

**KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS**

**WEEK 36:**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<p><b>MEETING TIME 1:</b>  <b>Message:</b> People must care for their own community.                      ⇒ They must dispose their garbage properly.</p> <p><b>Questions:</b> How do you dispose your garbage at home? How do we dispose our garbage in school?</p>	<p><b>MEETING TIME 1:</b>  <b>Message:</b> There are some things that we can reuse.</p> <p><b>Question:</b> What things can we reuse?</p>	<p><b>MEETING TIME 1:</b>  <b>Message:</b> We need to reduce our trash.                      ⇒ We can reduce trash by reusing and recycling our old things.</p> <p>Question: What things can be recycled?</p>
<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised:</b> Class Survey: How Do You Dispose Your Garbage?</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Junk Models</li> <li>• Trash Collage or Mural</li> <li>• How many syllables?</li> <li>• Opposite Domino</li> <li>• Writer's Workshop</li> </ul>	<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised:</b>                      Lit-based: Si Tembong Mandarambong (character profile)                      Lit-based : Character Mobile</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Making School Signs</li> <li>• Junk Models</li> <li>• How many syllables?</li> <li>• Opposite Domino</li> </ul>	<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised:</b> The Three R's Poster Collage</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Environmental Banners</li> <li>• Mini-book: How can I keep my home and school clean?</li> <li>• Letter Tallies</li> <li>• WS: Opposite Match                      Which does not belong? (Rhyming Words)</li> <li>• Writer's Workshop</li> </ul>
<p><b>MEETING TIME 2:</b>                      Introduce the "Recycling Song "</p> <p>Invite children to show their Junk Models. Talk about other uses of these junk materials.                      Discuss why it is important to recycle materials. (see appendix)</p>	<p><b>MEETING TIME 2:</b>                      Talk about the school signs on recycling and the environmental banners they made. Ask if there are other areas in the school which might be in need of additional signs.</p>	<p><b>MEETING TIME 2:</b>                      Teach the song Reduce, Reuse, Recycle</p> <p>Discuss different ways they can apply the 3R's in their homes.</p>
<p><b>Supervised Recess</b>  <b>STORY: Si Tembong Mandarambong</b></p>	<p><b>Supervised Recess</b>  <b>STORY: May Pera Sa Basura</b></p>	<p><b>Supervised Recess</b>  <b>STORY: Si Emang Engkantada at ang Tatlong Haragan</b></p>
<p><b>WORK PERIOD 2:</b>  <b>Teacher-Supervised:</b> Eyes (counting groups of 2 (beginning multiplication))</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Pattern Blocks</li> <li>• Five in A Row</li> <li>• Shark Attack</li> <li>• Bingo: Addition (0-10)/ Bingo: Subtraction (0-10)</li> <li>• Make Ten</li> </ul>	<p><b>WORK PERIOD 2:</b>  <b>Teacher-Supervised:</b> Pair Pressure -counting 2 groups of (beginning multiplication)</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Pattern Blocks</li> <li>• Five in a Row</li> <li>• Shark Attack</li> <li>• Bingo: Addition (0-10)/ Bingo: Subtraction (0-10)</li> <li>• Make Ten</li> </ul>	<p><b>WORK PERIOD 2:</b>  <b>Teacher-Supervised:</b> Calling all caterpillars</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Who Has More?</li> <li>• Checkered Flags</li> <li>• Ten Frames</li> <li>• How Many More, How Many Less</li> </ul>
<p><b>INDOOR/OUTDOOR ACTIVITY:</b> Garbage Race</p>	<p><b>INDOOR/OUTDOOR ACTIVITY:</b> Walk the Number Line</p>	<p><b>INDOOR/OUTDOOR ACTIVITY:</b> Word Relay</p>
<p><b>MEETING TIME 3:</b> Dismissal Routine</p>	<p><b>MEETING TIME 3:</b> Dismissal Routine</p>	<p><b>MEETING TIME 3:</b> Dismissal Routine</p>

THURSDAY	FRIDAY	NOTES
<p><b>MEETING TIME 1:</b>  <b>Message:</b> There are some things that we can recycle.</p> <p><b>Question:</b> What things can we recycle?</p>	<p><b>MEETING TIME 1:</b>  <b>Message:</b> Garbage can be classified as biodegradable (nabubulok) and non-biodegradable (hindi nabubulok).</p> <p><b>Questions:</b> Can you give examples of things that are biodegradable and non-biodegradable?</p>	
<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised:</b>  Literature-based: Story Trail</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• 3 R's Sorting Game</li> <li>• Biodegradable Picture Puzzles</li> <li>• Mini-book: How can I keep my home and school clean?</li> <li>• Letter Tallies</li> </ul>	<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised:</b>  Literature-based: Story Trail</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Biodegradable Picture Puzzles</li> <li>• 3 Sorting Game</li> <li>• Literature-based: Saan pumunta si Diego at Marie?</li> <li>• WS: Directional Words</li> <li>• Writer's Workshop</li> </ul>	
<p><b>MEETING TIME 2</b>  Teach the song Recycling is the Greatest</p> <p><b>Supervised Recess</b></p>	<p><b>MEETING TIME 2:</b>  Discuss different ways they can apply the 3R's in the community.</p> <p><b>Supervised Recess</b></p>	
<p><b>STORY: Diego and Marie</b></p>	<p><b>STORY: Ako si Kaliwa, Ako si Kanan</b></p>	
<p><b>WORK PERIOD 2:</b>  <b>Teacher-Supervised:</b> Beautiful butterfly wings (symmetry)</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Who Has More?</li> <li>• Checkered Flags</li> <li>• Ten Frames</li> <li>• How Many More, How Many Less</li> </ul>	<p><b>WORK PERIOD 2:</b>  <b>Teacher-Supervised:</b> Triangles – counting groups of 3 (beginning multiplication)</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Pattern Blocks</li> <li>• Busy Bee</li> <li>• Caps and Cans</li> </ul>	
<p><b>INDOOR/OUTDOOR ACTIVITY:</b> Creative Movement: Plants and Trees Movement</p>	<p><b>INDOOR/OUTDOOR ACTIVITY:</b> The Boat is Sinking</p>	
<p><b>MEETING TIME 3:</b> Dismissal Routine</p>	<p><b>MEETING TIME 3:</b> Dismissal Routine</p>	

