

# KINDERGARTEN CLASS FIRST GRADING DAILY PLANS

WEEK 9: \_\_\_\_\_

| Monday   | Tuesday  | Wednesday   |
|--|--|---|
| <b>CONTENT FOCUS:</b> I grow and I change.   |  |   |
| <b>MEETING TIME 1:</b><br><b>Message:</b> People change as they grow.<br>My body grows. Some of my body parts grow longer. I become taller as I grow.<br><b>Questions:</b> Which parts of the body grown bigger or longer? (focus - arms, legs, hair, etc.)  | <b>MEETING TIME 1:</b><br><b>Message:</b> Some parts of my body grow bigger. I grow heavier as I grow.<br><br><b>Questions:</b> What parts of your body do you think grow bigger? (focus – hands, head, feet)<br><br>(Teacher shows her baby picture to the class). Have the students compare how teacher has changed since then till now that she has grown older. List these changes. Ask them to predict how teacher would change as she continues to age. Add these to the list. Leave the list posted in the classroom while this concept is being studied. |   |
|  | <b>Teacher Then</b><br>She had little hair.<br>She didn't have any teeth.<br>She had short arms and legs.<br>She had a tiny feet.<br>She could crawl.<br><br>She could not talk.   | <b>Teacher Now</b><br>She has long hair<br>She has many teeth.<br>Her arms and legs are longer<br>She has longer feet..<br>She can walk, run, skip, hop or gallop<br>She can sing and talk.   |
| <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> Step on Shapes<br>Weight Chart: "How Much Do I Weigh?"<br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Accordion book: "My Life"</li> <li>• Chart: How many sounds ?</li> <li>• Go Fish: Shapes</li> <li>• Picture Search</li> <li>• Letter Memory Game</li> <li>• Sand Play</li> <li>• Playdough: Make a Letter</li> </ul> | <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> Class Log: "We Change as We Grow."<br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Accordion Book " My Life</li> <li>• Letter Memory Game</li> <li>• Go Fish Shapes</li> <li>• Sand Play</li> <li>• Playdough: Make a Letter</li> <li>• Writer's Workshop</li> </ul>  | <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> Comparison Chart: "Look at Me"<br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Flap Book: Among mangyayari kapag... ?</li> <li>• Literature-based: Triorama</li> <li>• Write My Words</li> <li>• Color Fishing Game</li> <li>• Sand Play</li> <li>• Play dough : Make a letter</li> <li>• Writer's Workshop</li> </ul> |

