

KINDERGARTEN CLASS FIRST GRADING DAILY PLANS

WEEK 1: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: I belong to a class. (classroom orientation)		
MEETING TIME 1: Message: Welcome! Today is the first day of school. We belong to the Kindergarten class. Questions: How was your vacation? What did you do during your vacation?	MEETING TIME 1: Message: Our classroom is part of a school. The name of our school is _____. Questions: Who are the youngest students in the school? Who are in school for the first time? Why do you want to go to school?	MEETING TIME 1: Message: There are children and adults in our classroom. Questions: Who are the people in our classroom?
WORK PERIOD 1 Teacher-Supervised: Writer's Workshop- What did you do during your summer vacation? Independent: <ul style="list-style-type: none"> • Block Play • Find a Match (identical pictures) • Color Match • Color Lotto 	WORK PERIOD 1 Teacher-Supervised: Self Portrait / (write-up) My name is _____. Independent: <ul style="list-style-type: none"> • Block Play • Find a Match (identical pictures) • Color Match • Color Lotto 	WORK PERIOD 1 Teacher-Supervised: People Puppets Independent: <ul style="list-style-type: none"> • Block Play • Bead Stringing • Picture Match (identical pictures) • Bingo: Colors • Color Domino
MEETING TIME 2: Activity: Count and Turn (1,2,3) Message: We did many things during the summer. Children share what they 'wrote' for writers' workshop.	MEETING TIME 2: Activity: Count and Turn (1,2,3) Questions: Why do children go to school? Why do some children not go to school?	MEETING TIME 2: Activity: Count and Turn (1,2,3) <i>Children show their People Puppets and tell the class something about the person.</i>
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Ayoko Pumasok Sa Paaralan	STORY: Bakit Matagal ang Sundo Ko?	STORY: Si Inggolok at ang Planetang Pakaskas
WORK PERIOD 2: Teacher-Supervised: Junk Box Sorting Odd One Out Independent: <ul style="list-style-type: none"> • Construction Toys • Shape Match • Shape Lotto 	WORK PERIOD 2: Teacher-Supervised: Junk Box Sorting Odd One Out Independent: <ul style="list-style-type: none"> • Construction Toys • Shape Match • Shape Lotto • Shape Domino 	WORK PERIOD 2: Teacher-Supervised: Labeling Things in the Classroom Classroom Inventory Independent: <ul style="list-style-type: none"> • Drawing: Ang Aking Sasakyan Patungong Bagong Planeta • Mobile: Mga Bagay na Nakakain sa Planetang Pakaskas • Shape Match • Shape Puzzles
INDOOR/OUTDOOR ACTIVITY: Name Chain	INDOOR/OUTDOOR ACTIVITY: Name Chain	INDOOR/OUTDOOR ACTIVITY: At the School
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
CONTENT FOCUS: I belong to a class. (classroom orientation)		
MEETING TIME 1: Message: Our classroom has different areas. We will use these areas in different ways. Questions: What are the different areas in the classroom? What do you see in each area? What can we do in each area?	MEETING TIME 1: Message: We have jobs in the classroom. Questions: What is a job? Why do we need jobs inside the classroom? What will happen if we do not do the job assigned to us?	
WORK PERIOD 1 Teacher-Supervised: Classroom Tour Classroom Map Continue Classroom Inventory Independent: <ul style="list-style-type: none"> • Block Play • Bead Stringing • Picture Match (identical pictures) • Bingo: Colors • Color Domino 	WORK PERIOD 1 Teacher-Supervised: Job Chart Continue Classroom Map Independent: <ul style="list-style-type: none"> • Block Play • Bead Stringing • Color Match • Color Lotto • Bingo: Colors • Color Domino 	
MEETING TIME 2: Rhythmic activity: Count and Turn (1,2,3) <i>Show the Classroom Map and discuss what activities can be done in each area. Discuss some do's and don'ts</i>	MEETING TIME 2: Rhythmic activity: Count and Turn (1,2,3) <i>Show the Job Chart and start assigning jobs. Discuss what each job entails.</i>	
Supervised Recess	Supervised Recess	
STORY: Si Paula Oink-Oink	STORY: Si Monica Dalosdalos	
WORK PERIOD 2: Teacher-Supervised: Number Stations (quantities of 3) Independent:: <ul style="list-style-type: none"> • Lacing Shapes • Shape Match • Bingo: Shapes • Shape Puzzles • Junk Box Sorting 	WORK PERIOD 2: Teacher-Supervised: Number Stations (quantities of 3) Independent:: <ul style="list-style-type: none"> • Lacing Shapes • Bingo: Shapes • Shape Lotto • Shape Puzzles • Junk Box Sorting 	
INDOOR/OUTDOOR ACTIVITY: At the School	INDOOR/OUTDOOR ACTIVITY: Relay Games	
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	

