

KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS
WEEK 34:

Monday	Tuesday	Wednesday
MEETING TIME 1: Message: People may travel to different places by land, water and air Questions: Have you ever traveled to any place outside of the community? What did you ride? Who were with you?	MEETING TIME 1: Message: We use transportation to take people to places they want to go. We use transportation to take goods to other places. Questions: What are the kinds of transportation that we have in our community?	MEETING TIME 1: Message: Some vehicles are used to do specific kinds of jobs. e.g. garbage truck, cement mixer, These are called work vehicles. Some vehicles are used to provide specific services e.g. mail truck/motorcycle; ambulance. These are called service vehicles. Questions: Do we have service vehicles in our community?
WORK PERIOD 1 Teacher-Supervised: Transportation Chart Independent: <ul style="list-style-type: none"> Shape Collage : Mga Iba't Ibang Sasakyan Lid Mobile Geometric Designs Picture-Word Match 10 months Writer's Workshop 	WORK PERIOD 1 Teacher-Supervised: Poster: Different Uses of Transportation Independent: <ul style="list-style-type: none"> Shape Collage : Mga Iba't Ibang Sasakyan Criss-cross Straw Model Geometric Designs 10 Months WS: Rhyming Words Initial Letter Sounds 	WORK PERIOD 1 Teacher-Supervised: Graph: Ilan na ang nakasakay sa? Independent: <ul style="list-style-type: none"> Criss-cross Straw Mobile Tire Tracks Halves Boat Shape Crafts Sight Word Fishing Gam Transportation Word ort
MEETING TIME 2: Message: Have children show their shape collage to the class. List down the names of the vehicles they made. Introduce the song " The Wheels on the Bus "	MEETING TIME 2: Have the next batch children show their shape collage in class Make a vehicle graph on the board or manila paper. (see Appendix)	MEETING TIME 2: Show the graph to the class. Have children compare data. Ask questions like "how many have ridden a _____? How many children have ridden a _____? What vehicle has never been ridden by anyone in class?
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Yuri the Yellow Vinta	STORY: : Ciriaco, Ang Malupit na Kapitan ng Barko	STORY: Ang Barumbadong Bus
WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 10) Independent: <ul style="list-style-type: none"> Block Play Subtraction Cards (2-10) Bingo: Addition (0-10)/ Bingo: Subtraction (0-10) Go 10/ Draw 10 Number Train Graph 	WORK PERIOD 2: Teacher-Supervised: Hand Game (up to quantities of 10; writing number sentences) Independent: <ul style="list-style-type: none"> Block Play Subtraction Cards (2-10) Bingo: Addition (0-10)/ Bingo: Subtraction (0-10) Go 10/ Draw 10 Number Train Graph 	WORK PERIOD 2: Teacher-Supervised: How do you go to school? (Pictograph of transportation) Independent: <ul style="list-style-type: none"> Block Play Find 10/ Tens Concentration Grab Bag with Partners What Numbers Can You Make?
INDOOR/OUTDOOR ACTIVITY: -ing Charades	INDOOR/OUTDOOR ACTIVITY: Twinkle Twinkle, Little Word	INDOOR/OUTDOOR ACTIVITY: Passengers in the Tricycle
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
MEETING TIME 1: Message: There are people who operate different kinds of transportation. Questions: Who are the people who operate different kinds of transportation?	MEETING TIME 1: Message: There are people who help repair and maintain transportation. Questions: Who are the people who help repair and maintain transportation?	
WORK PERIOD 1 Teacher-Supervised: Independent: <ul style="list-style-type: none"> Yellow Vinta Paper Weaving Transportation Word Sort Halves Boat Shape Crafts Sight Word Fishing Game Block Play 	WORK PERIOD 1 Independent: <ul style="list-style-type: none"> Playdough Block Play Transportation Lacing Cards Transportation Word Sort WS: Picture-Word Match 	
MEETING TIME 2: Do Oral Blending Exercises (see Appendix)	MEETING TIME 2: Oral Blending Exercises (see Appendix)	
Supervised Recess	Supervised Recess	
STORY: Ollie's Jar	STORY: Rene and Ronie	
WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (up to quantities of 10; writing number sentences) Independent: <ul style="list-style-type: none"> Block Play Find 10/ Tens Concentration Grab Bag with Partners What Numbers Can You Make? 	WORK PERIOD 2: Teacher-Supervised: How Many More, How Many Less Independent: <ul style="list-style-type: none"> Hand Game/Lift the Bowl worksheets (quantities of 10) Grab Bag with Partners What Numbers Can You Make? Car Coloring 	
INDOOR/OUTDOOR ACTIVITY: Car Relays; Race to the Finish	INDOOR/OUTDOOR ACTIVITY: Jump Out of the Plane	
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	