|  |  |  |
|--|--|--|
| <b>MEETING TIME 2:</b><br>Invite some children to show their accordion books.<br>Have them think about changes they seen in their bodies since they were a baby.<br><b>Song:</b> Tong, Tong (variation)<br><b>Activity:</b> What's the sound (4-sound words)   | <b>MEETING TIME 2:</b><br>Show Weight Chart<br><br><b>Questions:</b> Who weighs the heaviest in class ? the lightest ?<br>Who have the same weight ?<br>How many children weigh heavier than you ?<br>How many children weigh the same way as you do ?   | <b>MEETING TIME 2:</b><br>Show the children's literature-based projects. Refer to their work as you review story details.<br><br><b>Activity:</b> What's the new word? "   |
| <b>Supervised Recess</b>   | <b>Supervised Recess</b>   | <b>Supervised Recess</b>   |
| <b>STORY:</b> Nagsasabi na si Patpat   | <b>STORY:</b> Teddy Tadpole & Terry Tortoise   | <b>STORY:</b> Si Hugo  |
| <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> Hand game (up to quantities of 3; writing number sentences)<br><b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Water and Sand Play</li> <li>• Bingo: Addition/ Bingo: Subtraction</li> <li>• 3 Concentration/ Find 3</li> <li>• Subtraction Cards (2-3)</li> <li>• Draw 3</li> <li>• Go 3</li> </ul> | <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> Hand game (up to quantities of 3; writing number sentences)<br><b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Water and Sand Play</li> <li>• Bingo: Addition/ Bingo: Subtraction</li> <li>• 3 Concentration/ Find 3</li> <li>• Subtraction Cards (2-3)</li> <li>• Draw 3</li> <li>• Go 3</li> </ul> | <b>WORK PERIOD 2:</b> <ul style="list-style-type: none"> <li>• <b>Teacher-Supervised:</b> Who Lost How Many?: Tooth Chart</li> </ul> <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Water and Sand Play</li> <li>• Bingo: Addition/ Bingo: Subtraction</li> <li>• 3 Concentration/ Find 3</li> <li>• Subtraction Cards (2-3)</li> <li>• Draw 3</li> <li>• Go 3</li> </ul> |
| <b>INDOOR/OUTDOOR ACTIVITY:</b> Oh My Hands and Feet   | <b>INDOOR/OUTDOOR ACTIVITY:</b> Move That Body   | <b>INDOOR/OUTDOOR ACTIVITY:</b> Hangman: 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 grow and I change.   |  |       |
| <b>MEETING TIME 1:</b><br><b>Message:</b> As I grow older, I can do more things by myself.<br><br><b>Questions:</b> What things can you now do by yourself ?   | <b>MEETING TIME 1:</b><br><b>Message:</b> We lose weight when we get sick.<br>Sometimes we lose our appetite when we are sick.<br><b>Questions:</b> What makes us sick?<br><b>Poem:</b> Germs, Germs, Germs  |       |
| <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> Word Wall: Body Words<br><br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Comparison Chart</li> <li>• Alphabet Book: My Body Parts</li> <li>• Letter Lacing Cards</li> <li>• Color Fishing Game</li> <li>• What comes next (use p.72,74 of RSW)</li> <li>• Dramatic Play</li> <li>• Water Play</li> </ul>                             | <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> Germ Experiment<br>Flip Book : Hygienic Practices<br><br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Alphabet Book: My Body Parts</li> <li>• Letter Lacing Cards</li> <li>• Color Trail</li> <li>• Dramatic Play: Taking care of the sick</li> <li>• Water Play</li> <li>• Writer's Workshop</li> </ul>                              |       |
| <b>MEETING TIME 2:</b><br><b>Song:</b> Can you name the first sound ?<br>Go over the words in their word wall.<br>Have them identify the first sound in each of these words.<br>Let them sort the words according to their initial sound.  | <b>MEETING TIME 2:</b><br>Discuss the germ experiment.<br><b>Questions:</b> What are germs?<br>Where do we get germs? Why do germs make us sick?<br>What should we do so we will not get sick?   |       |
| <b>Supervised Recess</b>   | <b>Supervised Recess</b>   |       |
| <b>STORY:</b> Joy-joy The Jolly Boy  | <b>STORY:</b> Germs, Germs, Germs  |       |
| <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> Lift the bowl (up to quantities of 3; writing number sentences)<br><b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Water and Sand Play</li> <li>• Bingo: Addition/ Bingo: Subtraction</li> <li>• 3 Concentration/ Find 3</li> <li>• Subtraction Cards (2-3)</li> <li>• Draw 3/Go 3</li> <li>• Tapatan</li> </ul> | <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> Lift the bowl (up to quantities of 3; writing number sentences)<br><b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Water and Sand Play</li> <li>• Bingo: Addition/ Bingo: Subtraction</li> <li>• 3 Concentration/ Find 3</li> <li>• Subtraction Cards (2-3)</li> <li>• Draw 3/Go 3</li> <li>• Tapatan</li> </ul> |       |
| <b>INDOOR/OUTDOOR ACTIVITY:</b> Ilong, Ilong, Ilong, Mata  | <b>INDOOR/OUTDOOR ACTIVITY:</b> Pictionary – body parts  |       |
| <b>MEETING TIME 3:</b> Dismissal Routine   | <b>MEETING TIME 3:</b> Dismissal Routine   |       |

## A. THEME-RELATED ACTIVITIES

### **Class Log** - "We Change as We Grow."

Objective/Competency: To identify changes that take place as one grows

Materials: manila paper, marker

Number of Players/Participants: whole class but they will work on it in small groups at a time

Procedure:

1. Ask the children: "How have you changed?" (Teacher shares a picture of herself as a baby with the class.)
2. Have the students describe how you have changed as you've grown older. List these changes on the manila paper.
3. Ask the students to predict how one changes physically as he grows older. Add these changes to the list.  
(Leave the list posted in the classroom as you continue studying this concept).

