

**KINDERGARTEN CLASS SECOND GRADING DAILY PLANS**

**WEEK 13:** \_\_\_\_\_

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<b>CONTENT FOCUS:</b> I can help many things at home.		
<b>MEETING TIME 1:</b> <b>Message:</b> Some family members prepare meals.  I can help prepare our meals. I can help set the table. I can help wash the dishes. <b>Questions:</b> Who prepares the food that you eat? How do you help your family prepare your food? How do we keep our food clean and safe?	<b>MEETING TIME 1:</b> <b>Message:</b> I need a home to live in.  Living in a house protects me from rain and heat which can make me sick. <b>Questions:</b> Where do you live?  Why do we live in a house?	<b>MEETING TIME 1:</b> <b>Message:</b> I help make my home clean.  <b>Questions:</b> How can you help keep your home clean? Do you have chores assigned to you? What are the chores/things you do to help your family at home?
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Target Letter : Nn <ul style="list-style-type: none"> <li>• Letter Mosaic : Nn</li> <li>• Letter Collage : Nn</li> </ul> <b>Independent:</b> <ul style="list-style-type: none"> <li>• Wastong Paghahanda ng Pagkain RSW. p. 273</li> <li>• Pagliligpit ng Pinagkainan RSW p. 274.</li> <li>• Make Your Own Plate Mat</li> <li>• Letter Puzzles</li> <li>• Word Match</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> <ul style="list-style-type: none"> <li>• Let's Write Nn</li> <li>• Nn Words Poster</li> </ul> <b>Independent:</b> <ul style="list-style-type: none"> <li>• Shape Collage: My House</li> <li>• Houses! Houses! PEHT p. 71</li> <li>• Junk Art (Different Kinds of Shelter)</li> <li>• Name Designs: Whose name begins with Nn?</li> <li>• Letter Making: Nn</li> <li>• Spot the Letter Nn</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> <ul style="list-style-type: none"> <li>• Letter Poster: What begins with Nn?</li> <li>• Poster: We help make our homes clean.</li> </ul> <b>Independent:</b> <ul style="list-style-type: none"> <li>• Letter for the Day: What begins with Nn?</li> <li>• Sand Paper Letters: Nn, Ss</li> <li>• Halinang Maglinis PEHT p.111</li> <li>• Table Blocks (Forming a House)</li> <li>• Word Match</li> </ul>
<b>MEETING TIME 2:</b> Show and Tell: Own Plate Mat	<b>MEETING TIME 2:</b> Sing the song "What's the Sound?" (substitute with Nn words) <b>Activity:</b> Have children think of words that begin with Nn. List them down on the board.	<b>MEETING TIME 2:</b> Show and Tell: drawing – a chore you do at home
<b>Supervised Recess</b>	<b>Supervised Recess</b>	<b>Supervised Recess</b>
<b>STORY:</b> Ang Alamat ng Palay	<b>STORY:</b> The Three Little Pigs	<b>STORY:</b> Goldilocks and the Three Bears
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Lift the Bowl (connecting; up to quantities of 4) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Playdough Numerals</li> <li>• Go 4/Draw 4/Find 4/ 4 Concentration</li> <li>• It's A Match/ Mixed Up Numbers (1-4)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Literature-based: Story Banner – The Three Little Pigs <b>Independent:</b> <ul style="list-style-type: none"> <li>• Literature-based: Popsicle Stick Houses</li> <li>• Literature-based: Stick Puppets : 3 pigs, wolf</li> <li>• Playdough Numerals</li> <li>• Go 4/Draw 4/Find 4/ 4 Concentration</li> <li>• It's a Match/ Mixed Up Numbers (1-4)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Lining Up Snakes (4) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Literature-based: Triorama: Beginning, Middle and End</li> <li>• Literature-based: My Favorite Part of the Story</li> <li>• Subtraction Cards (2-4)</li> <li>• Writing Numerals (0, 1, 2, 3, 4)</li> <li>• Hand Game/Lift the Bowl worksheets (quantities of 4)</li> </ul>
<b>INDOOR/OUTDOOR ACTIVITY:</b> To Market, to Market to Buy Fruits and Vegetables	<b>INDOOR/OUTDOOR ACTIVITY:</b> Relay Game (Fruits in a Basket)	<b>INDOOR/OUTDOOR ACTIVITY:</b> Sabi ni Pedro
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine

THURSDAY	FRIDAY	NOTES
<b>CONTENT FOCUS:</b>		
<b>MEETING TIME 1:</b> <b>Message:</b> People in my family help keep my home safe. <b>Questions:</b> What does your family do to keep your home safe?	<b>MEETING TIME 1:</b> <b>Message:</b> People in my community help keep my home safe. <b>Questions:</b> How do the people in your community help keep your home safe?	
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Target Letter: Ee <ul style="list-style-type: none"> <li>• Letter Mosaic : Ee</li> <li>• Letter Collage : Ee</li> </ul> <b>Independent:</b> <ul style="list-style-type: none"> <li>• CVC Fishing Game</li> <li>• Poster: Ways of Caring for our Home</li> <li>• Picture Puzzles (different kinds of houses)</li> <li>• Table Blocks (Forming a House)</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> <ul style="list-style-type: none"> <li>• Let's Write Ee</li> <li>• E Words Poster</li> <li>• Letter Poster: Pictures/Drawings of objects that begin with S</li> </ul> <b>Independent:</b> <ul style="list-style-type: none"> <li>• Letter Making: Ss</li> <li>• Sand Paper Letters: Nn, Ss</li> <li>• CVC Fishing Game</li> <li>• Mga Katulong sa Pamayanan</li> <li>• People in the Neighborhood PEHT p. 117</li> </ul>	
<b>MEETING TIME 2:</b> Sing "Can you say the first sound?" (use Ss words) <b>Activity:</b> Have them think of people and places that begin with letter Ss.	<b>MEETING TIME 2:</b> Sing "Who are the people in your neighborhood?" (those community helpers that keep us safe e.g. policeman, fireman, security guard, traffic enforces, etc.)	
<b>Supervised Recess</b>	<b>Supervised Recess</b>	
<b>STORY:</b> Ang Pangit na Itik	<b>STORY:</b> Si Pilandok at ang Mga Buwaya	
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Hand game (up to quantities of 4; writing number sentences) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Counting Boards (quantities of 4)</li> <li>• Subtraction Cards (2-4)</li> <li>• Bingo: Addition/ Bingo: Subtraction (0-4)</li> <li>• Go 4/ Draw 4/ Find 4/ 4 Concentration</li> <li>• Writing Numerals (0, 1, 2, 3, 4)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Lift the bowl (up to quantities of 4; writing number sentences) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Counting Boards (quantities of 4)</li> <li>• Subtraction Cards (2-4)</li> <li>• Bingo: Addition/ Bingo: Subtraction (0-4)</li> <li>• Go 4/ Draw 4/ Find 4/ 4 Concentration</li> </ul>	
<b>INDOOR/OUTDOOR ACTIVITY:</b> Over and Under Relay	<b>INDOOR/OUTDOOR ACTIVITY:</b> Line Up	
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	

## APPENDIX: WEEK 13

### A. THEME-RELATED ACTIVITIES

#### **Shape Collage (My Home)**

Objective: to construct a house using different shapes

To develop creativeness

To distinguish different kinds of shapes

Materials: Pre-cut shapes of old newspapers                      colored magazines                      large sheets of paper  
old folder or cardboard                      paste or glue                      pair of scissors

Procedure:

1. Place the pre-cut shapes of old magazines and newspaper in a box
2. Let the pupils get pieces of the pre-cut shapes to create a collage of their house
3. Glue or paste each part until they create a collage of their home
4. Tell them to write a title of their collage and tell something about it.