APPENDIX WEEK 34

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Poster: Mga Gamit ng Sasakyan

Objective: to identify different of transportation

Materials: manila paper, glue, scissors, crayons, pencils

Number of participants: 5-6

Procedure:

1. Distribute different transportation cut-outs to children.
2. In each cut-out have children draw what this kind of transportation is used for.
Ex. ship - bringing people to different places
bringing cargo to different places
3. Have them glue this on manila paper.

Graph: Ilan ang nakasakay na sa ...?

Objective: to identify types of transportation

Materials: manila paper glue, transportation cut-out, permanent marker

Number of participants: 6 at a time

Procedure:

1. Children take turns choosing which type of transportation they have ridden on.
2. Each child writes his name on a paper cut-out for each transportation he has ridden on.
3. Have him/her glue this on the appropriate column on the manila paper.
4. Talk about the graph in class. Invite them to study the graph and answer the following questions:

Sample graph:

ILAN ANG NAKASAKAY NA SA

BISIKLETA	MOTORSIKLO	DYIP	BUS
Anna	Tony	Tony	Berto
Marj	Berto	Berto	Mila
Mila	Anna	Marj	Marj
Cindy	Cindy	Cindy	Cindy

Sample questions to ask:

- Ilan na ang nakasakay sa bisikleta? motorsiklo? dyip? bus
- Mas marami na ba ang nakasakay sa _____ kaysa _____?
- Mas kaunti lang ba ang nakasakay sa _____ kaysa _____?
- Ilan na ang nakasakay sa apat na sasakyan?
- Ilan na ang nakasakay sa tatlo?
- Aling mga sasakyan ang magkasingdami na ang nakasakay?

Triorama: Ang Barumbadong Bus

Objective: to identify the beginning, middle and ending of a story

Materials: trioramas, bond paper, glue, scissors, coloring materials, pencils

Number of players/participants: 6 at a time (three per group)

Procedure:

1. Let children form groups of three. For each group, let them choose which one will draw the beginning, middle and ending of the story. Give them some time to brainstorm and go over the details of the story before proceeding with their work.
2. Once the assignments have been settled, give each child a blank triorama and a blank piece of paper. Let the child draw his scene of the story on the blank paper and color it.
3. After coloring, have him cut it out and glue onto his triorama.

4. On the bottom flap of the triorama, the child will write 1-3 sentences describing what is happening in his drawing.
5. Tack the trioramas in groups, arranged according to sequence (beginning, middle and end) on one corner of the classroom/wall.

Yellow Vinta Paper Weaving

Objective: to use adjectives to describe things

Materials: strips of magazine paper, glue, bond paper, string, pencils and markers

Number of players/participants: 4-5

Procedure:

1. Let each child make woven paper-vintas using the strips of magazine paper (like a banig). Assist in weaving the paper over and under the strips, and secure the ends with glue.
2. Carefully paste one side of the vinta on a sheet of bond paper. Let it dry.
3. Once the vinta is dry, invite the child to draw a "sea scene" around it (ex, use blue crayons to add waves, draw a sun, draw fishes, etc.)
4. At the bottom part of the paper, the child can write 1-2 sentences describing his woven Vinta and his sea scene.

Shape Collage

Objective: to create different kinds of vehicles using pre-cut shapes

Materials: bond paper, pre-cut pieces of paper (into different shapes – circles, squares, rectangles, diamonds, etc).

Number of players/participants: 4-5

Procedure:

1. Give each child a sheet of bond paper. Place the pre-cut shapes and the glue in the middle of the table.
2. Invite each child to create one or several kinds of transportations by gluing the pre-cut shapes onto his paper.
3. When the vehicle art works are dry, ask him to count how many of each shape he used to make his vehicle/s

Matching Game: Matching Means of Transportation

Objective: to identify different means of transportation

Materials: 15 transportation pair cards (different kinds of transportation – land, air and sea)

Number of players/participants: 4-5

Procedure:

1. Lay out the 30 transportation cards facedown in the center of the table.
2. To Play as you would Concentration. Each child turns over two cards. If they are the same vehicle, he keeps it and takes another turn. If the next set is not the same, the next player takes his turn and so on.
3. The game ends when all the cards have been matched.
4. Before packing away, ask the group to sort the transportation cards according to different categories (ex. By means – land, air, sea, by number of wheels, by number of passengers that can fit, by purpose, etc.)