### **Accordion Book** - "My Life"

Objective/Competency: To identify changes that take place as one grows

Materials: bond paper or newsprint, tape, scissors, crayons, markers

Preparation: Cut the bond paper in half lengthwise and tape this together to form a long strip.

Divide the panels into parts corresponding to the child's age. For example, if the child is 5 years old, the panel must be divided into 5.

Number of Players/Participants: 8 children

Procedure:

- Ask the children to write the numbers from 1 to his present age at the bottom of the panel.
- On each panel, let them draw something they could do at that particular age.
- Take down dictation as needed.
- Post the accordion books on the wall. Write the title of the activity.

### **Weight Chart** - "How Much Do I Weigh?"

Objective/Competency: To make comparisons

Materials: manila paper, bathroom scale, small pieces of paper, crayons, paste/glue

Number of Players/Participants: 8 children

Procedure:

1. Have each child stand on the bathroom scale and see how much he weighs in kilograms.
2. Ask him to write his name on a piece of paper and then write his weight beside his name.
3. Let him paste this on the manila paper.
4. Continue until all the children are done weighing.

### **Comparison Chart** - "Look at Me"

Objective/Competency: To compare changes (physical and abilities) when one was still a baby and the present.

Materials: bond paper with a line dividing it in the middle crosswise, each child's baby and recent pictures, pencils, paste/glue

Number of Players/Participants: 8 children

Procedure:

- Have each child paste his baby picture on the left side of the paper and his recent picture on the right side.
- Ask the child to describe oneself in each picture.
- Take down dictation as each child tells you his answers.
- Post the chart on your wall. Write the title of the activity.

Note: If there are no pictures available, just let the child draw himself now and when he was still younger.

### **Germ Experiment**

Objective/Competency: To find out how germs are spread and how they can be avoided

Materials: glitters

Number of Players/Participants: 8 children

Procedure:

1. Put a drop of sparkle glue on the hands of each child.
2. Tell the kids to rub their hands together. (The sparkles represent the germs on their hands.)
3. Let the kids touch different objects in the classroom.
4. Ask: "Do you see how the sparkles remain on the objects?"

5. Have the children wash their hands with soap and warm water.
6. Encourage them to remove all the sparkles from their hand. (Focus on proper hand washing including back of the hands and in between the fingers.)

**What Comes Next?** – arrange 3 pictures showing correct sequence of an activity.

Objective/Competency: To know the correct sequence of a particular activity

Materials: sequence cards

Participants:

Procedure: 6 children

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

**Flap Book – “Anong mangyayari kapag . . . ? (hygienic practices)**

Objectives/Competency: Tell a cause and effect relationship

Analyze how one event affects something

Number of Players/Participants: 8 children

Materials: 25 pieces of bond paper, strips of paper, sign pens/crayons, eraser, paste/glue

Procedure:

1. Give the students pieces of bond paper and strips of paper
2. Pose the Phrase “Ano ang mangyayari kapag . . . ? “(emphasizing hygienic practices)
3. Let each group talk of the possible scenarios.
4. Let them write their answer on the strips of paper provided.
5. Let the students answer questions each one poses like “Ano ang mangyayari kapag hindi ka naliligo?”
6. Questions should be written at the front of the flap book while the answer inside is written inside.
7. Let the group draw, color and label their answer.
8. Compile the pages to make a book. Write the title of the book.

(Variation: Answer to the questions maybe in a form of drawing. This activity maybe done individually, with a partner or by a group.)

## 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                      assorted jars                      measuring cup  
1 cm or ½ in strips of paper                      tape                      funnel

Number of Players/ Participants: 2-4

Procedure:

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

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

**Hand Game (symbolic, up to quantities of 3)**

Objective: to explore different combinations that makes a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks      numeral cards      work mats

Number of Players/Participants: 8 children

Procedure:

- Children work in small groups.
- Teacher gives each child a given quantity of sticks, for example 3.
- Children separate counters in different ways and verbalize the combinations that result.
- Children write a number sentence to represent number combinations.