## APPENDIX WEEK 36

### SMALL GROUP ACTIVITIES

#### THEME-RELATED ACTIVITIES

##### Concepts to be tackled during Meeting Time 2:

**Recycle:** We should not throw cans, bottles and newspapers into landfills. These items can be recycled. Don't throw those shoe boxes away -- they can become toy dioramas or doll houses. Discuss how these items get recycled.

**Reuse:** We don't always need a new piece of paper or a new t-shirt. We can try to reuse what we already have. We can help keep trash out of the landfills. How can a piece of paper be reused? Example: We can use it as wrapping paper, use the clean side of discarded paper material. How can a T-shirt be reused? It can be reused by younger siblings or be given away so that others can use it. It can be used as a rag (for cleaning) or for making quilts or stuffed materials. It can also be used as a patch to cover parts of articles of clothing that have holes.

**Reduce** - Every home can reduce the amount of waste/garbage it produces and the landfills would last years longer.

##### **Class Survey: How Do You Dispose Your Garbage?**

Objective: to construct bar graphs

Materials: kraft paper, squares of colored paper, markers

Number of players/participants: 4-5 at a time

Procedure:

1. As a class, identify the different ways of disposing garbage. Use these as categories for the Class Survey.
2. One group of children will ask all of their classmates how they dispose their garbage at home.
3. Answers will be listed down per child (ex. One square, one child) and then later on made into a class graph (ex. Throw in the trash can – Classmate 1, 3, 4, 6. Throw in the compost pit – Classmate 2, 5, 7, 8.)
4. Glue the squares according to each category on the kraft paper. Count and tally the totals for each category.

##### **Environmental Banners**

Objective: to identify ways people can help care for the environment

Materials: scratch paper, coloring materials, pencils

Number of players/participants: 5-6

Procedure:

Ask children to draw the different ways they can help care for their community. Have them write and draw these in the form of a banner.

##### **Making School Signs**

Objective: to make environmentally-conscious school signs and reminders for the rest of the school community.

Materials: scratch paper, coloring materials, pencils

Number of players/participants: 4-5

Procedure:

1. Give each child a piece of paper and ask him to make a school sign that will remind the rest of the school community about garbage disposal, use of facilities and keeping the area clean. Ask them to add drawings to accompany their signs and to color their work.
2. "Laminate" their signs by inserting it in empty store paper plastic wrappers (bond paper packaging) and taping the sides.
3. Post these signs around school. Ask the children which areas they think they ought to post their signs.

### **Junk Models (art activity):**

Children will create their own 3D masterpiece using various junk items collected around the house or in school.  
(ex.junk toy car, junk bahay kubo, etc.)

### **Trash Collage or Mural**

Objective: to create designs out of junk materials; develop fine-motor coordination

Materials: assorted junk materials, glue, manila paper/kraft paper, marker

Number of Participants: 5-7

Procedure:

1. Have children choose a place in their community they want to recreate using the junk materials.
2. Help them make an outline of this place if necessary.
3. Have them design their poster using the junk materials.

### **Mini-book: How can we help keep our home and school clean ?**

Objective: note details, write words and phrases

Materials: blank mini-books, crayons, marker

Number of Participants: 5-7

Procedure:

1. Distribute empty mini-books.
2. Ask each one to draw different ways they can keep their home and school clean.

### **Experiment: Compost Pit**

Objective: to find out what happens to garbage and which ones decompose

Materials: old milk carton, plastic bag, 1 cup water, compost pit, 1 pc string bean, fork

Number of players/participants: 2-3

Procedure:

1. Dig a hole in an area of your school where you are going to dump your "garbage". This will serve as your compost pit.
2. Dump the remaining materials in the hole and cover it up.
3. Return to the classroom. Divide a sheet of paper into two columns: Change/No Change.
4. List down which items you think will undergo change over the course of the week and which ones will stay the same.
5. After one week, dig out your compost pit using the fork. Check which of your predictions are accurate and which ones are not. Draw and describe your observations on the paper.

### **3 R's Sorting Game**

Objective: to sort real objects according to things that can be used, reduced, and recycled.

Materials: old newspapers, clean and empty soda cans/bottles, cardboard boxes, etc.

Number of players/participants: 3-4

Procedure:

1. Children will sort real objects into three piles: things that can be reused, reduced and recycled.
2. Ask them to explain why a particular item should be reduced/reused/recycled, and how.

### **The Three R's Poster Collage.**

Objective: to make a poster from junk materials

Materials: junk materials, coloring materials, pencils

Number of participants: 5-6

Procedure:

1. Make a big Letter R on a piece of paper or tape a few pieces of scrap paper to make a poster size. Draw the letter and then have child paint over the letter.
2. Glue pieces of newspaper, pages from old magazines, junk mail, draw bottles and cans on the picture for the child to paint or color. Discuss how these junk materials can be recycled and reused.