Transportation Word Sort

Objectives: to sort out different transportation

Materials: word cards on transportation

Players/Participants: small group

Procedure:

1. Place transportation word cards on the table face up.
2. Have children sort the word cards according to different categories.

The category can be:

- it can be based on word features e.g. # of letters, beginning letter, number of syllables
- theme-related e.g. # of wheels, private or public, mode of transportation (land,water,air), type (service or work vehicle)

Transportation Collage

Objective: to develop fine-motor coordination

Materials: bond paper with an outline a particular type of transportation, glue, small strips of art paper or construction paper or colored magazines

Number of players/participants: 6-8

Procedure:

1. Distribute paper to the children.
2. Ask each one to fill in the drawing with paper cut-outs to form a transportation collage.
3. Have them label their drawings.

Vehicle Sorting

Objective: to classify types of vehicle

Materials: plastic vehicles

Number of players/participants: 4- 6

Procedure:

1. Ask children to sit in a circle.
2. Place the vehicles in the middle of the circle.
3. Ask them to think of ways they can group together these vehicles.
4. Have them write their category on a blank card. Then let them sort the vehicles according to that category.
5. During meeting time, talk about the different ways they were able to sort the vehicles. Write these on the board.

Vehicle Graph (for Meeting Time 2)

Make a graph on the board or manila paper. Write the different types of transportation that children made during work period 1 on the first row. The graph should look like this :

How many made a ... ?

BUS	JEEP	CAR	BOAT
Bernardo	Carlos	Jose	Virgie
Petra	Mario	Mila	Ellen
Maria	Luisa	Nancy	Luisa

Criss Cross Straws Mobile:

Objective: to identify modes of transportation ; develop eye-hand coordination

Materials: construction paper, crayons, paint, string or yarn, scissors, glue

Number of participants: 6-8

Procedure:

Poke a hole through the center of the paper plate or circle of cardboard. Arrange the straws in an X shape and tie with wool

Tie a long piece of wool to the center of the X. Slide the circle of cardboard or paper plate onto the wool (through the hole you made)

Tape the straws to the plate to keep them in their X shape and to help them balanced

String each mobile piece onto one of the straws (and in the center if desired)

Lid Mobile:

Objective: to develop fine motor coordination

Materials: yarn, pencil/puncher, lid

1. Decorate your lid as desired: You can use paint, paper, stickers, etc to match your theme.
2. Use a hole punch or sharp pencil to poke holes all the way around the lid at equal distances (you need as many holes as you have mobile pieces
3. String each mobile piece onto one of the holes you've made
4. String another piece of yarn from each of the holes, going up to the ceiling. Tie all of these pieces together to make a knot you can hang your mobile with.

Source: DLTK Growing Center
B. OTHER MATH ACTIVITIES

How do you go to school? (Pictograph of transportation used to go to school)

Objectives: to collect data

to organize data using a pictograph

Materials: scratch paper (cut into small 1x1 or 2x2 inch squares)

Manila paper (with a grid drawn on it) , crayons or markers

Procedure:

1. Ask the children what form of transportation they use to go to school.
2. Ask the children to form groups and line up, according to the form of transportation they use.
3. Give each child a piece of square paper on which he can draw the vehicle he rides to school.
4. Teacher labels each row (or column) based on the different kinds of transportation mentioned by the students.
5. Each child determines on what row he should place his drawing.
6. When everyone has placed their drawing on the grid, the group discusses:
 - Which form of transportation is used by the most number of students?
 - Which form of transportation is used by the least number of students?
 - Which form of transportation is not used by any of the students? Why?

Hand Game

Objective: to explore different combinations that make a given quantity

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

Players/Participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, 9 in this case.
3. Children separate counters in different ways and verbalize the combinations that result.