| Teacher says:                             |  | Children say:   | Children write: |
|---|--|---|-----------------|
| "Place three sticks in your right hand."  |  | "None and three is three." or<br>"Zero and three is three." | $0 + 3 = 3$     |
| "Place one stick in your left hand."      |  | "One and two is three."                                     | $1 + 2 = 3$     |
| "Place one more stick in your left hand." |  | "two and one is three."                                     | $2 + 1 = 3$     |
| "Place one more stick in your left hand." |  | "Three and none is three." or<br>"Three and zero is three." | $3 + 0 = 3$     |

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

**Lift The Bowl (symbolic; up to quantities of 3)**

Objective: to explore different combinations that makes a given quantity

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

Number of Players/Participants: 8 children

Procedure:

1. Game proceeds as Hand Game but bowls are used for separating quantities.
2. Children write a number sentence to represent number combinations.

| Teacher says:                        |  | Children say:   | Children write:                                    |
|--------------------------------------|--|---|--|
| "Place three blocks under the bowl." |  | "None and three is three." or<br>"Zero and three is three." | $\begin{array}{r} 0 \\ +3 \\ \hline 3 \end{array}$ |
| "Place two block under the bowl."    |  | " One and two is three."                                    | $\begin{array}{r} 1 \\ +2 \\ \hline 3 \end{array}$ |
| <i>Continue with other continues</i> |  |   |  |

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

**Who Lost How Many?**

Objective: to count objects and compare quantities

To construct a pictograph (tooth graph) and compare quantities

Materials: large tooth cut-outs      pieces of paper with drawings of children  
markers

Players: whole class

Procedure:

Read the poem Teeth on the Loose.

**Teeth on the Loose**

*Jen's lost one,  
And Lan's lost two,*

*Now whistling loud  
Is fun to do.*

*Bo's lost three,  
And Lupe four,  
She keeps them hidden  
In her drawer.*

*Tim's lost five,  
And Maya six,  
She shuts her mouth  
When the camera clicks.*

*And as for me,  
Well I've lost none,  
But, hey!  
I feel a wiggly one!*

Use the poem as a springboard for discussing the concept of 1 more with questions such as: Jen lost 1 tooth.  
Who lost 1 more tooth than Jen lost?  
Dan lost 3 teeth. Who lost 1 less tooth than Dan lost?

### **Draw 3**

Objective : to explore different combinations that make 3

Materials : 4 sets of numeral cards (0 –3)

No. of players / participants: 3- 5 players

Procedure

1. One card is drawn from the deck and is set aside throughout the game, so that there will be an odd card without a mate at the end of the game. All the other cards are dealt.
2. Each player goes through the cards received trying to find pairs that make 3. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding her cards like a fan and letting the person to her left draw one of them without looking at them. If the person who draws the card can use it to make 5 with one of the cards in her hand, she discards the pair in the middle of the table. If she cannot use it, she has to keep it. She then holds all her cards like a fan so that the person to her left can draw one of them by chance.
4. Play continues until one person is left holding the odd card and loses the game.

### **3 Concentration**

Objective: to explore different combinations that make 3

Materials: 4 sets of numeral cards (0-3)

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 faced-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.

### **Find 3**

Objective / Competency: collect pairs of cards

Materials : 4 sets of numeral cards (0-3)

No. of players / participants: 3-5 players

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.

### **Go 3**

Objective: to explore different combinations that make 3

Materials: 4 sets of numeral cards (0-3)

Procedure:

1. All the cards are dealt.
2. The players take turns asking specific people for specific cards in a way similar to the card game Go Fish. For example, John may say to Carol do you have a 1 ?" If Carol has a 1, she has to give it up to John. John then lays this 1 and a 2 in front of himself, face up.  
A player can continue asking for a card as long as he gets the card he requested. If he does not get the card he asked for, the turn passes to the person who said, "I don't have it."
3. The person who makes the greatest number of pairs is the winner.

