

**KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS**

WEEK 32: \_\_\_\_\_

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>
<p align="center"><b>Message :</b></p> <p>Some people help us by providing services.</p>	<p align="center"><b>Message:</b></p> <p>Today we will visit a health center.</p>	<p align="center"><b>Message:</b></p> <p>The Health Center has many different areas. Different activities are done in these areas.</p>
<p><b>Meeting Time 1 Questions:</b></p> <p>What places in the community provide services?</p>	<p><b>Meeting Time 1 Questions:</b></p> <p>Have you ever been to a Health Center? What did you do there?</p> <p>Giving instructions for the trip.</p>	<p><b>Meeting Time 1 Questions:</b></p> <p>What are the different areas in the health center? What can you find in these areas?</p>
<b>Work Period 1</b>	<b>Work Period 1</b>	<b>Work Period 1</b>
Teacher Supervised: Opposite Word Flip It	Teacher Supervised: Field Trip to the Health Center	Teacher Supervised: Health Center Map
<p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Making a Trip Chart</li> <li>• Block Play: Places in the community that provide services</li> <li>• WS: Which two words rhyme? Which does not rhyme with the rest of the words?</li> <li>• Sequence Cards</li> <li>• Letter Match-a-Roo</li> <li>• Writer's Workshop</li> </ul>	<p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Picture-Word Lotto</li> <li>• Sequence Cards</li> <li>• Letter Match-a-Roo</li> <li>• Matching Community helpers with Places of Work</li> <li>• WS: Which two words are the same? Identify what is missing</li> </ul>	<p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Block Play/Dramatic Play: Health Center</li> <li>• Shape Cut-outs: People who work at the health center.</li> <li>• Accordion Book: Health Center</li> <li>• Sight Word Fishing Game</li> <li>• Picture Sort</li> </ul>
<p align="center"><b>Meeting Time 2 Discussion:</b></p> <p>(Discuss Work Period 1 activities)</p> <p>Brainstorm on people and places that provide services for your word wall. Add to this list as the unit progresses.</p> <p>Ex. Health center - doctor</p>	<p align="center"><b>Meeting Time 2 Discussion:</b></p> <p>(Discuss Work Period 1 activities)</p>	<p align="center"><b>Meeting Time 2 Discussion:</b></p> <p>Show shape cut-outs of people who work in the health center</p>
<b>Supervised Recess</b>	<b>Supervised Recess</b>	<b>Supervised Recess</b>
<b>Story:</b> Ang Pambihirang Sombrero	<b>Story:</b> Ang Prinsipeng Ayaw Maligo	<b>Story:</b> Ang Ambisyosong Istetoskop

<b>Work Period 2</b>	<b>Work Period 2</b>	<b>Work Period 2</b>
Teacher Supervised: Find My Lily Pad; Exploring Marbles	Teacher Supervised: who has More? Comparing Quantities: A Game for Partners (up to quantities of 10);	Teacher Supervised: <b>Comparing Numbers</b> ; Shark Attack
<ul style="list-style-type: none"> <li>• Grab Bag Counting</li> <li>• Writing Papers</li> <li>• Number Lotto (1-10)/Number Domino (1-10)</li> <li>• Number Snap (1-10)</li> <li>• Poster: Things that Come in Twos e.g. eyes, hands, bicycle tires,</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Papers</li> <li>• Number Lotto (1-10)</li> <li>• Number Domino (1-10)</li> <li>• Number Snap (1-10)</li> <li>• Grab bag counting</li> </ul>	<ul style="list-style-type: none"> <li>• Number Lotto (1-10)</li> <li>• Number Domino (1-10)/Number Snap (1-10)</li> <li>• Grab bag counting</li> <li>• Comparing Quantities: A game for partners</li> </ul>
<b>Song:</b> Community Helper Song	<b>Song:</b> To the Hospital	<b>Song:</b> I'm a Helpful Doctor
<b>Indoor/Outdoor Activities:</b> Community Helpers Box	<b>Indoor/Outdoor Activities:</b> People in the Neighborhood	<b>Indoor/Outdoor Activities</b> What would you do?
<b>Meeting Time 3:</b> Dismissal Routine	<b>Meeting Time 3:</b> Dismissal Routine	<b>Meeting Time 3</b> Dismissal Routine