APPENDIX: WEEK 1

A. THEME-RELATED ACTIVITIES

Self-Portrait

Objective: to draw one's self

Materials: ½ crosswise bond paper pencil crayon

Number of Players/ Participants: individual

Procedure:

1. Give each child a half piece of bond paper.
2. Ask the child to draw herself/ himself.
3. Remind the child to color his/ her drawing.
4. Let the child write his/ her name on the paper. If the child does not know how to write his/her name, he/she can copy this.

People Puppets – “There are people in our classroom.”

Materials: pre-cut cardboard puppet, popsicle sticks, masking tape, scissors, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Tell the children that they will make puppets of the different people in class.
2. Distribute pre-cut cardboard puppets to each child.
3. Ask each child to design his/her own puppet.
4. Attach each puppet to a popsicle stick using masking tape
5. Display the puppets. Put the title of the activity – “There are people in our classroom.”

Classroom Tour

Objective: to become familiar with the classroom environment

Number of players/ participants: small group

Procedure:

Bring small groups of children to each learning area in the classroom – meeting area, work area, block play & dramatic play area, reading area, etc. Discuss what they can do in each area. Talk about what materials or supplies can be found here. Talk about acceptable and unacceptable behavior while playing or working in each area. Tell the children that they will make a classroom map after going around the room.

Classroom Map – Can you find your way around our classroom?

Objective: to become familiar with the classroom environment

Materials: medium –sized manila paper, scratch papers, pencils, crayons

Preparations: Teacher should have labeled the map already with pencil to show the important areas in the classroom so as to guide the children in the actual mapping activity.

Number of Players/Participants: 8

Procedure:

1. Ask the children to look around the classroom and identify that area.
2. Give them a piece of paper and ask them to draw that area, the things they see there and help them label the area.
3. Lay out the pieces of papers and talk about how they are arranged in the classroom – What is beside what area? What comes next? What is behind it?
4. Paste them on the manila paper and post it on your wall. Write the title of the activity - “Can you find your way around our classroom?”

Labeling Things in the Classroom

Objective: to identify objects in the environment

Materials: strips of paper masking tape
scissors

Number of Players/Participants: 6-8

Procedure:

1. Let the children write a label for each object in the classroom.. Ex. blackboard, pencil, table
If the child cannot spell the words on his own yet, teacher writes the word on a card and asks the child to copy the word from this model.
2. Ask them to stick these labels to these things using masking or transparent tape.

Classroom Inventory

Objectives: to count objects
to copy words from model

Materials: paper, pencil

Number of Players/Participants: 8

Procedure:

1. Ask children to do an inventory of the following things in the classroom: table, chairs, blackboard, cabinets, cleaning materials, books, toys, etc.
2. Record results of inventory on sheet of paper.
3. Place the inventory on the blackboard (and later on the Math corner).

Job Chart

Objective: to enumerate the different jobs needed to make sure the classroom is clean and orderly

Materials: pre-cut 2x4 individual cards ; markers, crayons

Number of Players/Participants: 6

Procedure:

1. Ask children to think of different " jobs' around the classroom that they could learn to do themselves such as fixing the chairs, setting the table, collecting the garbage, watering the plants, sweeping the floor.
2. Distribute individual cards and ask each child to draw a particular job on the card. Teacher writes down the job on the card.
3. Teacher prepares a pocket chart for these individual cards.
4. Every day children get to choose a job for the day. He/She picks the corresponding job card and slips these into his name on the pocket chart.