### **Calling All Caterpillars**

Objective: to count backward

Materials: pocket chart, strips of paper with lines of poem Counting Caterpillars

Players: whole or small group

Procedure:

When reading the poem Counting Caterpillars, pause before each number word and let children chime in. Then make the poem come alive by acting it out. You'll need seven performers – 5 caterpillars, the child playing with the caterpillars, and the child's little sister. Caterpillars can wear special hats or head bands and crawl around.

### **Counting Caterpillars**

Some caterpillars crawled along,  
Upon the garden wall.  
I watch their backs go up and down,  
I counted five in all.

One critter hid behind a leaf,  
Then there were only four.  
I didn't really care too much  
'cause there were plenty more.

I put one in my pocket,  
But it quickly crawled away.  
I still had three more critters  
'cause I laughed and let it go.

My sister lost another  
So that left me only one more  
The last one climbed a tree trunk,  
And my counting was all done.

But caterpillars make cocoons  
And change their shape and size.  
When they have changed, I'll have more fun  
By counting butterflies.

Variation: When children create their own caterpillar books, their understanding of the concept of one less will deepen. For each child's book, fold 2 sheets of 8 ½ by 11-inch newsprint and staple to form a 5 ½ inch by 8 ½ inch 4-page book. Positioning the book with the spine at the top makes it easier to illustrate. After the title page, the pages should show 5, 4, 3, 2, 1 and 0 animals – one number to a page. Encourage the children to read their books to the class.

### **Triangles**

Objectives: to explore the concept of multiplication by counting groups of the same quantity

Materials: paper (folded into 4 rows), crayons or pencils

Players: small group

Procedure:

1. Ask the students to draw 1 triangle
2. Ask, "How many sides does a triangle have?" Ask the students to write the quantity at the right most part of the row.
3. Ask, the student to draw 2 triangles
4. Ask, "How many sides do 2 triangles have in all?" Ask the student to write the quantity at the right most part of the row.
5. Ask the students to draw 3 triangles
6. Ask, "How many sides do 3 triangles have in all?" Ask the student to write the quantity at the right most part of the row.
7. In the last row, ask the students to write the numbers in sequence

3          6          9

### **Beautiful Butterfly Wings**

Objective: to create symmetrical patterns

Materials: construction paper, glue, scissors

Procedure:

1. Let children design their own butterflies or have them work in pairs, with each one responsible for making one of the symmetrical wings. Ask students to fold a piece of black construction paper in half and draw the wings with a pencil or chalk. Then they can cut along the pencil or chalk through both layers of paper in order to cut out both wings at once.
2. Tell children to tear pieces of construction paper to make colorful patterns on the wings. Model the process to emphasize symmetry.
3. Have children glue down the torn shapes. Painting glue onto the whole wing and sticking the shapes.

### **Five in a Row**

Objective: to arrange 10 objects according to size and length (Sequencing)

Materials: 10 sticks of varied length (or any long objects)

Number of players/participants: 2-3

Procedure:

1. Rumble and give 3 or 4 sticks to each player. (Two or three can play.)
2. Ask the children to put down the sticks and arrange in order according to its size and length.
3. (You may add the number of sticks for each activity depending on how the child works)
4. The aim of the game is to make up a set of 5 to 10 objects in sequence. First to arrange the sequence properly and snap finger wins.

### **Shark Attack**

Objectives: to compare quantities

to use the more than or less than symbols to show the relationship between quantities

Players: 2 to 4

Materials: Shark Attack game board, 2 number cubes, paper and pencil

Procedure:

1. Review the symbols for greater than ( $>$ ), less than ( $<$ ), and equal to ( $=$ ) with players.
2. Players take turns rolling the number cubes. In each turn, a player rolls one cube first and then the second cube. Based on the numbers on the first and second cubes, the player decides in which shark to place the cubes in the order rolled. For example: Say a player rolls a 1 with the first number cube and a 6 with the second number cube. He or she would put the 1 in the first square of the less than shark and the 6 in its second square.
3. A player gets 1 point for each correct placement. The first player to earn 10 points wins.

VARIATION: If you want students to practice with larger numbers, white out the numbers on the cubes and fill in numbers from the tens or hundreds families before reproducing the cubes.

### **Who Has More?**

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Procedure:

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

Variations:

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

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Variations:

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2. Put four big things and four small things in another saucer.
3. Put out bigger number of things.

### **Bingo Math: Addition**

Objective: to match an addition fact with its correct sum

Players: 1 or more

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.

### **Bingo Math: Subtraction**

Objective: to practice subtraction

Players: 1 or more

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.

### **Make Ten**

Objective: to explore different combinations that make 10

Materials: paper, pen, one playing die, game board at least twenty counters

Procedure:

1. Give each player a playing board.

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2. Players take turns throwing the die.
3. Player gets as many counters as the number that comes out.
4. Throughout the game the teacher asks questions such as " *How many more do you need to reach ten?* "
5. Player who reaches ten first wins.

Variation: Players fill up playing board with ten counters. Counters are removed from board as player throws the die.