THURSDAY	FRIDAY
<b>Message:</b> There are people who working in the Health Center. People need different things to do their work.	<b>Message:</b> People follow rules in the Health Center.
<b>Questions:</b> Who are the people work in the health center? What are their jobs? What do they need to do their work?	<b>Questions:</b> What rules do we need to follow in the Health Center?
<b>Work Period 1</b>	<b>Work Period 1</b>
Teacher Supervised: <ul style="list-style-type: none"> <li>• Reader's Theater Scenery</li> <li>• Teacher Says</li> </ul>	Teacher Supervised: Step on Upper and Lower Case Letters
Independent: <ul style="list-style-type: none"> <li>• Poster: Mga Serbisyo sa Health Center</li> <li>• Community Helpers/Tools Match</li> <li>• Block Play: At the Health Center</li> <li>• Word Domino</li> </ul>	Independent: <ul style="list-style-type: none"> <li>• Hot Letters</li> <li>• Word Lotto /Word Domino</li> <li>• Community Helpers/Tools Match</li> <li>• WS: What is missing /What is wrong in the pictures?</li> <li>• Dramatic Play: At the Health Center</li> </ul>
<b>Meeting Time 2</b> Question: What usually happens during a check-up? Build your Health Center Word Wall. Have children think about words related to Health Center.	<b>Meeting Time 2</b> Invite the children to play a short charade game (2-3 children only) on rules that people need to follow in the Health Center. (use examples given during Meeting Time 1).
<b>Supervised Recess</b>	<b>Supervised Recess</b>
<b>Story:</b> Sa Ilalim ng Dagat	<b>Story:</b> Filemo Mamon
<b>Work Period 2</b>	<b>Work Period 2</b>
<ul style="list-style-type: none"> <li>• Teacher Supervised: Number Lotto (1-10)</li> <li>• Number Domino (1-10)</li> <li>• Number Snap (1-10)</li> <li>• Grab bag counting</li> <li>• Comparing Quantities: A game for partners</li> </ul>	Teacher Supervised: <b>Which Card is Missing?</b> ; Checkered Flags <ul style="list-style-type: none"> <li>• Number Lotto/ Number Domino (1-10)</li> <li>• Number Snap (1-10)</li> <li>• Grab bag counting</li> <li>• Comparing Numbers</li> <li>• Shark Attack</li> </ul>
<b>Song:</b> I'm Happy I'm a Doctor	<b>Song:</b> Many Jobs
<b>Indoor/Outdoor Activity:</b> A Fishy Story	<b>Indoor/Outdoor Activity :</b> Red Light Stop
<b>Meeting Time 3</b> Dismissal Routine	<b>Meeting Time 3</b> Dismissal Routine



## APPENDIX WEEK 32

### SMALL GROUP ACTIVITIES

#### A. THEME-RELATED ACTIVITIES

##### **Mga Hugis sa Luwad**

Kasanayan: Nakalilikha ng balangkas ng mga bagay na makikita sa loob ng Health Center sa pamamagitan ng luwad o clay.

Manlalaro: 4-5

Kagamitan: lumang dyaryo, luwad o clay

Pamamaraan:

1. Maglatag ng lumang dyaryo sa sahig, mesa o lugar ng gawaan.
2. Pagsuotin ang mga bata ng lumang kamiseta upang hindi marumihan ang kanilang damit.
3. Bigyan ng gakamaong luwad ang bawat bata.
4. Himukin silang palambutin ang kanilang luwad sa iba't ibang paraan upang ito'y madaling imolde o ihubog sa ninanais na hugis. Ito ay maaari nilang hilahin, pukpukin, pipiin sa dalawang palad. Pagulungin, kurut-kurutin at pisil-pisilin hanggang sa lumambot at maaari nang imolde.
5. Pagawain sila ng mga bagay na makikita sa loob ng Health Center tulad ng istetoskop, gamot, mesa, higaan o kama, at iba pa.