Teacher says:		Children say:	Children write:
"Place ten sticks in your right hand."		"None and ten is ten." or "Zero and ten is ten."	$0 + 10 = 10$
"Place one stick in your left hand."		"One and nine is ten."	$1 + 9 = 10$
"Place one more stick in your left hand."		"Two and eight is ten."	$2 + 8 = 10$
"Place one more stick in your left hand."		"Three and seven is ten."	$3 + 7 = 10$
"Place one more stick in your left hand."		"Four and six is ten."	$4 + 6 = 10$
"Place one more stick in your left hand."		"Five and five is ten."	$5 + 5 = 10$
"Place one more stick in your left hand."		"Six and four is ten."	$6 + 4 = 10$
"Place one more stick in your left hand."		"Seven and three is ten."	$7 + 3 = 10$

"Place one more stick in your left hand."		"Eight and two is ten."	$8 + 2 = 10$
"Place one more stick in your left hand."		"Nine and one is ten."	$9 + 1 = 10$
"Place one more stick in your left hand."		"Ten and none is ten." Or "Ten and zero is ten."	$10 + 0 = 10$

Lift The Bowl (connecting, up to quantities of 10)

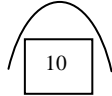
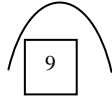
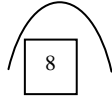
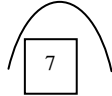
Objective: to explore different combinations that make a given quantity

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

No. of Participants: small group

Procedure:

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

Teacher says:		Children say:	Teacher places these cards on the Lift the Bowl counting board
"Place ten blocks under the bowl."		"None and ten is ten." or "Zero and ten is ten."	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px auto; text-align: center; line-height: 30px;">0</div> 
"Place one block on the bowl."		"One and nine is ten."	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px auto; text-align: center; line-height: 30px;">1</div> 
"Place two blocks on the bowl."		"Two and eight is ten."	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px auto; text-align: center; line-height: 30px;">2</div> 
"Place three blocks on the bowl."		"Three and seven is ten."	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px auto; text-align: center; line-height: 30px;">3</div> 

"Place four blocks on the bowl."		"Four and six is ten."	<div>4</div> <div>6</div>
"Place five blocks on the bowl."		"Five and five is ten."	<div>5</div> <div>5</div>
"Place six blocks on the bowl."		"six and four is ten."	<div>6</div> <div>4</div>
"Place seven block on the bowl."		"seven and three is ten."	<div>7</div> <div>3</div>
"Place eight blocks on the bowl."		"eight and two is ten."	<div>8</div> <div>2</div>
"Place nine blocks on the bowl."		"nine and one is ten." Or	<div>9</div> <div>1</div>
"Place nine blocks on the bowl."		"ten and none is ten." Or "ten and zero is none"	<div>10</div> <div>0</div>

Lift The Bowl

Objective: to explore different combinations that make a given quantity

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

Procedure:

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

Teacher says:		Children say:	Children write:
"Place ten blocks under the bowl."		"None and ten is ten." or "Zero and ten is ten."	$\begin{array}{r} 0 \\ + 10 \\ \hline 10 \end{array}$
"Place nine block under the bowl."		"One and nine is ten."	$\begin{array}{r} 1 \\ + 9 \\ \hline 10 \end{array}$
"Place eight blocks under the bowl."		"Two and eight is ten."	$\begin{array}{r} 2 \\ + 8 \\ \hline 10 \end{array}$
"Place seven blocks under the bowl."		"Three and seven is ten"	$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$
"Place six block under the bowl."		"four and six is ten."	$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array}$
"Place five blocks under the bowl."		"Five and five is ten."	$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$
"Place four block under the bowl."		"Six and four is ten."	$\begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array}$
"Place three block under the bowl."		"Seven and three is ten."	$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$
"Place two blocks under the bowl."		"Eight and two is ten."	$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$
"Place one block under the bowl."		"Nine and one is ten."	$\begin{array}{r} 9 \\ + 1 \\ \hline 10 \end{array}$
"Place no blocks under the bowl."		"ten and none is ten." or "ten and zero is ten."	$\begin{array}{r} 10 \\ + 0 \\ \hline 10 \end{array}$

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.