### **Tens Frames**

Objectives: to learn the names of numbers

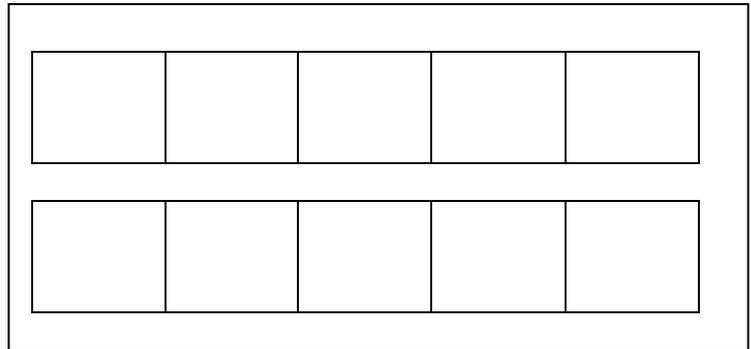
to develop understanding of one-to-one correspondence between objects and number words

To look at relationships within quantities by grouping, skip counting and visualizing number patterns

Materials: Tens Frames board  
counters

Procedure:

1. Begin with 5 counters.
2. Tell children to use only the top cells on the Tens Frames board.
3. Tell children to place 2 counters on the frame and ask, "How many more counters do you need to fill up the space."
4. Children then check their answer by placing the counters on the Tens Frames board.



Allow children to work in pairs, with 1 child giving directions and asking questions and the other child following directions and giving the answer. Children trade roles after each problem.

When children are comfortable working with quantities of 5, tell them they can work with quantities of 10.

### **How Many More, How Many Less**

Objectives: to Visualize Quantities To 10

to practice the basic facts of 10

Materials: 10 two-colored counters, Tens Frames board

Procedure:

1. Have the children place from 1 to 5 counters on the frame and tell how many there are. Encourage the children to use one row at a time. As children become more accustomed to this activity, encourage them to use numerals also.
2. After a while, have children tell how many counters there are and then tell how many more they will need to have 5 in all. Have the children record how many they have and how many more are needed. Model an addition or subtraction sentence. For example,  $3 + 2 = 5$ , which 2 is the missing addend, or  $5 - 3 = 2$ , in which the difference shows how many more are needed.
3. At a later time, have children work with 6 to 10 counters. Encourage children to keep a record of how they counted and how many they had each time.
4. After a while, ask children, how many more they would need to have 10 in all. Again model for the children different ways they can show the counters using numerals and number sentences.

### **Busy Bee**

Objective: to match an addition fact with its correct sum up to 10

Materials: Busy Bee game board, Bee markers, Addition facts cards sums up to 10

Number of players/participants: 3-5

Procedure:

1. Shuffle the addition fact cards and stack them next to the game board. The game board is a bee-themed path game with 35-40 squares. Each square in the game board has a random number written on it (1-10).
2. Each player selects a bee marker and places it on the Start Space.
3. Players take turns drawing addition fact cards from the stack and moving their markers forward to the nearest space that has the correct sum. Players put the card on the discard file after each turn. If the player picks out a fact card and the sum is not in any of the remaining squares, he loses a turn (note: players cannot go back to a previous square; movement is only going forward).
4. The player to reach the hive (FINISH) wins.

### **Caps and Cans**

Objective: to count 1-10

Materials: Bottle caps, large coffee cans and a permanent marker

No of players/participants: 2-5

Procedure:

1. With the marker teachers number cans with dots (Use one through 10).
2. Let children count the number of dots on each can.
3. Then let children try to toss that many caps into the can.
4. Children will find this fun game among friends, seeing who can get more caps into the cans.

### **Pattern Block Puzzles**

Objective: to explore relationships of shapes and determine how many ways the shapes can be arranged in a particular space

Players: individual, pair or small group

Materials: pattern block, pattern block puzzles, pattern block recording sheet

Procedure:

Children fill the shape and keep track of the ways they find

## **OTHER LANGUAGE ARTS ACTIVITIES**

### **Letter Tallies**

Objective to: identify letters within words

Materials: copy of the song, paper and pencil, one set of alphabet cards

Number of players: 3-4

Procedure:

1. Read the lyrics/sing the song "Recycling in my Home" as a class or as a small group.
2. Explain to the children that you are going to look for letters and find out which letter appeared most often in the poem.
3. Distribute the letter cards to the children and tell them that they are going to hunt for these letters in the poem (note to teacher: if poem is too long for the children, select one stanza instead).
4. Each child will have a turn to 'hunt' for all of his letters.
5. On a sheet of paper, the child will make a tally mark each time he finds that letter in the song/stanza. Count the tally marks and write the total on one side of the paper.
6. After all the letters have been 'found' and tallies have been totaled, ask the group which letter appeared the most in the song. You may also count 'runner-up' letters as well (ex. R=

### **How Many Syllables?**

Objective: to break up sounds in words according to syllables

Materials: 25-30 picture cards of words that have 1,2 and 3 syllables. Three shoe boxes/small boxes (labeled 1, 2 and 3)

Number of players: 4-5

Procedure:

1. Prepare picture cards of words that have 1, 2 and 3 syllables.
2. Give each child 5-6 assorted picture cards. Ask a child to get one card and say the word out loud.
3. Next, ask him how many sounds he can hear in the word. Ask him to clap out the sounds which he can hear (for example – 'elephant' – "e/le/phant" – 3 claps).
4. If he is able to get the number of syllables correctly, he can put that card in the corresponding number box (ex. 'Elephant' – goes inside Box #3 because the word has three syllables).
5. If the child guesses incorrectly, ask the group to clap it out together so he can put that card in the right box. The game ends when all of the cards are in their right boxes.

### **Opposite Flip It! (opposite words memory game)**

Objective: to identify opposite words

Materials: opposite words memory game cards

Number of players/participants: 4-5

Procedure:

1. Pre-activity: prepare one deck of opposite words memory game cards with around 10-15 simple opposite word pairs, such as:

- Up/down
- Left/right
- Happy/sad
- Hot/cold
- Day/night
- Etc.

Note: you may use two colored markers when writing each word in the word pairs (ex. Red for up and blue for down) so children will have an easier time recalling which possible partners are located on the playing area.