## Field trip to the Health Center

Objective: to talk about people in the community that provide services

Participants: Big group, parents/adult leaders

Procedures:

### **Instructions to Teacher:**

1. Prepare the permit a week before the date of field trip.
2. Ask parents to help in planning the activity.
3. Divide the children into groups with at least two adult leader/group.

Possible Field Trip places where you can take your children:

- Health Center or Hospital: Children can learn about the doctors, nurses, dentists, what their function as well as details about how they serve the people in the community.
- Police station: Children can learn about the police, what their function in the community is as well as details about the work they do to enforce the law etc.
- Fire Station: Children can learn about fire fighters and their job details. They can learn about the fire trucks, how they help pump water and how firemen keep us all safe, plus learn about fire safety etc.
- Train Station: Children can either ride or watch them come in to the station. They may even be lucky enough to hear a whistle, talk to a train operator or have a small tour on a train.
- Barangay Hall: Children can learn about the barangay officials. They can learn about their function in the community, etc.
- Barber or Beauty Shop: Children can learn about the things they see in the barber or beauty shop. They can watch them how the barbers and beauticians move and serve people.
- Repair Shop: Children can learn about repairmen, carpenters, shoemakers, etc., their job details and how they repair the old or destroyed things, furniture and appliances.

### **Bag Puppets (People who provide services in the community)**

Objectives: develop fine motor coordination

Talk about people in the community that provide services

Materials: paper bags, art paper, buttons, fabric scraps, yarns, scissors, glue and newspaper

Players: 5-6

Procedure:

1. Find people in the community who provide services like doctor, policeman, fireman, mailman, Barangay Captain, etc. Let the children choose one person to depict on the bag puppet.
2. Give each child 2 paper bags. Open both paper bags. Loosely crumple newspapers and stuff each bag, filling one completely while leaving the other half-filled.
3. Invert the half-filled bag and fit it over the full bag.
4. Gently squeeze the top bag about half-way down and tie with yarn or string to create the puppet's head.
5. Using other materials, finish the puppet by adding details to make the puppet resemble the child's chosen community helper.

### **Ang Pamayanan Ko**

Kasanayan: Natutukoy ang iba't ibang pook o lugar sa pamayanan

Bumubuo ng mga gusali mula sa iba't ibang mga 'space figure'

Manlalaro: 5-6

Kagamitan: maliliit na kahon na walang laman, sand table

Pamamaraan:

1. Sa tulong ng mga kahong walang laman hayaang bumuo ang mga bata ng isang pamayanan na nagpapakita ng iba't ibang pook o lugar sa pamayanan.
2. Magkaroon ng panandang kulay para sa bawat pook o lugar na kanilang pinuntahan sa field trip na isinagawa.  
Halimbawa:

Paaralan - berdeng kahon

Barangay Hall - dilaw na kahon

Health Center - puting kahon

Palengke - kulay dalandan

Parke - asul

Simbahan - pula

3. Pagtuunan ng pansin ang mga lugar sa pamayanan ng nagbibigay serbisyo. Maaaring magdagdag ng detalye sa pamayanan sa pamamagitan ng pag guhit ng mga bagay na nakikita sa bawat pook at lugar at idikit ito sa mga colored wooden blocks.

### **Dramatic Play “Doctor, Doctor, I am Sick”**

Objective: to act out function of people in the community that provide services

to wait for one's turn

Materials: dramatic play doctor set-up – any materials that can be used to recreate a hospital or the health center, dramatic play costumes of doctors/nurses/health center workers

Number of players/participants: 4-5

Procedure: children will engage in a dramatic play set up of a health center, taking turns playing the role of doctor/health care worker and patient.

### **Writer's Workshop**

Objective: to write invented stories with a clear beginning, middle and end.

Materials: blank books, pencils, coloring materials

Players/participants: 5-6

Procedure:

1. Give each child a blank book. Tell him that he can write a story about anything that he likes. Emphasize the importance of the parts of a story – that it should have a clear beginning, middle and end.

2. The child can either work on the drawings first and then write the accompanying text later, or vice versa. Once the text is complete and the drawings have been colored in, the child will make the cover of the book by writing the title and his name as the author and draw the cover illustration. Display the Writer's Workshop stories in class so the other children may read them.