#### **Poster Making: Ways of Caring for Our Home**

Objectives: to develop gross motor coordination

To identify ways of caring for one's home

To demonstrate creativity

Number of Participants: 5-6 per group

Materials: ½ manila paper or back of old calendar                      10-12 pieces of ¼ bond paper                      paste or glue  
pair of scissors                      crayons                      marking pen

Procedure:

1. Let the group discuss among themselves the ways of caring for the house/home
2. Provide the group with the materials needed
3. Let each member of the group make drawings of ways of caring for the house/ home on ¼ sheet of bond paper. e.g. dusting furniture, sweeping the floor, scrubbing floor, putting curtain, dusting windows, waxing the floor etc.
4. Let them paste/glue their drawings on the manila paper or back of old calendar
5. Let them put a title to their work

#### **Wastong Paghahanda ng Pagkain - RSW. p. 273**

#### **Pagliligpit ng Pinagkainan - RSW p. 274.**

#### **Make Your Own Plate Mat**

Objective/Competence: develop fine motor skills

Number of Participants: 6-8 children

Materials: old folders, art papers, scissors, glue, pencils, crayons, old magazines or newspapers

Procedure:

1. Give each child an old folder.
2. Ask them to design or decorate the folder using the various art materials. They may also cut out letters from the magazines or newspapers to design or decorate their place mat.

#### **Houses! Houses! - PEHT p. 71**

#### **Halinang Maglinis PEHT p.111**

#### **Junk Art – (Different Kinds of Shelter)**

Objectives: to demonstrate resourcefulness and creativity in using recyclables

To use recyclable materials to make models of different kinds of shelter

Number of Participants: 6 per group

Materials: recyclable materials like small boxes, strings, paper, soft cardboard, soft drink bottle caps, popsicle sticks, pieces of cloth, candy wrappers, aluminum foil, wire, old magazines, etc., glue, pair of scissors

Procedure:

1. Let the group discuss about the kind of shelter found in the community and decide of what kind of shelter in group will work on (e.g. tree house, nipa hut, duplex, apartment etc.
2. Let the monitor get the needed materials from the supply table.
3. Group work on the kind of shelter they have chosen.

#### **Picture Puzzles (Different Kinds of Houses)**

Objective/Competency: to develop creativity and fine motor coordination

Materials: puzzles of different kinds of houses

Preparation:

1. Look for pictures of different kinds of houses (the more colorful, the better).
2. Paste them on thick cardboard.
3. Cut into puzzle pieces.
4. Store each puzzle set in individual envelopes.

Number of Participants: 6-8 children

Procedure:

1. Group children into pairs.
2. Give each pair an envelope and encourage them to complete the puzzle.

### **Mga Katulong sa Pamayanan MEMORY GAME**

Objectives: To identify the different community helpers

To remember the location of certain community helpers cards

Materials: 20 pieces of community helpers cards

Number of Players/Participants: 6-8 children

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.

## **People in the Neighborhood – PEHT p.117**

### **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)

#### **Playdough Numerals (0-4)**

Objective/Competency: To identify the numerals 0, 1, 2, 3 and 4

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them to form the numerals 0, 1, 2, 3 and 4.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

#### **Writing Numerals (0,1,2,3,4)**

Objective: to write numerals

Materials: lined paper (blue-red-blue lines) numeral cards

Preparation: Draw the numerals on a piece of card board. The first part of the numeral is drawn with the purple crayon and the second part with green. The purple and green marks will help children determine which stroke to do first.

1. Provide each child with numeral cards and lined paper.

2. Let each child practice writing the numerals on lined paper.

### **It's A Match**

Objectives: to match numeral to set of objects/ dots

Players: pairs or small group

Materials: one set of cards with numerals – 0-4  
one set of cards with dots (corresponding to the numerals)

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray.
3. Call on a child to get a card from the box and place it over the equivalent card in the chalk tray.
4. If correct, the child may choose the next player

### **Mixed Up Numbers**

Objectives: To read and recognize number words

To recognize the sequence of numbers

Players: small group

Materials: vocabulary cards of number words (1-4)

Procedure:

1. Place the word cards at random in the chalk tray.
2. Ask the students to say each word with you.
3. Ask the children to help you place them in correct sequence.
4. Tell the children to hide their eyes while a mischievous kitten (you) comes and change the order of the cards.
5. The children close their eyes and lower their heads on their desk.
6. The teacher switches cards and then calls on a pupil to return them to the correct places.