2. Shuffle the deck of matching cards. Arrange it on a table in a 5x4 or 5x6 grid.
3. Each child will open two cards and check if both words are opposite word pairs. If yes, the child can open two more cards until he encounters two cards that are not opposite word pairs.
4. When he opens two cards and they do not match, he returns it word side-down and the next player takes his turn.
5. The game ends when all the cards have been matched, with the winner being the child with the most number of pairs.

### **Sight Word Lotto**

Objective: to identify sight words

Materials: sight word lotto boards (4x5 grid) and sight word cards

Number of players/participants: 4-5

Procedure:

1. Distribute a lotto board to each child. Shuffle the sight word cards and place it in the middle of the table.
2. Once everyone is ready, the first player picks out a card and announces what sight word is written on it. If the word is on his board, he puts it on top of that space. If the word is not on the board, he returns it to the bottom of the pile.
3. The first person to cover his lotto board completely will win the game.

## **STORIES**

### **Si Tembong Mandarambong**

Pre-Reading/Motivating Questions:

- Kailan natin ginagamit ang walis?
- Nakaranas na ba kayong tumulong sa mga gawaing bahay gamit ang walis?

During Reading:

- Nagugustuhan ba ninyo ang ginagawa ni Tembong? Bakit?
- Ano kaya ang susunod na mangyayari?

After Reading:

- Ano ang katangian ni Tembong na nagustuhan /ayaw ninyo?
- Nang makita niya na marumi ang baryo ano ang ginaw ni Tembong?
- May aral ba kayong napulot sa kwento ni Tembong? (Sabihin sa Klase)



**Si Tembong Mandarabong**

( Mahilig sa Walis Pero Tamad Maglinis)  
by Susan Dela Rosa-Aragon (Aklat Adarna)

Sa isang malayong lugar,  
May isang baryo na ubod ng linis. Masisipag at masasaya ang mga tao rito.  
Lahat sila ay laging nagwawalis.  
Lahat sila ay laging nnagwawalis. Kaya tinatawag nila itong Baryo Walis.  
Si Tembong ay taga Baryo Walis.  
Pero kaiba siya sa mga tao rito.  
Tamad na tamad si Tembong.  
Ayaw na ayaw niyang maglinis.  
Pero gustong gusto niya ng walis.  
Kaya lagi siyang naiinggit  
Sa mga taong may hawak na walis.  
Isang araw may naisip si Tembong.  
"Kapag kinuha kong lahat ang kanilang walis,  
Makapagtatayo na ako ng isang palasyo  
na yari sa walis," sabi ni Tembong.  
"Isang magandang magandang palasyo ang aking gagawin."  
Kaya isang araw, naghanda si Tembong.  
Hinintay nyang makatulog ang lahat ng tao sa Baryo  
Nang tulog nang lahat ang tao, ninakaw ni Tembong ang lahat ng walis  
sa lahat ng bahay sa buong baryo.  
Umakyat si Tembong sa tuktok ng bundok.  
"Doon ko itatayo ang aking palasyo."  
"Doon makikita ng lahat ang aking palasyo na gawa sa walis."  
Sinimulan nyang itayo ang maganda niyang palasyo  
Pero walang ano-ano, lumakas ang hangin.  
Nilipad sa malayo ang mga walis niya. Naubos ang lahat ng walis niya.  
Masamang masama ang loob ni Tembong.  
Naisip nya, hindi na siya makapagtatayo ng palasyo.  
Pero naisip niya, "Babalik uli ako sa Baryo"  
Nagulat si Tembong pagbalik niya sa baryo.  
Napakarumi na ng paligid.  
Bigla siyang nalungkot at nagsisi sa kaniyang ginawa.  
Gumawa agad siya ng maraming walis.  
At pinamigay niya ang mga walis sa lahat ng tao sa baryo.  
Di nagtagal, napakarami na niyang walis.  
Nagkaroon na rin siya ng maraming kaibigan.  
Napabalita kahit sa ibang baryo ang magagandang walis ni Tembong.  
Marami tuloy gustong bumili.  
Kaya isang araw, ang itinayo ni Tembong  
Ay hindi na isang palasyo kundi—Tindahan ng walis

(Paunawa: Mahalagang maipunawa sa mga bata na hindi sapat na lumigaya kung ang kapalit nito'y kalungkutan naman ng kapwa.

Ipaunawa din ang pagiging malinis hindi lamang sa sariling tirahan kundi ang buong pamayanan, sa pamamagitan ng tutulongan.

## **May Pera Sa Basura**

Questions before reading:

- Ano kaya ang naiisip ninyo pag sinabing basura o makakita kayo ng basura?
- Sa palagay ninyo may pakinabang kaya sa basura?

Questions after reading:

- Nasubukan na ba ninyong gumamit ng mga bagay na nagamit na? (reuse)  
(Humingi ng halimbawa. )
- May pakinabang ba sa basura? Ano ang dapat nating gawin?

### **May Pera Sa Basura**

*by Lamberto Antonio (Adarna House, Inc. 2008)*  
( Mga Pakinaang sa -asura)

Ang Basura ay hindi suliranin  
Kung alam ninyo ang dapat gawin.  
Kung ang dumi nang hayop at dahon ay iipunin,  
Pwede itong maging pataba sa panamin.

Kung ang bao ay di basta titisurin,  
Pwede itong sandok, butones, suklay at uling  
Kung ang basyong bote ay di basta babasagin,  
Pwede itong plorera, lalagyan ng lapis o bolpen.