### **Accordion Book: Health Center**

Kasanayan: Nakaguguhit/nakapagpipinta ng mga gawain sa komunidad

Kagamitan: crayons or water color, accordion na yari sa cardboard, lapis

Players/participants: 5-6

Pamamaraan:

1. Pag-usapan ang mga gawain sa loob ng Health Center.
2. Bigyan ng accordion book ang mga bata. Ipaliwanag na bawat pahina ng accordion book ay lalagyan ng iginuhit na larawan.
3. Ipaguhit sa mga bata ang ginagawa ng doctor at iba pang tao sa Health Center.
4. Pakulayan ang larawan at ipaskil ang natapos na accordion book sa dingding ng classroom.

## **B. OTHER MATH ACTIVITIES**

### **Find My Lily Pad**

Objectives: to count

to recognize numerals

Players: pairs or small group

Materials: frog and lily pad cut outs (see reproducible)

Procedure:

1. Have the students sit in a circle with the teacher.
2. Pass out the lily pad to the players.
3. Show one frog at a time and ask "Can you find my lily pad?" Students count the flies on their lily pads. The child with the lily pad matching the number on the frog lays it in the center of the circle. Place the frog on the lily pad. Encourage players to say shy while they are putting the lily pad down.
4. Continue until all frogs and lily pads have been matched.

### **Exploring Marbles**

Objective: Counts up to quantities of 10

Materials: marbles and counting cups

Number of players/participants: 5-6

Procedure:

1. Each takes a handful of marbles and divides the marbles into the counting cups so that each cup holds the quantity being explored.
2. Expect to see the children creating a wide variety of combinations, anything that totals five or ten, in this case is correct.
3. When all the marbles are divided into 2-5 groups, the children sort the cups according to the combinations formed.

### **Who Has More?**

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Procedure:

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

Variations:

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

### **Comparing Numbers – A Game For Partners**

Objective: to compare quantities

Number of Players/ Participants: 3 pairs

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

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

### **Comparing numbers**

Objectives: to compare quantities

Number of players/participants: 2-4 players

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

Procedure:

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

### **Match Boxes**

Objective: to compares quantities up to 10

Materials: match boxes

Number of players/participants: 5-6

Procedure:

1. A group of children work together with a given quantity of 10 or less match boxes.
2. They will make 2-5 arrangements of match boxes as possible.
3. The teacher encourages the children to describe the various arrangements.

### **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.

### **Bingo Math: More Than/ Less Than**

Objective: to compare quantities

to use the more than, less than symbols to show relationships between quantities

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 the 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.

### **Which Card Is Missing?**

Objective: to identify missing number in a series of numbers

Materials: number cards with spots drawn on them (0-10)

Procedure:

1. Put in order a set of number cards.
2. While child closes her eyes, hide one of the card and close up the gap.
3. Ask the child which one is missing.

Variation: Swap two cards around instead of hiding one or spread the cards out anyhow and then hide one.

### **Checkered Flags**

Objectives: to order or sequence numbers from least to greatest and vice versa

Players: 2



Materials: Race car cards, Number cube

Procedures:

1. Shuffle the Race Car cards and stack them between the players.
2. Have each player draw three cards from the stack and place them facedown on the table.
3. Players take turns rolling the number cube to determine how many more Race Car cards both player should draw from the stack. Remind players to keep all their cards facedown on the table.
4. If the number cube lands on the Checkered Flag, both players turn over their cards and arrange them in numerical order from smallest to largest as quickly as they can. The first player to get all his or her Race Car cards in numerical order wins. Reshuffle the cards to play the game again.

VARIATION: Instead of arranging the cars from smallest to largest, have players arrange the cars from largest to smallest.

### **Writing Papers**

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

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

Number of participants: individual

Procedure:

- Each child is given a writing paper with the numeral he is working on.
- Children use a crayon to connect the dots of the number pattern.

