game: Numbers, Bingo: Numbers, Number Lotto, Number Domino, It's a Match, Number Concentration, Mixed Up Numbers (refer to appendices of previous weeks)***

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

### **Picture Puzzles**

Objectives: fine-motor coordination, visual discrimination

Materials: puzzle pieces

Number of Players/Participants: 6 children

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

Procedure:

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

### **Letter Puzzles**

Objectives: identifying and matching upper and lower case letters

Materials: cardboard pieces

Preparation: Cut each cardboard in the shape of two puzzle pieces. On one piece write the upper case letters and on the other, write the lower case letters. Prepare at least a set of 7 letters at a time and then put them inside a plastic bag.

Procedure:

1. Ask each child to form a letter using the puzzle pieces.
2. Let children state the name of each letter as they match them .

### **Name Sort**

Objectives: letter-sound association, sorting

Materials/Preparation: 2 x 4 cards

Preparation : Write the names of your students in each card.

Number of players/participant: 8-10 children

Procedure:

1. Spread out the cards on the table.
2. Ask the children to sort the names according to the beginning letter of the name.
3. After sorting, go over each category. Say the letter name, the sound it represents and all the names that begin with this letter. Do the same for all letter categories.



Variation: You may also sort letters according to the following:  
Ending letters  
Number of letters in each name

**Literature-based: How did the character take care of her body? (Looking After Myself)**

Objectives: To make personal connections

Materials: pre-cut people puppets, pencil, crayons, scratch papers

Participants: 8 children

Procedure:

1. Give each child a pre-cut cardboard puppet and ask them to design the puppet.
2. Let him color the puppet. Attach the cardboard puppets on the popsicle sticks using a masking tape.
3. Ask each child to name one way how the child in the story kept her body clean.
4. Take down dictation as each child tells his answer.
5. Paste the puppets together with the child's answer on a manila paper and put it up on your wall. Put the title of the activity.

**Literature-based: Accordion Book: Ang Prinsipeng Ayaw Maligo**

Objective/Competency : retell the story in sequence

Materials: paper divided into 6 panels, crayons, markers

Preparation: Divide the bond paper lengthwise. Tape the parts together to make a long strip. Fold the strip into 6 panels.

Number of Participants: 8-10 students

Procedure:

1. Have children recall the story events.
2. Ask them which happened first and have them draw this on the first panel.
3. Then have them draw the next event on the second panel.
4. Let them continue drawing on the panels until they have completed the story.

**Literature-based. Ang Paborito Kong Pagkain**

Objective/Competency : fine-motor coordination, expressive language

Materials: paper divided into 6 panels, crayons, markers, manila paper, scissors, glue

Preparation: Divide the bond paper lengthwise. Tape the parts together to make a long strip. Fold the strip into 6 panels.

Number of Participants: 8-10 students at any one time but all children must have a chance to post on manila paper..

Procedure:

1. Distribute construction paper to each child.
2. Have them draw their favorite food on the paper. Remind them to make their drawing big enough to fit the paper.
3. Let them label their drawing.
4. Have them cut this and paste on manila paper.

**Literature-based: Food Memory Game**

Objective: to match identical cards

Material : food cards,

Number of Players: 4-6 players

Procedure:

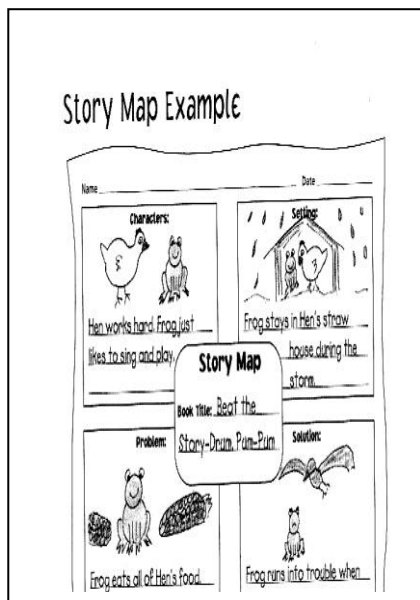
1. Place all cards on the table face down.
2. Each player turns over two cards during his turn. If he gets a pair of identical food cards, he gets to keep the pair and takes another turn.
3. If the letter cards do not match, the player puts back the cards into their original places.
4. The player who is able to get the most number pairs wins the game.

**Literature-based: Story Map**

Objective: identify story elements

Materials/Preparation: story map sheet, pencil, crayons or makers, scissors

Number of players/participants: 6-8



Procedure:

1. See the diagram below.
2. Write the title in the middle of the story map.
3. In the first box, let the child draw the characters in the
4. In the second box, draw the setting of the story.
5. In the third box, write what happened at the beginning
6. In the fourth box, write what happened at the end of the

### **Literature-based: Story Sequence Strips**

Objectives: retell story in sequence

Materials: paper, art or construction paper strips, colored markers, scissors, glue

Number of Participants: 4-6 children

Procedure:

1. Recall the events in the story that was read the day before.
2. Distribute one piece of half bond paper or newsprint to each child.
3. Have him/her draw one story event.
4. Arrange the events in correct order.
5. Put the title card at the top and the first event card directly below it.
6. Glue or tape the index cards onto the paper strip.