Kung ang basyong lata ay di basta yuyupiin,  
Pwede itong taniman o laruan ng tsikiting.  
Kung ang tirang tabla'y di basta sisibakin,  
Pwede itong laruan ng chess, sangkalan  
at panghasa ng patalim.

Ang lumang gulong ay di dapat sunugin,  
Pwede itong sandalyas, dormat, o kainan ni Muning.  
Kung ang retasong tela'y di basta pupunitin,  
Pwede itong kurtina, kumot, laso, at punda ng unan ni Martin.

Kung ang butas na timba't kaserola ay di basta wawasakin,  
Pwede silang gawing gasera, daspan o dekorasyong nakabitin.  
Kung ang lumang supot at bag ay di basta tatastasin,  
Pwede itong muling pagsidlan kung pakalilinisin.

Kung ang patapong bakal, karton at Papel ay lilikumin,  
Pewde itong bilhin, tunawin sa pabrika at muling gamitin.  
Kung ang mga ito'y inyong gagawin, malalaman ninyong ang  
Basura ay may pakinabang din.

**Milly, Molly And The Train**

(MM House Publishing, 2003)

-Care for the environment-

Milly and Molly dawdled along the sun.  
Suddenly, they heard the rumble of a train.  
"Come on, you'll miss it," shouted Molly.  
Milly ran as fast as she could to catch up.  
"No I won't," she said.  
They reached the railway bridge  
just as the train snaked around the hill  
and came towards them.  
"I see it," cried Molly.  
"I saw it first," puffed Milly.  
High in the blue sky above the train,  
A small plain drew a soft white line.  
"That's magic," said Milly.  
Molly just nodded.  
The rumble of the train go louder and louder.  
So loud, it rumbled in Milly and Molly's chests.  
As it came straight towards them,  
They wanted to run.  
Suddenly, the engine driver -bew two hoots  
On the whistle and he waved.  
Milly and Molly waved back wildly, jumping  
Up and down as they did.  
They raced to the other side of the bridge  
To watch the train snake away.  
The rum-le of the train disappeared,

Leaving behind a cloud of filthy rubbish.  
"Disgusting", said Milly and Molly together.  
"Come on, let's pick it up."  
And they did.  
The last piece of rubbish looked more like a parcel.  
It was heavy.  
"It's money." Said Milly, as she tore off the wrapping paper.  
"It's stacks of money," shrieked Molly, as her legs went woobly.  
"there's too much to keep," sighed Milly.  
Milly and Molly took turns carrying the heavy parcel of money, and the rubbish  
to the police station.  
"Hello, hello, hello, what have we got here then?" asked the policeman.  
"We found all this money by the train track," stammered Milly.  
"We were picking up the rubbish," said Molly added. "Well done." beamed the policeman.  
"How much would you like to be rewarded?"  
I know," gasped Milly and Molly together.  
"We'd like a plane to go up in the sky and write *don't litter*."  
The next day Milly and Molly stood with policeman on the railway bridge.  
High in the sky, for all the world to see,  
Were the words *don't litter*.  
The train driver hooted and waved. And as the rumble of the train disappeared,  
There wasn't one piece of rush to be seen.

## **Molly, Milly and Mipper**

Questions before reading:

*If the book is available, take a picture walk through it.  
(Milly-dark, Molly-fair, and Mipper)*

- What do you do if you smell something bad?
- What if you smell something good? i.e. fresh, fragrant
- How about if you are out/on the road and a vehicle releases heavy smoke?

Questions after reading:

- What do you think is the moral of the story?  
(Mipper appreciates the need for fresh air. She decides to take care  
Of the air and ride her push bikes instead of her motorbike.)  
( we may look different but we feel the same)

### **Molly, Milly and Mipper**

*(MM House Publishing, 2003)*

*-Care For the air-*

Mipper owned a motorbike with a sidecar for two.  
Everyday she strapped on her helmet and buckled her boots.  
"Milly and Molly", she said. "I must have fresh air".  
"We must too," Milly and Molly agreed.  
"Well, what are we waiting for?" asked Mipper, delighted.  
They rode by the su-ur-s through lavender and lilac.  
They rode down the lanes through buttercups and blue bells.  
Mipper smiled and reathed deeply, her nose held high.  
They rode by the farmland through haystacks and heather.  
They rode down the avenues through mushrooms and moss.  
Mipper smiled and breathed deeply, her nose held high.  
They rode by the streams through ferns and forget-me-nots.  
And they rode down to the coast through salty, sea air.  
Mipper came to a halt. She would go no further.  
"Milly and Molly," she said. "This is fresh air".  
"We think so too." Milly and Molly agreed.  
Mipper took off her boots and her helmet too.  
"Something's not right," she thought to herself.  
She sifted her toes through the grainy, warm sand.  
She smiled and breathed deeply, her nose held high.  
"I know what's not right," Mipper thought to herself.  
She strapped on her helmet and buckled her boots.  
"Milly and Molly," she said. We must take care of the air.  
Fresh air is a must. So tomorrow it's out with the motorbike  
And in with our push bikes.'  
"We can do that," Milly and Molly agreed.  
They rode all the way home and sang as they went.  
"Take care of the air, fresh air is a must.

### **Si Emang Engkantada at ang Tatlong Haragan**

Questions before reading:

- Mahilig ba kayo sa halaman? i.e puno, bulaklak, atbp.
- Sino ang mahilig manood ng TV, natutulog na nakasindi ang ilaw?
- Maaksaya sa tubig pag naliligo, di marunong magligpit ng kalat?
- Nagagalit ba si nanay pag ganito ang inyong ginagawa ninyo? Bakit kaya?