### **Number Lotto**

Objective: to match numerals

Materials: lotto boards, 2 sets of number cards, 0-10

Players/Participants: small group

Procedure:

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

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

### **Number Domino**

Objectives: to recognize numbers 1-10  
to match numbers that are alike

Players: small group

Materials: set of 28 number dominoes

Procedure:

1. All dominoes are placed face down.
2. Each player draws 7 dominoes.
3. A player with a "double" begins to play.
4. Each player in turn says the number names and then plays as in a regular domino game.
5. The winner is the player who has played all dominoes, or the player with the smallest number of dominoes when all players must pass.

### **Number Snap**

Objective: to match numeral to numeral

Materials: 4 sets of number cards, 0-10

Players: 2-4

Procedure:

1. Ask the children to pair up, as this small group activity works in twos.
2. Shuffle and deal the cards to each of the players in both pairs.
3. The players take turns in turning over their top card.
4. If two matching cards are turned over, the first player to shout "snap" wins both the piles concerned.
5. Continue until only one player is able to get all the cards, or until the time is up and the players count their cards. The player with the most number of cards wins.

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

### **Grab Bag Counting**

Objectives: to identify colors, to count/compare quantities

Number of players/participants: 2-4 players

Materials: colored clothespin (2 colors), Grab bag

Procedure:

1. A child takes a handful of clothespins from a grab bag (or two handfuls if her or his hands are too small to take as many as she/he needs them to take). The clothespins of each color are snapped together, and the group compares them to see which color is more and which is less.
2. The clothespins of each color are snapped together, and the group compares them to see which color is more and which is less.

Extension: Ask the children to tell how many more and how many less one number is than another.

### **Concentration**

Objective: to match numerals to a set of objects (1-10)

Materials: 1 set of number cards, 1-10, 1 set of picture cards w/ 1-10 pictures each

Players: 5-6

Procedure:

1. Lay the cards down in a 5x4 grid.
2. Take turns turning over 2 cards.
3. If the cards match (numeral and number of objects), you can take another turn. If not, turn them face down again.
4. The player with most number of cards wins.

### **Number 0-10**

Objectives: to match number of objects to the numeral, to match numeral to number word

Materials: cut-out of numbers 1-10, Bingo cards (with set of object maximum of 10/box)

Number of players/participants: 5-8

Procedure:

1. Post a numeral on the board and ask the children to put a marker or chip on top of the box with the number of objects from the Bingo card that corresponds to the numeral.
2. Go around and check whether each child is able to put the chips in correct boxes.
3. The child who is able to finish a pattern will be declared the winner.

(The same activity can be used in matching numeral to number word. You just need to change the objects to number word.)

Ø Is it 10 yet?

Ø Friends Share (up to 10 only)

Ø Who's in the Boat (to be modified also)

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

### **Comparing Names**

Objective: to compare quantities up to 10 using terms of comparison: more than, less than, the same as.

Materials: graph paper cut into two-row strips; worksheet

Number of players/participants: pairs, around 6-8 at a time

Procedure:

1. The children team up in pairs. Each child writes his/her name on one line of the worksheet.
2. Now each pair compares the name at the top has more, less or the same number of letters as the second name.
3. As each pair of children finishes comparing names, each child looks for another child to team up with and repeats activity.

### **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.

### **Comparing numbers**

Objectives: to compare quantities

Number of players/participants: 2-4 players

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

Procedure:

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

### **Hand game**

Objective: to explore different combinations that make a given quantity

Number of players/participants: small group

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

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 7.
3. Children separate counters in different ways and verbalize the combinations that result.

Teacher says:		Children say:
"Place ten sticks in your right hand."		"None and ten is ten." or "Zero and ten is ten."
"Place one stick in your left hand."		"One and nine is ten."
"Place one more stick in your left hand."		"Two and eight is ten."
"Place one more stick in your left hand."		"Three and seven is ten."
"Place one more stick in your left hand."		"Four and six is ten."
"Place one more stick in your left hand."		"Five and five is ten."
"Place one more stick in your left hand."		"Six and four is ten."
"Place one more stick in your left hand."		"Seven and three is ten."
"Place one more stick in your left hand."		"Eight and two is ten."
"Place one more stick in your left hand."		"Nine and one is ten."
"Place one more stick in your left hand."		"Ten and none is ten." or "Ten and zero is ten"