B. OTHER MATH ACTIVITIES

Block Play

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

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

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

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

Construction Toys

Objectives: to explore space by fitting things together and taking things apart

Materials: construction toys (e.g. interlocking blocks)

Number of Players/ Participants: 1-4

Procedure:

Provide children with a set of construction toys. Fitting things together and taking them apart provides children with both spatial challenges and a sense of accomplishment. Through trial and error, persistence and repetition, children gain first hand experience with putting things together, taking them apart, and twisting and turning them.

Bead Stringing

Objective: to develop fine motor skills
To explore patterns

Materials: set of colored wooden beads and string (or shoelaces)

Number of Players/ Participants: 1-4

Procedure:

1. Provide children with a set of wooden beads. Show them how to string beads first regardless of color. (If uncolored bead are available this can initially be used.)
2. Choose bead of two colors and string these showing a pattern.
Ex. blue, blue, red, blue, blue, red

3. Ask children what they notice about the arrangement of the beads
4. Ask the children to choose 2 colors and to make their own arrangement.
5. Discuss the arrangement or pattern each child makes.

Patterns are important in mathematics, both visual (color and shape) and number patterns. This is because math is all about things being orderly, regular and systematic.

Junk Box Sorting (grouping objects into 2 groups: big-small, long-short, red-not red, blue-not blue, etc.)

Objectives: to sort objects based on similarities and differences

Number of Players/ Participants: 4-8

Materials: box of a variety of objects (make sure there are objects that are exactly the same and those that have similar characteristics – color, shape, function)

Procedure:

To give your child the idea of sorting in play, you may need to start casually sorting things out yourself. Try sorting out all the red blocks to make a tower, sorting coins into piles of different denominations, putting all the shapes in one field, all the cows in another. Keep a box full of small objects like buttons, paperclips, beads, dried beans, coins, nuts and bolts. Your child may like to have an egg tray to sort them into.

Odd One Out

Objectives: to sort objects based on similarities and difference

Number of Players/ Participants: 4-8

Procedure:

Spotting the odd one out will get your child thinking about sameness and difference. You can make the game harder as he gets older. For instance, see if he can spot the difference in textures by having three hard objects and one soft, or in materials by having three plastic things and one metal.

Be sure to acknowledge that he is right if he spots a difference that you had not noticed. You can always tell him what you were thinking of afterwards. Let him give you some things so you have a turn at spotting the odd one out too.

Color Match

Objective: to match colors

Materials: a set of color cards

Number of Players/Participants:2-4

Procedure:

1. Give each group 2 sets of color cards.
2. Tell the children to match cards of the same color

Color Lotto

Objective: to match shapes of the same color

Materials: playing board with drawings of the same shape but of different colors, calling cards with colored shapes that match playing board

Procedure:

1. Give each player a playing board with a shape (ex. square) of different colors drawn on them
2. Teacher holds up each calling card (shape of different colors) in turn for the players to claim.
3. Continue until someone fills up his or her board.

Bingo: Colors

Objective: color recognition

Number of players/participants: 1-4

Materials: color bingo cards ; individual color cards

Preparation: Divide pieces of cardboard into 9 sections. Each frame must have a drawing of a shape

Prepare individual cards for each shape. Use these as call out cards.

Procedure:

1. Distribute 1 bingo card to each student.
2. Take one call card at a time and show the color card to the children.
3. If the child has this color in his bingo card, he covers this with a token.
4. The first player to cover all colors in his card wins the game.