Questions while reading:

- Ano ang katangian ni Pol putol?
- Ano ang katangian ni Paz Waldas?
- Ano ang katangian ni Pat Kalat?
- Dapat a natin silang tularan? Bakit?
- Ano ang dapat nating gawin?

Questions after reading:

- Dahil sa ugali ng tatlong haragan, ano ang ginawa ni Emang Engkantada.
- Saang lugar napunta si Pol, si Pat, at si Paz?
- Anong pagaago ang ginawa ng tatlong haragan sa –andang huli?

### **Si Emang Engkantada at ang Tatlong Haragan**

*(Aklat Adarna, P. 143, Kwento ni Rene Villanueva)*

(Kahalagahan ng pangangalaga sa kapaligiran)

Ito si Emang Engkantada.

Ito si Emang Engkantada.

Siya ay may pambihirang galling.

Mganda ang kaniyang bakuran.

Maraming prutas at gulay.

Maraming ibon at hayop.

Malinis ang hangin at tubig.

Ito naman ang tatlong haragan.

Si Pat Kalat ay hari ng basura.

Kalat ditto, tapon doon.

Ito ang ugali niya,

Si Pol Putol ay kaaway ng mga halaman.

Putol dito, bunot doon.

Ito ang libangan niya.

Si Paz Waldas ay reyna ng aksaya.

Aksaya sa tubig, waldas sa kuryente.

Ito ang gawain niya.

“Mga salbahe!”

Wala na kayong ginawang mabuti!”

Galit nag alit ang mga tao sa tatlong haragan.

Nakarating ang tatlong haragan

Sa magandang bakuran ni Emang Engkantada.

“Ang sarap sirain,” sabi ni Pol.

“Sige, sirain natin,” sabi ni Pat.

“Sirain nating ng todo”, sabi ni Paz.

Dumating si Emang Engkantada.

Binawal niya ang tatlong haragan.

“Dapat kayong bigyan ng aral,”

Sabi ni Emang Engkantada.

May dumating na malakas na hangin

Sa talong haragan.

Nahilo ang tatlong haragan.

Napunta si Pol sa lugar na puro buhangin.

Walang halaman sa paligid

At mainit ang sikat ng araw.

Ang lugar ay parang isang disyerto

Naghanap ng puno si Pol para sumilong.

Walang puno sa paligid

“Ganito pala pag walang halaman.” Sabi ni Pol.

Nauhaw si Pol at ngaghanap ng tubig.

Walang tubig sa paligid.

“Ganito pala pag walang puno.

“Gusto ko ng tubig”.

“Maawa na kayo” sabi ni Pol.

Napunta si Pat sa tambakan ng mga basura.

Mabaho at madumi sa tambakan ng mga basura.

Maraming langaw, ipis at daga.

Malalaki ang langaw, ipis at daga.

Hibnabol si Pat ng maraming langaw, ipis at daga.

Takot na takot si Pat.

“Ganito pala pag masyadong marumi,” sabi ni Pat

“Ayokong kainin ng daga”.

“Ayokong magkasakit”.

“Iligtas ninyo ako” sabi ni Pat.

<p>Tumawa lamang sila nang tumawa Habang sinisira nag magandang bakuran. Nagalit si Emang Engkantada.</p>	<p style="text-align: right;">-2-</p>
<p style="text-align: center;">-1-</p> <p>Napunta si Paz sa isang madilim na lugar. Puro usok sa syudad. Payat na payat ang mga tao. Naghanap ng ilaw si Paz. Walang kuryente. Nagahanp ng gripo si Paz. Walang tubig.</p> <p>Mamamatay ako sa usok at dilim. Mamamatay ako pag walang ilaw at tubig. "Maawa na kayo", sabi ni Paz.</p> <p>"Hindi na po ako magkakalat", sabi ni Pat. "Hindi na po ako maninira sabi ni Pol. "Hindi nap o ako mag aaksaya", sabi ni Paz. "Maawa nap o kayo sabi ng talong haragan. Naawa si Emang Engkantada sa tatlong haragan. "Kailangang matuto kayong maglinis. Kailangang matuto kayong magtanim. Kailangang matuto kayong magtipid," Sabi ni Emang Engkantada sa tatlong haragan.</p> <p>Tumulong ang tatlong haragan Kay Emang Engkantada. Naglinis ng bakuran si Pat. Nagtanim ng halaman si Pol. Nag-igib ng tubig si Paz. Tuwang tuwa si Emang Engkantada. Sapagkat nagbago ang tatlong haragan.</p> <p>Siya ay may pambihirang galling. Maganda ang kaniyang bakuran. Maraming prutas at gulay. Maraming ibon at hayop. Malinis ang hangin at tubig.</p> <p>Ito naman ang tatlong haragan. Si Pat Kalat ay hari ng basura. Kalat dito, tapon doon. Ito ang ugali niya, Si Pol Putol ay kaaway ng mga halaman. Putol dito, bunot doon. Ito ang libangan niya. Si Paz Waldas ay reyna ng aksaya. Aksaya sa tubig, waldas sa kuryente. Ito ang gawain niya.</p> <p>"Mga salbahe!" Wala na kayong ginawang mabuti!" Galit nag alit ang mga tao sa tatlong haragan.</p>	<p>Nakarating ang tatlong haragan Sa magandang bakuran ni Emang Engkantada. "Ang sarap sirain," sabi ni Pol. "Sige, sirain natin," sabi ni Pat. "Sirain nating ng todo", sabi ni Paz.</p> <p>Dumating si Emang Engkantada. Binawal niya ang tatlong haragan. Tumawa lamang sila nang tumawa Habang sinisira nag magandang bakuran. Nagalit si Emang Engkantada. "Dapat kayong bigyan ng aral," Sabi ni Emang Engkantada. May dumating na malakas na hangin Sa talong haragan. Nahilo ang tatlong haragan.</p> <p>Napunta si Pol sa lugar na puro buhangin. Walang halaman sa paligid At mainit ang sikat ng araw. Ang lugar ay parang isang disyerto Naghanap ng puno si Pol para sumilong. Walang puno sa paligid " Ganito pala pag walang halaman." Sabi ni Pol.</p> <p>Nauhaw si Pol at ngaghanap ng tubig. Walang tubig sa paligid. "Ganito apla pag walang puno. "Gusto ko ng tubig". "Maawa na kayo" sabi ni Pol.</p> <p>Napunta si Pat sa tambakan ng mga basura. Mabaho at madumi sa tambakan ng mga basura. Maraming langaw, ipis at daga. Malalaki ang langaw, ipis at daga.</p> <p>Hibnabol si Pat ng maraming langaw, ipis at daga. Takot na takot si Pat. "Ganito pala pag masyadong marumi," sabi ni Pat "Ayokong kainin ng daga". "Ayokong magkasakit". "Iligtas ninyo ako" sabi ni Pat.</p> <p>Napunta si Paz sa isang madilim na lugar. Puro usok sa syudad. Payat na payat ang mga tao. Naghanap ng ilaw si Paz. Walang kuryente. Nagahanp ng gripo si Paz. Walang tubig.</p>
<p style="text-align: center;">-3-</p>	<p style="text-align: right;">-4-</p>