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

### **Lift the bowl**

Objective: explore different combinations that make a given quantity

Number of players/participants: small group

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

Procedure:

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

Teacher says:		Children say:
"Place ten blocks under the bowl."		"None and ten is ten." or "Zero and ten is ten."
"Place nine block under the bowl."		"One and nine is ten."
"Place eight blocks under the bowl."		"Two and eight is ten."
"Place seven blocks under the bowl."		"Three and seven is ten"
"Place six block under the bowl."		"four and six is ten."
"Place five blocks under the bowl."		"Five and five is ten."
"Place four block under the bowl."		"Six and four is ten."
"Place three block under the bowl."		"Seven and three is ten."
"Place two blocks under the bowl."		"Eight and two is ten."
"Place one block under the bowl."		"Nine and one is ten."
"Place no blocks under the bowl."		"ten and none is ten." or "ten and zero is ten."

### Peek thru the wall

Objective: to explore different combinations that make a given quantity

Players/Participants: Small group

Materials: a wall made of plastic with tape around the edges, any kind of counters

Procedure:

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

Teacher says:		Children say:
"Wall off ten blocks."		"None and ten is ten." or "Zero and ten is ten."
"Wall off nine blocks."		"One and nine is ten."
"Wall off eight blocks."		"Two and eight is ten."
"Wall off seven blocks."		"Three and seven is ten"
"Wall off six blocks."		"four and six is ten."
"Wall off five blocks."		"Five and five is ten."
"Wall off four blocks."		"Six and four is ten."
"Wall off three blocks."		"four and three is ten."
"Wall off two blocks."		"Five and two is ten."
"Wall off one blocks."		"Six and one is ten."
"Wall off no blocks."		"ten and none is ten." or "ten and zero is ten."

### **Match Boxes**

Objective: to compare quantities up to 10

Materials: match boxes

Number of players/participants: 5-6

Procedure:

1. A group of children work together with a given quantity of 10 or less match boxes.
2. They will make 2-5 arrangements of match boxes as possible.
3. The teacher encourages the children to describe the various arrangements.

### **Exploring Marbles**

Objective: to counts up to quantities of 10

Materials: marbles and counting cups

Number of players/participants: 5-6

Procedure:

4. Each takes a handful of marbles and divides the marbles into counting cups so that each cup holds the quantity being explored.
5. Expect to see the children creating a wide variety of combinations, anything that totals five or ten, in this case is correct.
6. When all the marbles are divided into 2-5 groups, the children sort the cups according to the combinations formed.

### **Poster: Things that come in Twos**

Objective: to draw objects, count by twos, note details

Materials: Kraft /manila paper, crayons, ¼ pieces of paper

Number of players/participants: 5-6

Procedure:

1. Have children draw things that come in twos.
2. First have them think of body parts that come in twos.
3. Then let them look around the classroom to check if there are things that come in twos.
4. Have them think of other things that come in twos.
5. Once you have listed these down on the board, have them draw these objects on ¼ pieces of paper.
6. Glue their drawings on manila paper.

### C. OTHER LANGUAGE ARTS ACTIVITIES

#### **What Does not Rhyme (Oddity Task)**

Objective: to Identify which word does not rhyme

Materials: picture card sets

Number of players/participants:1-3

Procedure:

1. Make picture cards for the following word sets. Display each picture-card set. Ask the child to find one picture whose name does not begin with the same sound.

Example:

2. Make picture cards for the following word sets. Display each picture-card set. Ask the child to find one picture whose name does not end with the same sound. Example:

1. bat rock nut

2. cup top pen

3. ten fan cup

4. bus glass bat

5. sock cup rake

## Teacher Says

Objective: vocabulary development – directional words

Materials: none

Number of players/participants: 5-6

Procedure:

1. Teacher and children will form a circle. Each child will be given a small ball or bean bag.
2. Teacher will demonstrate what children should do with the ball as in a Follow the Leader Game.

Example: When the teacher says hold the ball with both hands, she will hold the ball with both hands.

Sample directional words: left, right, up, down, above, below

Activity 1:

- Place the ball under your left foot.
- Place the ball over your head.
- Throw the ball up and catch it.
- Place the ball between your knees.