Subtraction Cards (quantities of 10)

Objective: to subtract quantities

Materials: subtraction cards, counters

Players: individual or pairs

Procedure:

1. Child 1 reads the total on the card, for example 10.
2. Child 2 gets 10 counters.
3. Child 1 says "take away three".
4. Child 2 gets the subtraction card and lifts the right hand flap that indicates 3 dots.
5. Child 1 counts remaining dots and says "seven".
6. Both children write the corresponding equation: $10 - 3 = 7$

Grab Bag with Partners (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespins, paper sack, individual chalkboards

Number of participants: pairs

Procedure:

1. Partner A fills the bag with 10 clothespins (or depending on what number is being worked with).
2. Partner B reaches into the bag and takes out some clothespin, showing Partner A what has been removed.
3. They predict how many clothespin they think are left.
4. Then they check their predictions, and each child records the equation on a chalkboard or a sheet such as the one below.

Name _____	
I played a game today.	
These are the equations I made.	

Number Train Graph (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespin (2 colors), Manila or kraft paper

Number of participants: individual or small group

Procedure:

1. The children try to find all the possible arrangements for the combinations that make up 10
2. As they find the arrangements, place it in the appropriate column of the Manila paper. (The links can be labeled with the labeled possible combinations, or the children can label the links as needed.)

What Numbers Can You Make (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespin, crayons,

Number of participants: individual or small group

Procedure:

1. The children make clothespin links (each link made with different color clothespin and no stack more than ten clothespins long). There can be more than one link of any particular number. The object is to try to make each of the numbers from one to ten in as many ways as possible.
2. The children are allowed to use more than one link to make any number, but they may not break any links apart. If they can't make a number, they are to cross it out. If they can make the number, they write the equation that describes the trains used.
3. The game can be played over and over, as it will be a new experience each time the numbers used changes.

Find 10

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

Procedure:

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.
2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 10, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

Draw 10

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

Procedure:

1. One card is drawn from the deck and is set aside throughout the game, so that there will be an odd card without a mate at the end of the game. All the other cards are dealt.
2. Each player goes through the cards received trying to find pairs that make 10. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding her cards like a fan and letting the person to her left draw one of them without looking at them. If the person who draws the card can use it to make 10 with one of the cards in her hand, she discards the pair in the middle of the table. If she cannot use it, she has to keep it. She then holds all her cards like a fan so that the person to her left can draw one of them by chance.
4. Play continues until one person is left holding the odd card and loses the game.

Tens Concentration

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 10. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left..
4. The person who collects the greatest number of pairs is the winner.

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

Go 10

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

Procedure:

1. All the cards are dealt.
2. The players take turns asking specific people for specific cards in a way similar to the card game Go Fish. For example, John may say to Carol do you have a 1?" If Carol has a 1, she has to give it up to John. John then lays this 1 and a 9 in front of himself, face up.
A player can continue asking for a card as long as he gets the card he requested. If he does not get the card he asked for, the turn passes to the person who said, "I don't have it."
3. The person who makes the greatest number of pairs is the winner.

Car Coloring

Objective: to count the number of dots and add them

Materials: two big dices, box of giant crayons, 4-5 identical cardboards, cut-outs of cars

Number of players/participants: 4-5

Procedure:

1. Each player gets a cardboard cut-out of car.
2. All players sit together.
3. First player rolls the big dice and count the number of dots.
4. Using crayon, the player puts the total number of dots on his car cut-out.
5. Going clockwise, the next player repeats steps 1-4.
6. The game goes on and on until a player has his car completely covered with dots.
7. The one whose car is completely covered with dots wins.

C. OTHER LANGUAGE ARTS ACTIVITIES

Bingo Tic-Tac-Toe

Objective: to blend consonants and vowels to make words

Materials: Bingo tic tac toe game boards, 14 letter cards (b,c,d,f,g,h,i,l,m,n,p,r,s,t,w), pencils

Number of players/participants: 4-5

Procedure:

1. Use index cards to make the letter cards. Mix up the cards and place them facedown in a pile.
2. Distribute the Bingo Tic Tac Toe game board to each child (each game board has a 3x3 grid, with each square having a _(vowel)_ on it – ex. “_a_, _o_, _u_” etc.)

3. Play as you would Bingo. Turn over the top card and read the letter. Children will write that letter on a blank on their game board. Continue reading the top card and setting it aside until one player has completed three words in a row and calls "Bingo!" (use the pile again if needed. Players may add a second consonant to make a blend or cluster. Players may also use the same letter twice on one blank).