Mamamatay ako sa usok at dilim.  
Mamamatay ako pag walang ilaw at tubig.  
"Maawa na kayo", sabi ni Paz.

"Hindi na po ako magkakalat", sabi ni Pat.  
"Hindi na po ako maninira sabi ni Pol.  
"Hindi nap o ako mag aaksaya", sabi ni Paz.  
"Maawa nap o kayo sabi ng talong haragan.  
Naawa si Emang Engkantada sa tatlong haragan.  
"Kailangang matuto kayong maglinis.  
Kailangang matuto kayong magtanim.  
Kailangang matuto kayong magtipid,"  
Sabi ni Emang Engkantada sa tatlong haragan.

Tumulong ang tatlong haragan  
Kay Emang Engkantada.  
Naglinis ng bakuran si Pat.  
Nagtanim ng halaman si Pol.  
Nag-igib ng tubig si Paz.  
Tuwang tuwa si Emang Engkantada.  
Sapagkat nagbago ang tatlong haragan.

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## SONGS/POEMS/RHYMES

### **Recycling In My Home (tune: *Wheels on the Bus*)**

*Recycling in my home goes round and round,  
Round and round, round and round.  
Recycling in my home goes round and round, All  
through the day.  
Tie up the papers and take them back,  
Take them back, take them back.  
Tie up the papers and take them back, All through the  
day.  
Crush the cans and take them back  
Rinse the milk bottles and take them back  
Save the glass and take it back.*

### **Recycling is the Greatest**

*Recycling is the greatest thing  
that each of us can do.  
We send our plastic out, and then,  
it's back as something new!  
  
It works for glass and paper too--  
we trade them in for others.  
I wonder if recycling works  
for very bossy brothers?*

### **Save The Earth**

*People everywhere breathe the same air,  
share the same seas, live together on the land.  
People everywhere who learn, plan, work, care,  
Can save the earth.*

### **Reduce, Reuse, Recycle**

*Please reduce, recycle , reuse,  
You can help the earth if you choose  
Recycle plastic, glass and cans  
Reduce the ru--ish on our lands.*

### **Recycling in My Home**

(to the tune of "The Wheels On the Bus")  
*Recycling in my home goes round and round,  
Round and round, round and round.  
Recycling in my home goes round and round,  
All through the day.*

*Tie up the papers and take them back,  
Take them back, take them back.  
Tie up the papers and take them back,  
All through the day.*

*Crush the cans and take them back.....  
Rinse the milk bottles and take them back....  
Save the glass and take it back.....*

### **Reduce, Reuse, Recycle**

(Sung To Eensy Weensy Spider)

Reduce, Reuse, Recycle- words that we all know  
We have to save our planet so we can live and grow  
We might e only children -ut we will try, you'll see  
And we can save this planet- It starts with you and me.

## **INDOOR/OUTDOOR ACTIVITIES**

### **Garbage Race:**

Children will form two teams/lines. Each person in the team will run through an obstacle course, pick up one piece of "garbage", throw it in the trash can at the end of the course and then run back to tag the next person in line. The first team to finish throwing all of the garbage in the trashcan will win the race.

### **Walk the number line**

Materials: chalk, number cards 0 to 10

Procedure:

1. Chalk a line outdoors, long enough to include all the numbers 0 to 10 one step apart
2. Make a mark where each number will come but don't actually write them in.
3. Shuffle a set of number cards
4. Take it in turns to take a number card and walk along the line from the start, stepping on the markers and counting out loud as you do so.
5. When you get to the correct spot for your number, put the card on the ground.

When all the cards are in position, turn them face down. Ask the child to walk slowly along the line from the beginning until you shout "stop". Then see if she can tell you which number she is on. Check by turning the card over.

### **Plant/Tree Movements (exercise activity):**

Children will invent their own exercise movements to imitate the way plants/trees move in the wind (plenty of swaying and bending in different directions).

### **Word Relay:**

The class will form three lines. The first person in each line will give an example of something that should not be thrown in bodies of water. The next person will give another example, and so on. The team whose members are all able to give examples of things that should not be thrown in bodies of water and finishes first will win the game.