Activity 2:

- Teacher reads the rhyme and discusses some directional words like move in, move out, in, between.

*My Neighborhood*

*By Betsy Franco*

*People move in,*

*People move out,*

*Little children play and shout.*

*Old people, young people,*

*In-between,*

*Make a lively neighborhood scene.*

### **Give me a Rhyming Word**

Objective: to supply words that rhyme

Materials: none

Number of players/participant: whole class during circle time or in half groups

Procedure:

1. Read or call out a series of words that rhyme.
2. Ask a child to complete the series Ex. bed, red, \_\_\_\_\_
3. Continue the game until everyone has given a word that rhyme

### **Reader's Theater Scenery**

Objective: to create story scenery for a play (story settings)

Materials: craft paper, markers/pencils, paint, paper, paint brushes

Number of players/participants: 5-6

Procedure:

1. Think about where the story takes place and imagine what the setting would look like.
2. Draw a picture of the setting on piece of paper.
3. Get your materials ready and create your scenery using craft paper and paint supplies.
4. Let the scenery dry, and then hang it up to use it in your play.

### **Letter Match-a-Roo**

Objective: to match pictures with letters

Materials: board game

Number of Players: 4-6

Procedure:

1. Hand out one Letter Match-a-Roo card to each child.
2. Have children take the attached piece of yarn from the set of letters and match it to the picture by pushing the yarn end through the hole next to the picture.

### **Hot Letters**

Objective: to identify the name and sound of a letter.

Materials: letter cards, cassette recorder

Number of players/participants: 5-6

Procedure:

1. This is a variation of the game "Hot Potato."

2. Sit the children in a circle and pass out cards with one letter on each card.
3. Tell the children that you are going to play music.
4. Ask them to pass their cards around the circle while the music is playing.
5. Ask them to stop passing the cards when the music stops.
6. Be sure to practice the direction in which they should pass the cards.
7. Play the game, and when the music stops, ask each child to name the letter on his card and sound it out.

You can also play this game for number, shape and color recognition.

### **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.

### **Step-on Letters: Upper and Lower Case**

Objective: to identify and differentiate between uppercase and lowercase letters

Materials: 1 set upper case floor cards, 1 set lower case cards floor cards

Number of players/participants: 4-5

Procedure:

1. Lay out the upper case word cards all over the floor. Ask the group to form a line near the playing area.
  2. In turns, each child will randomly select one lower case card from the teacher's hand (or inside a small plastic bag) and identify/sound out that letter.
  3. The child will then look for the corresponding upper case version of that letter on the floor and steps on it. He stays in place and waits for the other children to locate their own upper-lower case letter match.
- A.** The game ends when all the lower-case letter cards have been drawn out from the plastic bag and each child has travelled around the playing area, matching lowercase letter cards with their uppercase counterparts

### **Sequence Cards**

Objective: to identify sequence of events

Materials: picture cards

Procedure:

1. Lay down the picture cards.
2. Have children arrange the cards in sequence. Ask them which should come first, next, last.

### **Picture Sort**

Objective: to sort words according to initial sound

Materials: picture cards

Procedure:

1. Lay down pictures on the table.
2. Have children sort the pictures according to their initial sound.

**Word Lotto/Word Match/Sight Word Fishing Game – same as Letter Lotto/ Letter Fishing game/Letter Match**

## SONGS/POEMS/RHYMES

### Community Helper Song

(Sung to: "Farmer In the Dell")

*The doctor makes us well.  
The doctor makes us well.  
Hey! Ho! What do you know?  
The doctor makes us well.*

Continue with other verses.