### **Literature-based: Beginning, Middle And End Chart** (lit-based)

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

Materials: one whole bond paper divided into 3 parts – lengthwise (Teacher writes “Beginning”, “Middle” and “End”), pencils, crayons

Number of Players/Participants: any number of children

Procedure:

1. Give each child one whole bond paper and ask him to draw what happened first, next and last in the story.
2. Encourage children to write key words to describe their drawing. Take down dictation if the child cannot do this yet.
3. Post their work on the wall.

### **Two Sound Words (oral segmentation)**

Objective: segmenting sounds in words

Material: Blocks, Two-phoneme word cards

Number of participants: half of class

Procedure:

1. Give each child two inch cubes or counters.
  2. Show a picture card and say the word.
  3. Then say each phoneme (sound) with a pause (about half a second interval) between its phonemes. For example, if you are working with the word hair bow, say /b/ /o/.
  4. To show that the word bow consists of two separate sounds, the teacher now places blocks in two different colors underneath the picture as she enunciates the sound represented by each.
  5. Then have children repeat the word in the same manner, /b/ /o/
- In addition, you should have two blocks of your own and a set of pictures of two-phoneme words. Also, before beginning, it is important to have read the introduction to this chapter.

The children then repeat the word sound by sound while representing the sounds of the word, left to right, with their own blocks. The children should repeat the sounds while pointing to the respective blocks and then the word, pausing slightly less between phonemes with each repetition (e.g., "b... ō..., bow, b... ō...bow, b- ō...bow".)

Note: You may divide them into smaller groups and assign 2-3 pictures to each group. Have them agree on its name and give them time to analyze it on their own. To gain a good sense of who is and is not catching on, ask one or more individuals to share his or her solution to each word. Then the whole group should repeat the solution together, voicing the separate phonemes of the word as they point to their corresponding blocks.

**Three Sound Words** (same as Two Sound Words except that the phoneme cards must contain pictures of words that contain three sounds)

### **How many sounds ?**

Objectives: to identify sounds in words

Materials: phoneme cards, number cards 1,2,3,4

Number of participants: 6-8 children

Procedure:

1. Spread the picture cards in the middle part of the table or floor.
2. On one side, lay down number cards (1,2,3,4) in one row.
3. At each turn, have a child identify the word and count the number of sounds he hears in each word.
4. Have him clap the word as he sounds out the phonemes.
5. Then have him place the card under the corresponding number of phonemes the word has.

Egg (2)	ship (3)	pet (3)	flip (4)	bit (3)
Fan (3)	ice (2)	nest (4)	it (2)	list (4)

## **ACTIVITIES FOR MEETING TIME 2:**

### **What's the new word ?**

Objective/Competency : manipulate sounds of words

Materials: none

Number of Participants: 10-12 students or half the class

Procedure:

1. Explain to the children that when you add a sound to a word, you end up with a totally different word.
2. Give an example to demonstrate the skill. For example, say /at/ and have children repeat it.
3. Ask what will happen if they add a new sound to the beginning of the word such /m-m-m-m/ ...at"
4. Children must be able to figure out that the new word is mat.
5. Then say, " We put a new sound on the beginning and we have a new word.!"
6. Tell children that you would take away the initial sound and have them identify the new word.
7. Ask them which sound was removed.

Variation. Say the first word first, then slowly say the second word. Have them identify which letter has been removed.

Note; It is important to provide guidance until children have achieved mastery in manipulating sounds. You must provide short practice for this during meeting time or work period. Work up gradually, across days, from the easier initial consonants to harder ones.

### **Pantomime: Ways of Taking Care of the Body**

Objectives: To name ways of taking care of our body

Materials: pre-cut people puppets, pencil, crayons, scratch papers

Participants: 10 children

Procedure:

- Divide the children into 2 groups.
- From the first group, ask for a volunteer who will act out how we can take care of our body.
- Teacher whispers to the volunteer one way how we can take care of our body. Remind the volunteer that he is not allowed to speak.

- The volunteer acts it out, example – brushing teeth.
- The members of the other group will try to guess the what is being acted out.
- If they guess correctly, one of their members will be the new volunteer.