Color Domino

Objective: to match colors

Material : color domino cards

Number of players/participant: 4-6

Procedure:

1. Deal all cards to the players.
2. The first player lays down a color card.
3. The next player lays down a card that can be connected to either color on the card. Game continues until all cards have been laid down

Shape Lotto

Objective: to match shapes of the same color

Materials: playing board with drawings of different shapes, calling cards with shapes that match playing board

Number of Players/Participants: 1-4

Procedure:

1. Make some boards with shapes drawn on them and cut some shapes out card to match.
2. Teacher holds up each shape in turn for the players to claim.
3. Continue until someone fills up his or her board.

Shape Match

Objectives: to match shapes

Materials: 20 pairs of shape cards

Number of Players/ Participants: 2-4

Procedure:

1. Lay out all shape cards on the table.
2. Each child takes turns look for two identical shape cards.
3. Child names the shape of the card.
4. After all cards have been collected, ask children to sort their cards. Have them count how many of each shape they got.
5. Let them record this on their pad paper.

Bingo: Shapes

Objective: shape recognition

Number of players/participants: 1-4

Materials: shape bingo cards ; individual shape cards

Preparation: Divide pieces of cardboard into 9 sections. Each frame must have a drawing of a shape

Prepare individual cards for each shape. Use these as call out cards.

Procedure:

1. Distribute 1 bingo card to each student.
2. Take one call card at a time and show the shape card to the children.
3. If the child has this shape in his bingo card, he covers this with a token.
4. The first player to cover all shapes in his card wins the game.

Shape Domino

Objectives: To recognize geometric shapes and match geometric shapes that are alike

Materials: set of 28 geometry dominoes

Number of Players/Participants: 6 children

Procedure:

1. All dominoes are placed face down.
2. Each player draws 7 dominoes.
3. A player with a "double" begins play.
4. Each player in turn says the shape 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.

Lacing Shapes

Objective: To develop fine motor and eye-hand coordination

Materials: shape cards, strings (old shoelaces or yarn)

Number of Players/Participants: 6 children

Procedure:

1. Give each child a piece of shoelace or yarn and a shape card.
2. Let the children lace the card by pushing the string through the hole of the card.
3. Have them lace as many cards as they can. .

Shape Puzzles

Objective: to develop fine motor coordination

To recognize shapes

Number of Players/ Participants: 1-4

Materials: shape cardboard pieces

Preparation: Make shape cards and cut this into 2-3 puzzle pieces.

Procedure:

1. Ask each child to form a shape using the puzzle pieces.
2. Let children name the shape after the puzzle has been completed.

Number Station (quantities of 3)

Objective: To count up to quantities of 3

To see that despite differences in appearance quantities remain the same (conservation)

Materials: several boxes of toothpicks

Number of Players/Participants: 6-8

Procedure:

1. Teacher chooses a number to work with for the day, in this case 3.
2. Children work together exploring 3 toothpicks making as many arrangements as possible.
3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.
(Variation: Children can explore other materials such pebbles, popsicle sticks, and blocks.)

C. OTHER LANGUAGE ARTS ACTIVITIES

Writers' Workshop - "What did you do during the summer vacation?"

Objective: to represent experiences through drawing

Materials: ½ lengthwise bond paper, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Ask each student to draw a particular experience he/she had last summer and write about it.
Take down dictation if the child cannot write his own words or sentences yet.
2. Compile the stories and make it into a book. Write the title of the book – "Our Summer Vacation Experiences"

Find a Match

Objective/Competency: to match identical pictures

Materials: 2 sets of pictures of common objects

Number of Players/Participants: 2-4

Procedure:

1. Give each group 2 sets of pictures of common objects
2. Tell the children to match identical pictures

Picture Match

Objective/Competency: to match identical pictures

Materials: 2 sets of pictures of common objects

Number of Players/Participants: 2

Procedure:

1. Give each pair of children 2 sets of pictures of common objects
2. Divide the cards between the players
3. Players take turns picking/ drawing a card from his/her partner.
4. If the pictures match the cards are placed down.
5. If the pictures do not match the player keeps the card he/she has drawn.
6. The player who finds the picture that matches all his/her pictures wins the game.