*The farmer sows the field . . .  
The chef cooks the food . . .  
The mailman brings the mail . . .  
The firefighter puts out fires . . .  
Policemen keep us safe . . .*

### To The Hospital

(Sung to: "Are You Sleeping")

*To the hospital, to the hospital,  
We will go. We will go.  
We will see the doctors.  
We will see the nurses.  
Dressed in white, dressed in white.*

### I'm a Helpful Doctor

(Sung to: "I'm a little teapot")

*I'm a helpful doctor, Dressed in white,  
I help people feel better, Day and night.  
When you get hurt or sick,  
Come see me.*

### I'm Happy I'm a Doctor

(Sung to: "My Bonnie lies over the ocean")

*I'm happy I'm a doctor,  
I help to make people well.  
I'm happy I'm a doctor,  
It makes me feel just well.  
I'm a doctor,*

*I'll get you all fixed up, Just as quick as can be.*

*I help to make people well, well, well.*

*I'm a doctor*

*I'm happy, can't you tell?*

### **Many Jobs**

(Sung to: "Twinkle, Twinkle, Little Star")

*There are so many jobs to do.*

*There is one that's right for you.*

*Be a \_\_\_ if you please.*

*Be the best that you can be.*

*There are so many jobs to do.*

*There is one that's right for you.*

*For any kind of job you choose,*

*There are things that you must do.*

*Study hard so you will know*

*How to do your work just so.*

*Find out how you need to dress.*

*Come on time, and do your best*

## **INDOOR/OUTDOOR ACTIVITIES**

### **People in the Neighborhood**

Objectives: to give out word beginning with the identified letter

Materials: manila paper or newspaper, cutout of stars, pictures of community helpers, bean bag or small object to toss

Procedure:

1. Draw a pathway on manila paper. Divide the paths into sections. Print the beginning letters of the community helpers in each section.
2. Let the children recite:  
Who are the people in the neighborhood?  
In the neighborhood, in the neighborhood  
Please tell me so, tell me so. (2x)
3. Ask one child to toss the bean bag to any section of the path, then hop from the starting point to the letter where the bean bag fell.
4. While the child is hopping, let the children say:  
What G (if the bag is on letter G) is one of the people in the neighborhood?  
Please tell me so, tell me so. (2x)
5. Ask the child on the path to name the community helper whose name begins with letter G.  
Example: garbage collector

### **Community Helpers Box**

Objectives: to identify objects found in a particular place

Materials: pictures of different things seen in Health Center or Hospital, Fire Station, Barber Shop, etc. (at least 5 pieces per place) Ex. Stethoscope, fire truck, one big and three small boxes

Procedure:

1. Divide the class into 3 groups.
2. Place all the pictures inside the big box.
3. Ask them to close their fists with both hands and hold them in front of their bodies.
4. Assign each group that they will get things that can be seen in some places from the big box.
5. On signal START, first player in each group walks on tip toe towards the big box. Each one will get inside the box a picture of things that can be seen in the place assigned to them and goes back to the starting line also on tip toe. He places the picture inside his small box.
6. The game continues until everybody has the chance or has his turn.
7. After the game is over, check the contents of the box for each group and count only the correct contents.
8. The group with the most number of correct pictures wins the game.

### **What Would You Do?**

Objective: to talk about the work of community helpers

Materials: None

Procedure:

1. Talk with the children about different kinds of jobs. Talking about community helpers is often a good way to start with.
2. Recite:  
What would you do  
What would you do,  
What would you do if you were a \_\_\_\_\_ (name a job, for example, police officer)
3. Choose one child at a time to reply.
4. When that child is finished, ask the others if anyone else has ideas about what he would do if he were a police officer.

### **Red Light Stop**

Objective: to observe traffic lights

Materials: Red card, Green card, Orange card

Players/Participants: Small group

Procedure:

1. Hold up fairly large red card or sheet of paper.
2. Explain that the red light on the street means you stop.
3. Hold up a green card and an orange card and explain what they mean.
4. Line the children up.
5. Tell them to start walking to the opposite side of the room.
6. When you hold up the red card, they stop.
7. When you hold up the green card, they walk.
8. When you hold up the orange card, they wait.

### **A Fishy Story**

Objective: to develop counting skills

Players: 5-6

Procedure:

1. Ask the children to form a circle.
2. Choose one child to be the fish. He stands in the middle.
3. Ask the fish to make a "fish face" while the rest of the children recite the following poem.

1, 2, 3, 4, 5,  
*I caught a fish alive.*  
6, 7, 8, 9, 10,  
*We let it go again.*

4. While you are saying "We let it go again," open up the circle and allow the fish to "swim" out.
5. Choose another one child to be the fish.