### **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.

### **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:

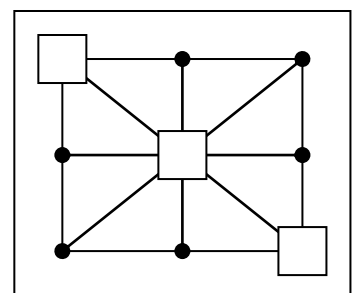
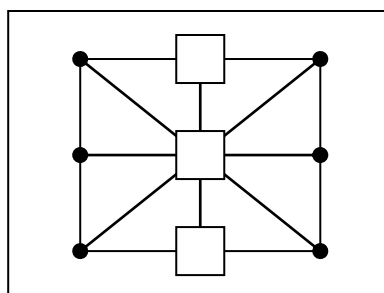
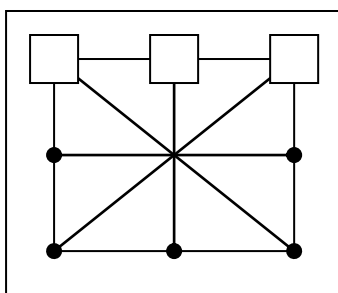
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2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing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

### **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

### **Chart: How many sounds ?**

Objective/Competency: to identify sounds in words

Materials: ¼ strips of paper, chart (see sample below )

| HOW MANY SOUNDS ? |          |          |
|-------------------|----------|----------|
| 2 SOUNDS          | 3 SOUNDS | 4 SOUNDS |
|                   |          |          |
|                   |          |          |

Number of participants: 6-8 children

Procedure:

1. Ask children to draw pictures of words that have two sounds, three sounds and four sounds.
2. Have them paste their drawings on the appropriate column on the chart.

Note: If the children have difficulty thinking of their own words, show picture cards to assist them.

### **Go Fish: Shapes**

Objective: shape recognition

Materials: shape cards,

Number of Participants/Players

Procedure:

1. On each turn, a player looks at his hand and picks one card.
2. Then he asks the person next to him for a card that matches the card he is holding. Have him say " Do you have a "circle " ?
3. If the next player has the shape card that is being asked for, he must give it to the first player who then has a match and gets to "put down"
4. the matching shape cards.
5. If the opponent does not have a match, he says, Go Fish." In that case, the player draws a card from the deck.
6. The game continues until all cards have been matched. Whoever has the most matching cards at the end of the game wins.

### **Picture Search**

Objective: to identify pairs of words with the same initial sound

Materials: magazines, scissors, glue, booklet

Number of Participants/Players : 8-10 participants

Procedure:

1. Ask children to look for pictures of objects/people/places that have the same initial sound. Have them collect at least 5 pairs.
2. Let children glue each pair on one page of the booklet.
3. After they have filled up the pages, have them write the title " Word Pairs "

### **Letter Memory Game**

Objective: to identify upper case letters

Material : 10 pairs of upper case letters

Number of players/participant: 5-6

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 letter 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 of pairs wins the game.

Note: can be done for lower case letters, upper/lower case letters, shapes, color, sight words,

### **Color Fishing Game**

Objective: color recognition

Material : fishing hook, color cards

Number of players/participant: 5-6

Procedure:

1. Arrange the chairs in a circle.
2. Place the color fish cards inside the circle.
3. Ask players to sit on each chair.
4. Each player takes turns fishing a card.
5. Ask the child to identify the color of the card that he fishes out. .
6. At the end of the game, ask children to count the number of fishes that they caught.

### **Letter Lacing Cards**

Objective: fine-motor coordination, letter recognition

Materials: letter lacing cards

Number of Participants/Players: 6-8

Procedure:

1. Distribute the lacing cards.
2. Have them thread the cards until each hole has been covered.
3. Have them practice forming the letter by tracing with their forefingers, writing on air, on the back of the classmate and then on paper.

### **Playdough: Make a Letter**

Objective: letter formation

Materials: playdough

Number of Participants/Players : 4- 6 (or depending on the amount of playdough available)

Procedure:

1. Put the letter cards on the table.
2. Have each child pick out a letter and put it in front of him.
3. Then have him form this letter out of playdough.
4. Have children display all the letters they can form.