D. SONGS/POEMS/ RHYMES

The following are greeting songs that can be sung during Meeting Time 1 throughout the year. Other variations can be introduced later on, although variations in the mother tongue is preferably introduced in the first quarter. The English and /or Filipino versions may be introduced later.

Hello, Hello, Hello

Hello, Hello, Hello, Hello, How do you do?
I'm glad to be with you and you and you and you
Tralala lalala, Tralala lalala, Tralala lalala

The More We Get Together

The more we get together
Together, together
The more we get together
The happier are we.
For your friends
Are my friends
And my friends
Are your friends
The more we get together
The happier are we.

Ten Little Angels

There was one, there were two, there were three
Little angels
There were four, there were five, there were six
Little angels
There were seven, there were eight, there were nine
Little angels
Ten little angels in the band
Oh, Listen to the band, Monday morning (3x)
Monday morning now.

These songs can be sung during Meeting Time 2

Isa, Dalawa, Tatlo

Isa, dalawa, tatlo
Una-unahan tayo
Apat, lima, anim
Sa balong malalim
Pito, walo, siyam
Lakad parang langgam
Pagdating sa sampu
Ang lahat ay umupo.

Note: This song can be sung so that children can gather in the meeting area after the first work period.

Kumusta, Kumusta

Kumusta, kumusta, kumusta
Kumusta kayong lahat
Ako'y tuwang-tuwa
Masaya't nagagalak
Tralalalala, Tralalala (2x)

Masaya Kung Sama-sama

Masaya kung sama-sama
Sama-sama, sama-sama
Masaya kung sama-sama
At nagtatawanan.

Tell me the Weather

Tell me the Weather, the weather now 2X
Tell me the weather now.
Today is a _____, a _____ day 2x.

Teacher shows the calendar (teacher-made) and asks a child to draw a symbol to represent the kind of weather for the day.

Sun for a sunny day ; clouds for a cloudy day; raindrops for a rainy day.

Where Are The Boys?

Where are the boys? 2x
Here we are. 2x
How are you this morning? (*change morning to afternoon)
Very well we thank you.
*Please count the boys. (*change boys to girls, children or adults)*
2x

Variation:

*Please sit down.
Please count off.*

E. INDOOR/OUTDOOR GAMES

Name Chain

Procedure:

- Sit the children in a circle on the floor.
- Choose a child to start the introduction game.
- This child says her name, then introduces the child next to her. For example, "My name is Susan, and I would like to introduce Gregory."
- Gregory gives his name and introduces the next child to him. This is a good way to learn names as well as how to introduce others.

Count And Turn (1, 2, 3)

Objectives: To count in sequence
To develop body coordination
To develop a sense of rhythm
To learn one-to-one correspondence

Materials: none

Number of Players/Participants: whole or small group

Procedure:

- The children stomp their feet as they count, throwing their arms up in the air to emphasize the last number in the sequence. The children change directions without losing the beat, counting "one" as they turn.
One, Two, Threeeeeee (turn)
One, Two, Threeeeeee (turn)
One, Two, Threeeeeee (turn)

At Our School

Objective/Competency: To develop gross motor skills

Materials: little drum

Number of Players/Participants: whole group

- Recite the poem with the children.
- Let the children take turns, by rows or groups, performing different body actions while pretending to play a drum.

*At our school there is a boy,
And every single day,
He hops, hops, hops around the school,
While on the drum he plays.*

Relay Games (walking, hopping, jumping)

Objective/Competency: To develop gross motor skills

Materials: 2 small chairs

Number of Players/Participants: whole class

Procedure:

- Divide the class into 2 groups.
- Place a small chair in front of each group (check that the distance is not too far from the children).
- Agree on what action they will do (example: walk or hop)
- Teacher says "Ready, get set, go!" At the mark "go," the first child will walk to the small chair, go around it and go back to his/her team, tapping the hand of the next child to signal that child's turn and so on and so forth until all the children have taken a turn.
- You can modify the relay next time: walk backwards, walk on tiptoes, etc.