10 Months

Objective: to manipulate letters to create new words

Materials: 10 envelopes, 66 letter cards (all letters in all months of the year except June and July), pencil, chart paper with the 10 Months written on it:

January	February
March	April
May	August
September	October
November	December
Total Points:	Total Points:

Number of players/participants: 5-6

Procedure:

1. Put the letter cards for each month in an envelope. Write the name of the month on the outside of the envelope.
2. Distribute the envelopes and 10 Months chart paper to players.
3. Players check the contents of the envelopes by first using the letter cards to spell the name of the month.
4. Players use the same letters to spell other words and record them on paper.
5. Score one point per letter. Play again and challenge children to beat their previous scores.

Tire Tracks

Objective: to make tire print paintings using a variety of materials

Materials: paper, paint, anything that can make a print – toy cars, carved vegetables, old sponges, etc.

Number of players/participants: 5-6 children

Procedure:

1. Give each child a sheet of paper. Put the toys and other things in the middle of the table.
2. Invite the children to get one toy and dip the wheels/sides in the paint. After dipping, show them how to lightly pat the wet portion on the sponge so it is still damp with paint but not soaking wet.
3. Children will roll the tires and stamp the toys around their paper to make print designs.

STORIES

ANG BARUMBADONG BUS (RENE O. VILLANUEVA)

"Ako ang hari ng kalsada," sabi niya
Takot ang lahat ng jeep at kotse sa kaniya.
"Sa daan Ako ang tunay na bida!"

Walang kinatatakutan si Kas. Hindi siya takot sa dyip at kotse.

Hindi rin siya takot sa taksi. kahit sa pulis at pasahero, hindi rin takot si Kas.

Ang bilis-bilis ng takbo ni Kas.
Kaya takot na takot ang mga pasahero. "Para! Para-a-a-a!" sabi nila
Pero humihinto lang si Kas kung saan at kailan niya gusto.
Pagbaba ng mga pasahero, nerbiyos na nerbiyos sila.
"Dahan-dahan lang ang takbo," sabi nila kay Kas.
Hindi sila pinansin ng barumbado.

Kahit pulis ay walang magawa.
"Ayan na! Ayan na si Kaskasero!"
Unahan ang lahat sa pagtakbo para iwasan ang bus na barumbado.
Talagang walang magawa ang lahat kay Kas.
Kahit ilang ulit siyang pinagsabihan, talagang matigas ang ulo.
"Ako ang hari ng kalsada," lagi niyang sinasabi.
"Gagawin ko ang lahat ng gusto ko!"

Walang pinakikinggan si Kas. "Dahan-dahan lang, kaskasero," sabi ng mga halaman sa daan.
Binugahan lang sila ng usok ni Kas. Saka nagtatawang haharurot nang husto.

Inubo nang inubo ang mga halaman. Pero hindi man lang lumington si Kaskasero. Sa loob-loob niya: "yan ang mabuti sa pakialamero." At muli siyang kumaripas ng takbo.

Minsa'y kinausap siya ni Ulap.
"Wag ka namang buga nang buga ng usok."
Nangitim pati ilong ni Ulap. Sa dumi ng usok, muntik na siyang maiyak.
"Salbahe talaga si Kaskasero!"
Siya ay bus na walang modo."

Kahit ang buwan at araw ay walang nagawa kay Kas.
Wala siyang pinakikinggan kahit na sino.

"Ako ang hari ng kalsada," ang katwiran niya.
"Magagawa ko kahit ano ang gusto ko!"

Isang araw, naglasing si Kas.
"Glug-glug-glug-glug."
Inom nang inom si Kas.
"Glug-glug-glug-glug."
Pinigilan siya ng ulap at araw.
Pero hindi nakinig si Kaskasero.

Kahit lasing na lasing, naisip pa rin niya ang magyabang. Kahit paekis-ekis ang mga gulong, pumaspas pa rin siya sa gitna ng daan.

"Ako ang hari ng kalsada," sabi niya
Saka bumusina nang bumusina.

Mabilis na mabilis ang takbo ni Kas. Mabuti na lang at wala siyang sakay. Lasing na lasing ang bus na walang modo.

Ang bilis-bilis ng takbo ni Kas. Mas mabilis pa sa dyip. Mas mabilis pa sa taksi. Mas mabilis pa sa kotse. Pero hindi pa rin siya nasiyahan. Ang takbo'y lalo pa niyang binilisan.