Variation: Distribute the cards to the children. Call one of the word names. A student with the corresponding card is invited to stand. "Neighbors" – those whose numbers are one less or one more than this student's – are then invited to join in. Continue until all are standing in the appropriate number.

### **Draw 4**

Objective : to explore different combinations that make 4

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

No. of players / participants: 3- 5 players

Procedure

1. One card is drawn from the deck and is set aside throughout the game, so that there will be an odd card without a mate at the end of the game. All the other cards are dealt.
2. Each player goes through the cards received trying to find pairs that make 4. 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 4 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.

### **4 Concentration**

Objective: to explore different combinations that make 4

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

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 4. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person who collects the greatest number of pairs is the winner.

### **Find 4**

Objective / Competency: collect pairs of cards

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

No. of players / participants : 3-5 players

Procedure

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.
2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 4, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

#### **Go 4**

Objective: to explore different combinations that makes 4

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

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 3 in front of himself, face up.  
A player can continue asking for a card as long as he gets the card he requested. If he does not get the card he asked for, the turn passes to the person who said, "I don't have it."
3. The person who makes the greatest number of pairs is the winner.

#### **Subtraction Cards**

Objective: to subtract quantities up to 4

Materials: subtraction cards, counters

No. of Participants: 1-4

Procedure:

1. Teacher reads the total on the card, in this case 4.
2. Children get 4 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "Three"
5. Teacher shows the group the three remaining dots on the subtraction card.

#### **Bingo: Addition (up to quantities of 4)**

Objective: To match an addition fact with its correct sum

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

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

#### **Bingo: Subtraction (up to quantities of 4)**

Objective: To practice subtraction up to quantities of 3

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

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

#### **☺ Counting Boards (concrete, up to quantities of 4)**

Objective: to explore different combinations that make a given quantity

Materials: counting boards & counters (example: webs & spiders, rivers & fish, stores & hats, tables & chairs, sinks & plates)

Procedure:

1. Give each child one counting board.
2. Have the children take the number of counters being worked with for the day and decide what they want to represent.
3. Take turns in telling a story to go with the counters.

Ex: Three fish were swimming. Three more came. That makes six fish swimming.

I saw seven mangoes in the tree. I climbed the tree and got two mangoes. Five mangoes were left.

### **Lift The Bowl**

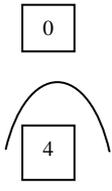
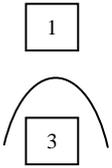
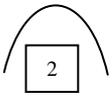
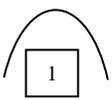
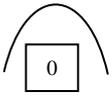
Objective: to explore different combinations that make a given quantity

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

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 four blocks under the bowl."		"None and four is four." or "Zero and three is four."	
"Place three block on the bowl."		"One and three is four."	
"Place two block on the bowl."		"Two and two is four."	
"Place three block on the bowl."		"Three and one is four."	
"Place four block on the bowl."		"Four and none is four." Or "Four and zero is four."	

### **Hand Game (writing number sentences: up to quantities of 4)**

Objective: to explore different combinations that makes a given quantity

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

Number of Players/Participants: 8 children

Procedure:

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

Teacher says:		Children say:	Children write:
"Place four sticks in your right hand."		"None and four is four." or "Zero and four is four."	$0 + 4 = 4$
"Place one stick in your left hand."		"One and three is four."	$1 + 3 = 4$

"Place one more stick in your left hand."		"Two and two is four."	$2 + 2 = 4$
"Place one more stick in your left hand."		"Three and one is four."	$3 + 1 = 4$
"Place one more stick in your left hand."		"Four and none is four." or "Four and zero is four."	$4 + 0 = 4$

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

### **Lift The Bowl (symbolic; up to quantities of 4)**

Objective: to explore different combinations that makes a given quantity

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

Number of Players/Participants: 8 children

Procedure:

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

Teacher says:		Children say:	Children write:
"Place four blocks under the bowl."		"None and four is four." or "Zero and three is four."	0 $\frac{+4}{4}$
"Place three blocks under the bowl."		" One and three is four."	1 $\frac{+3}{4}$
"Place two blocks under the bowl."		" Two and two is four."	2 $\frac{+2}{4}$
"Place one blocks under the bowl."		" One and three is four."	3 $\frac{+1}{4}$
"Place no blocks under the bowl."		"Four and none is four." Or "Four and zero is four."	4 $\frac{+0}{4}$

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

### **Hand Game – Worksheet**

Objective: to write addition equations involving quantities of 4

To conserve number

Materials: counters      Hand game work mat      Hand game worksheet      pencil

Procedure:

- Instruct children to play the Hand game as before.
- Tell them to record or write equations that represent their concrete manipulations on the Hand game worksheet

*If worksheets are not available, teacher can simply write the combinations*

$$\begin{array}{cccccc}
 0 + 4 = \underline{\quad} & 1 + 3 = \underline{\quad} & 2 + 2 = \underline{\quad} & 3 + 1 = \underline{\quad} & 4 + 0 = \underline{\quad} \\
 4 - 0 = \underline{\quad} & 4 - 1 = \underline{\quad} & 4 - 2 = \underline{\quad} & 4 - 3 = \underline{\quad} & 4 - 4 = \underline{\quad}
 \end{array}$$

### **Lift the Bowl - Worksheet**

Objective: to write addition equations involving quantities of 4  
To conserve number

Materials: counters      Lift the Bowl work mat      Lift the Bowl worksheet      pencil

Procedure:

- Instruct children to play the Lift the Bowl activity as before.
- Tell them to record or write equations that represent their concrete manipulations on the Lift the Bowl worksheet.

*If worksheets are not available, teacher can simply write the combinations in the following vertical position*

$\begin{array}{r} 0 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -4 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ +3 \\ \hline 4 \end{array}$	$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -0 \\ \hline \end{array}$

### **Lining Up Snakes**

Objectives:      to measure length using nonstandard tools  
                    To order objects from longest to shortest

Materials: rubber or plastic snakes of different sizes      playdough      string for measuring

Players: small group

Procedure:

1. Read the poem Snake Time.

#### **Snake Time**

The snakes lined up  
On measuring day,  
I measured each one  
Before they could play.  
They got in a row  
In an orderly way,  
Then shortest to longest  
They slithered away.

2. Discuss lengths of the 4 rubber or plastic snakes. Ask children which snake is longest, the next longest, the next longest then the shortest.
3. Ask children to measure the snakes using yarn or paper clips (or other nonstandard tools) to verify their answers.
4. Provide play dough so that each child can mold 4 of their own snakes. Naming the snakes can make this activity even more personal.
5. Have children compare the lengths of their snakes and line them up in order.
6. Again, children may use a variety of measuring tools to measure the length of their snakes.

### **C. OTHER LANGUAGE ARTS ACTIVITIES**

**Name Designs, Letter Making, Spot the Letter, Letter Mosaic, Letter Collage, Let's Write, Word Poster, Letter Poster, Letter for the Day and Sand Paper Letters** - please refer to Week 11 appendix

### **Word Match**

Objectives: match CVC words

Materials: CVC cards

Preparation: prepare pairs of CVC words that can be formed from the following letters; m,a,t,f,e,n

Players: 4-6 players

Procedure:

1. Lay down CVC cards on the table,
2. Have children take turns looking for a pair of CVC words that match.

### **CVC Fishing Game**

Objectives: match CVC words

Materials: CVC fishing cards, hook

Preparation: prepare fishing cards with CVC words that can be formed from the following letters; m,a,t,f,e,n

Players: 4-6 players

Procedure:

1. Lay down CVC cards on the table or floor.
2. Have children take turns fishing CVC words.
3. Children read out words that they catch.