***Note: Make sure there is sufficient amount of playdough for children to make several letters.***

### **Literature-based: Triorama**

Objective:

Materials: construction paper, (precut into 10 x 10 inch square, glue, scissors, crayons, markers and other craft materials

Number of Participants/Players

Procedure:

1. Take a construction paper square and fold in half on the diagonal (upper left corner to bottom right). Press the crease and fold.
2. Now fold on the opposite diagonal (upper right corner to bottom left). Press the crease and unfold.
3. Cut along the fold line from the bottom right corner to the center of the square.
4. Rotate the square as shown, and in the larger upper triangle draw the setting or background from the story. (The two lower triangles will fold over each other and form the base of the pyramid.
5. Fold up the two smaller triangles along the midline fold, overlapping them. Glue theme in place. The triorama must now stand on its own.
6. To complete the scene, add characters and other objects to bring the illustrate important events from the story/

### **Literature-based: Write My Words - Magbigay ng isang bahagi ng katawan at papaano ito nagbabago**

Objective/Competency: To make personal connections

Materials: ½ lengthwise bond paper, pencils, crayons

Number of Players/Participants: 10 children

Procedure:

1. Ask the children to name a body part and tell how it changes as you grow.
2. Give each child a piece of paper and ask him to draw that part.
3. Take down dictation as each child tells you his answer.
4. Compile the papers and make it into a book. Write the title of the book.

### **Color Trail**

Objective/Competency: color recognition

Materials: Color trail board game, markers

Number of Players/Participants: 6 children

Procedure:

1. Explain the directions of the game to the group.
2. The oldest player goes first.
3. The first player throws the die and moves his playing piece according to the number that appeared on the die.
4. The child identifies the color space he landed on.
5. The child on his left will have the next turn.
6. The game continues until a player reaches the finish line.

### **Word Wall : Our Body Parts**

Objective/Competency: To recognize words in print (sight-reading)

Materials: manila paper, pieces of papers, markers, paste/glue

Number of Players/Participants: 8 children

Procedure:

Getting Ready: Make a chart with 26 columns. Write the alphabet on each column. Post this on your wall.

1. Ask the children to name a body part.
2. Have him draw the body part.
3. Write the name of the body part it for him. Underline the beginning letter.
4. Ask him the beginning letter of the body part he chose.
5. Let him paste/glue it on the corresponding column of that beginning letter.

### **Alphabet Book : My Body Parts**

Objective/Competency: To name a body part for each of the letters of the alphabet, if possible

Materials: 27 pages of ½ crosswise papers stapled together, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Ask the children to name a body part and identify its beginning letter sound.
2. Help the child look for that particular page in the book and ask him to draw the body part on that page.
3. Help him label his drawing by sounding out the letter sounds and guiding him how to write the letters.

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

**Inspection** - PEHT p.191

**Ako ay Malinis** - PEHT p.137

**Mr. Rhythm and Rhyme** - PEHT p.168

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

**Oh, My Hands And Feet** - PEHT p.54

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

### **Hangman Game – Body Parts**

Objective/Competency: To guess the body part correctly

Materials: chalk, chalkboard

Number of Players/Participants: whole class or small group

Procedure:

1. Teacher chooses a body part and draws the corresponding number of lines for each letter in horizontal order on the board.
2. She invites the children to guess a letter of the word.

3. If there is such letter, she writes it on the corresponding space on the line.
4. If not, she draws a part of the details to form a hanged man.
5. The children try to use the letter cues available to guess the word.
6. The game ends either by: guessing the word correctly or forming the hanged man.

### **Ilong, Ilong, Ilong, Mata**

Objective/Competency: To identify the different body parts  
 To listen carefully and be attentive  
 To follow instructions

Materials: none

Number of Players/Participants: whole class or small group, seated facing the leader

Procedure:

1. Teacher/Leader says "ilong, ilong, ilong, ilong, ilong" (while tapping her nose lightly) and the children imitates her.
2. She then says another body part (example: "mata") but she may touch her forehead to confuse the children.
3. She checks among the students who got it right and helps the others identify the correct body part.
4. The game continues or she may choose a student to be the next leader.

### **Pictionary – Body Parts**

Objective/Competency: To identify the different body parts  
 To follow instructions

Materials: chalk, chalkboard

Number of Players/Participants: small group

Procedure:

1. Teacher divides the group into two.
2. The first group chooses one child from group who will draw the body part.
3. Teacher whispers to this child the body part that he will draw. Teacher reminds him that he cannot talk while he is drawing.
4. At the signal "Go!" he draws the body part on the chalkboard.
5. His group mates has one minute to try to guess the body part that he is drawing.
6. If they guess correctly, they get one point.
7. The next team gets a turn.
8. The game continues until each child had his turn in drawing a body part.