Nabangga si Kas. Bali-bali ang bakal at tubo. Wasak ang makina at baluktot ang tambutso. Parang napsang lata si Kaskasero.

Hindi na ulit nakalabas ng daan si Kaskasero. Siya ay itinaon sa tambakan ng mga lumang sasakyan. Doon sa libingan ng mga walang modo.

Hindi na makapagayabang si Kaskasero.

Tulungan ninyo akong hanapin ang daan patungo kay Glug-glug Gasolina, ako'y uhaw na uhaw na!.

CIRIACO ANG MALUPIT NA KAPITAN NG BARKO

Si Ciriaco ay kapitan ng barko.
Malupit siya, kaya't takot sa kanya ang mga tao.
Agad niyang pinarurusahan ang nagkakamaling tauhan.
Walang mahalaga kay Ciriaco kundi ang presyo ng kargamento.

Minsan, sa kanilang paglalayag, biglang dumating ang bagyong malakas.
"Mabigat ang laman ng barko baka kami lumubog," naisip ni Ciriaco.

Nang magsimulang pasukin ng tubig ang sasakyan, ipinatapon ni Ciriaco ang ibang kasangkapan.
Pero patuloy sa paglakas ang bagyo.
Muli niyang ipinatapon ang ibang gamit sa barko.
"Lulubog po tayo kundi babawasan an gating kargamento!" sigaw ng isang tauhan.

"Kayo ang dapat itapon!" sigaw ni Ciriaco
Pero biglang sinalpok ng alon ang barko.
KAhit nagkakagulo ang lahat, may nakaisip na ang kapitan ay iligtas.
Nang makaahon, nag-utos si Ciriaco,
"Sige, itapon ang mga kargamento."
Dahil sa ginawa sa kanya ng mga tauhan nasabi niya sa sarili ng kapitan:
"Maaring gawin at palitan ang kargamento, pero hindi maaring gawin at palitan ang tao.

Ollie's Jar
by Carol Moore

Ollie is an eel. He likes his home in a jar.
When he comes out he swims over his jar.
He swims under his jar
He swims through his jar
When he is done, he swims back into his jar
Now there are two eels, Ollie and Izzy
When Ollie and Izzy come out, they can swim over, under, through, around and back into their jar together

SONGS/POEMS/RHYMES

The Wheels of The Bus
(tune of Mulberry Bush)

*The wheels of the bus go round and round,
Round and round, round and round
The wheels of the bus go round and round
All through the town.*

*The driver of the bus says Move On Back! Move On
back! Move On Back!
The driver of the bus says Move On Back!
All through the town.*

*The people on the bus go up and down, up and down,
up and down.
The people on the bus go up and down all through the
town.*

*Substitute these also:
The horn of the bus goes beep beep beep.
The wipers on the bus go swish, swish, swish.
The doors on the bus go open and shut.
The bell on the bus goes ding-ding-ding.
The driver on the bus says, "Move on back" ...
The lady on the bus says, "Get off my feet" ...
The baby on the bus goes, "Wa-Wa-Wa" ...
The people on the bus say, "We had a nice ride" ...
Use a child's name as in "Mark on the bus say Let Me
Off!" etc.*

The Bus

*There is a painted bus,
With twenty painted seats,
It carries painted people
Along the painted streets.
They pull the painted bell,
The painted driver stops,
And they all get out together
At the little painted shops.*

I'm A Little Airplane
(tune "I'm a Little Teapot")

*I'm a little airplane,
(children raise arms at sides to shoulder height.)
Now watch me fly!
(They spin one of their arms in front of them as if it
were a propeller)
Here are my instruments
From down low to up high.
(With their other arm, they reach from the ground to
above their heads.)
First I get revved up.
(Children make engine noises while still spinning their
arms.)
Then I can fly,
(Children raise arms to shoulder height.)
Lifting off the runway
(They start walking forward.)
Up into the sky!
(They go up on their tiptoes and continue to move
forward. Let them circle awhile before returning to their
original positions.)*

Row, Row, Row Your Boat

*Row, row, row your boat,
gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.*

The Airplane

*The airplane has great big wings:
arms outstretched
Its propeller spins around and sings, "Vvvvvv!"
make one arm go round
The airplane goes up:
lift arms
The airplane goes down:
lower arms
The airplane flies high
arms outstretched, turn body around
Over the town!*

Train is a' Comin'

(Skip to my Lou)