### **Two Sound Words ( oral blending)**

Objective: segmenting sounds in words

Material Blocks, Two-phoneme word cards

Number of participants: half of class

Procedure:

This game is just the reverse of the segmentation game

1. Choose a picture and place it face down so the children cannot see it.
1. Then say the word phoneme by phoneme (e.g., "b... ð...), while placing the blocks beneath the picture.
2. While pointing to their own blocks, the children must repeat the phonemes over and over and faster and faster as they did in the analysis game.
3. When they know the identity of the picture, they should raise their hands.
4. The teacher may then ask the group or any individual to name the picture. After resolving any disagreements, the picture is held up for all to see.
5. After modeling several words is held in this way,

Note: You may divide them into smaller groups and assign 2-3 pictures to each group. Have them agree on its name and give them time to analyze it on their own. To gain a good sense of who is and is not catching on, ask one or more individuals to share his or her solution to each word. Then the whole group should repeat the solution together, voicing the separate phonemes of the word as they point to their corresponding blocks.

### **Guess a Riddle**

Say riddles to the children such as, "I'm thinking of the body part that you put your socks and shoes over. What is it?" or "It's on your face. You use it to eat and talk with. What is it?"

## **D. SONGS/POEMS/ RHYMES**

### **This is the Way...**

This is the way I wash my hands,  
Wash my hands,  
Wash my hands,  
This is the way I wash my hands,  
So early in the morning.

*Change Wash my hands to... comb my hair, fix my shirt,  
scrub my knees, etc*

### **Wash Your Hands**

Wash your hands  
Wash your hands before you go and eat.  
Wash your hands, wash your hands.  
This good rule  
(Repeat.)

### **My Body**

tune: Where is Thumbkin

This is my body.  
This is my body.  
It's the only one I've got.  
It's the only one I've got.  
I'm going to take good care of it.  
I'm going to take good care of it.  
Yes I am. Yes I am

### **Sound It OuT**

sang To The Tune Of If You Are Happy And You Know It ...

If you have a new word, sound it out  
If you have a new word, sound it out  
If you have a new word, then slowly say the word  
If you have a new word ,sound it out

### **Touch Your Nose**

Touch your nose,  
Touch your chin;  
That's the way this game begins.  
Touch you eyes,  
Touch your knees;  
Now pretend you're going to sneeze.  
Touch your hair,  
Touch one ear;  
Touch your two red lips right here,  
Touch your elbows  
Where they bend;  
That's the way this touch game ends

<http://www.atozkidsstuff.com/body.html>

### **Mag-Ehersisyo Tayo**

ni L. Cruz Nicolas (Aklat Adarna, 1981)

*Isa, dalawa  
Tayo'y mag martsa  
Tatlo, apat  
Kamay sa harap, kamay sa itaas  
Lima, anim  
Magpakendeng-kendeng  
Pito, walo  
Ikiling sa kanan at kaliwa ang ulo*

*Walo, pito  
Tumalon-talon, lumukso-lukso  
Anim,lima  
Abutin ang paa  
Apat tatlo  
Bilisan ang takbo  
Dalawa isa  
Lumakad muna*

*Isa, dalawa, tatllo, apat  
Itaas-ibaba ang mga balikat  
Lima, anim,pito,walo  
Isuntok ang kamao, iwasiwas ang braso*

*Walo, pito, anim, lima  
Lumiyad-liyad, habang humihinga  
Apat, tatlo, dalawa, isa  
Maupo at tumayo at tumigil muna*

### **Ang Gatas At Ang Itlog**

Ang gatas at ang itlog  
Ay pagkaing pampalusog  
Ang saging at papaya  
Ay pagkaing pampaganda

Ikaw ay uminom ng gatas  
At kumain ka nang itlog  
Di magtatagal at ikaw ay bibliog.

Alagaan mo ang manok  
Bibigyan ka nang itlog

### **It's Me Again!**

Here are my ears  
Here are my ears.  
Here is my nose.  
Here are my fingers.  
Here are my toes.  
Here are my eyes,  
Both open wide.  
Here is my mouth  
With white teeth inside.  
Here is my tongue  
That helps me speak.  
Here is my chin,  
And here are my cheeks.  
Here are my hands  
That help my play.  
Here are my feet  
For walking today.

## **E. INDOOR/OUTDOOR GAMES**

**Confusing Game** – PEHT p.54

**Writing Using Body Parts** - PEHT p.55

**Move that Body** - PEHT p.55

**Mimetics – Hard-Boiled Egg** - PEHT p.221

**Shapes Relay**

Participants: whole class

Materials: 2 small chairs, shape sorter, plastic shapes

Procedure:

- Divide the class into 2 groups.
- Place a small chair in front of each group (check that the distance is not too far from the children).
- Give each child a plastic toy shape.
- Teacher says "Ready, get set, go!" At the mark "go," the first child will walk to the small chair and put his plastic toy shape through the correct slot in the shape sorter.
- He goes go back to his/her team, tapping the hand of the next child to signal that child's turn and so on and so forth until all the children have taken a turn.