Chorus:

*Train is a' comin', Oh yes,
Train is a' comin', Oh yes,
Train is a' comin', train is a' comin',
Train is a' comin', Oh yes,*

Verse:

____ *Sarah is the engineer, Oh yes,
____ is the conductor, Oh yes
____ is the passenger, Oh yes.
Train is a' comin'*

City Traffic by Betsy Franco

*Beep, honk, step on the brake.
City traffic makes us wait.*

*Taxis dodging here and there.
Cars and vans are everywhere.*

*Buses pick up girls and boys.
Trucks look like they're giant toys.*

*Blinking stoplights flash and glow.
City traffic's stop and go.*

*Pull to the right for the siren sound.
Fire trucks are all around.*

*Traffic stops while a car gets towed.
Lots of people cross the road.*

*City traffic's really cool,
But I hope that I'm not late for school!*

INDOOR/OUTDOOR ACTIVITIES

-ing Charades

Objective: to identify the inflectional ending –ing

Materials: 8 word cards: clean, grow, hop, paint, skate, sleep, swim, tickle (with a line underneath the word)

Number of players/participants: Groups of eight

Procedure:

1. Make a set of word cards for each group. Mix up the cards and place them facedown in a pile in the middle of each group.
2. The first player in each group takes the top card and reads it silently, without showing it to the others.
3. The player acts out the word as the group guesses the action. The correct answer should be phrased like this: (Child's name) is _____ing.
4. If the answer is correct, the team helps the player spell the –ing form of the word aloud. The player writes the word on the line and keeps the card. The teammate who correctly guessed the action picks the next card and acts out that word for his group. The team with the most cards at the end wins.

Twinkle, Twinkle Little Word (short rhyme, whole group activity)

Sing to the tune of 'Twinkle Twinkle Little Star'

Lyrics:

Twinkle, twinkle, little word

What's the new word to be heard?

If I take off the FIRST sound

What new word will now be found?

Take the /sh/ right off of shout.

Now the new word sounds like...

_____. (out)

Twinkle, twinkle, little word

What's the new word to be heard?

If I take off the LAST sound

What new word will now be found?

Take the /er/ right off of hammer.

Now the new word sounds like...

_____. (ham)

*note to teacher: provide other examples of words for the poem. Ask the children if they would also like to volunteer their own examples as well.

Passengers in the Tricycle

Two children form a tricycle by facing each other and placing their hands on each other's shoulders. Another child is a passenger and gets in between their arms. The rest of the class forms tricycles with passengers. There should be one extra passenger in the center of the tricycles. When a whistle is blown, all the passengers hurry to another tricycle. The one left over then goes to the center and the game continues.

Jump out of the Plane

Place two ropes on the ground. Ask them to pretend that they are in a plane. The children line up single file and jump out of the plane one at a time. After every child has jumped, move the rope to make the space wider. When a player can no longer jump the distance he's/she's out of the game. The object is to see how wide a distance the children can jump. (You can also play this game by drawing lines in the dirt or sand.)

Car Relays

Divide the class into teams with five or six players each. Have players line up single file, and one at a time pretend they are driving a car to a designated point and go back. The first player tags the second player who then does the same thing to the distance. The first team to have all players drive is the winner.

Racing Car Driver/Race to Finish

Objective: to write numerals up to 10

Materials: pad paper, marking pen, giant crayons, double adhesive tape, pair of scissors

Number of players/participants: 10 per group

Procedure:

1. Let each child write numerals 1-10 in the air as a warm-up activity.
2. Divide the class into teams with ten members each (max).
3. Attach a tag to each member using double adhesive.
4. Let the player line up in a single file. They will pretend that they are driving a racing car.
5. Driver runs to a designated point then runs back and tags driver 2, who does the same, this time tagging driver 3.
6. The first to have all the drivers run win.

Vehicle Obstacle Course

Have your child hold a hoop around his/her middle to represent a car, bus, or truck. Have him/her start his/her vehicle and drive it around. Provide obstacles on the “road,” such as a bench to climb over to represent a hill or a mat to jump over to represent a bridge over water. Have your child drive slow and then fast. As your child “drives,” play music to represent a radio in their truck.

Easy Paper Plate Car

Cut two circles (wheels) out of black craft paper. Cut a paper plate in half. Add the two wheels to the flat edge of the paper plate. Add details to car with markers or crayons.