### **Literature-based: Popsicle Stick Houses**

Objective: recall story details, develop fine motor coordination

Materials: popsicle sticks, glue,

Number of participants:

Procedure:

1. Have children make different kinds of houses out of popsicle sticks.
2. Let them glue each house on 1 whole or ½ oslo paper.

### **Literature-based: Stick Puppets : 3 pigs, wolf**

Objective: recall story details, develop fine motor coordination

Materials: popsicle sticks/ tongue depressor, construction paper, yarn, assorted junk materials

Number of participants: 6-8

Procedure:

Have children make stick puppets out of assorted junk materials. After they have made the puppets, have them retell the story using the puppets.

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

**What's the Sound ?, Can you Say the First Sound?** - please refer to Week 11 appendix

### **Who are the people in your neighborhood?**

Who are the people in your neighborhood?

In your neighborhood? (2x)

Oh, who are the people in your neighborhood?

They're the people that you meet

When you're walking down the street

They're the people that you meet each day.

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

### **Relay Game (Fruits in a Basket)**

Objective/Competence: develop gross motor skills and body coordination

Number of Players/Participants: 10 children

Materials: basket, plastic 10 pcs. fruits, 2 plastic trays

Procedure:

1. Divide the class into 2 equal groups. Ask each group to form a straight line.
2. Put a chair in front of each group (about 3 meters away). Divide the plastic fruits into 2 and put each group of fruits in each tray. Put each tray on top of each tray.
3. Teacher models how the action is done – she brings the basket and gets one fruit from the tray and puts it in her basket, then goes around the chair, goes back to her group mates, touching the hand of the child next to her. As soon as that classmate next to her has moved on, she goes to the end of the line.

4. When the children have understood how the relay game is played, you may now start the game.
5. At the signal "Go!" the first child of each group, does the action demonstrated by the teacher and the game continues until everybody had taken his turn.

### **To Market, to Market to Buy Fruits and Vegetables**

Objective/Competence: develop gross motor skills and body coordination

Number of Players/Participants: whole class

Materials: 2 daddy's polo, 2 big hats, 2 baskets, 2 umbrellas

Procedure:

1. Divide the class into 2 equal groups. Ask each group to form a straight line.
2. Put a chair in front of each group (about 3 meters away).
3. Teacher models how the action is done – she wears the polo and hat, opens the umbrella, goes around the chair carrying the basket and umbrella, then goes back to her group mates, touching the hand of the child next to her. As soon as that classmate next to her has moved on, she goes to the end of the line.
4. When the children have understood how the relay game is played, you may now start the game.
5. At the signal "Go!" the first child of each group, does the action demonstrated by the teacher and the game continues until everybody had taken his turn.

### **Sabi ni Pedro**

Objective/Competency: To learn to hear discriminately and able to follow instruction.

Materials: wala

Number of Players/Participants: buong klase

Procedure:

- Hatiin ang klase sa dalawang pangkat. layos nang pabilog ang bawat pangkat.
- Pansamantalang magtalaga ng "Pedro" sa bawat pangkat at patayuin siya sa gitna ng bilog.
- Magbibigay siya ng mga utos tulad ng "Hawakan ang ilong," "Hawakan ang mata," at iba pa.
- Ang utos ay maaring pangunahan o hindi ng mga salitang "Sabi ni Pedro." Hindi dapat sundin si "Pedro" kapag ang utos ay walang pang-unang salitang "Sabi ni Pedro". Halimbawa: "Hawakan ang leeg." (Hindi dapat sundin.) "Sabi ni Pedro, hawakan ang leeg." (Sundin ito.)
- Maaring ibang bahagi ng katawan ang hawakan ni Pedro kaysa sa kanyang sinasabi upang lituhin ang mga bata.
- Ang batang magkamali ang magiging bagong "Pedro."

### **Over and Under Relay**

Objective/Competence: develop gross motor skills and body coordination

Number of Players/Participants: whole class

Materials: none

Procedure:

6. Divide the class into 2 equal groups. Ask each group to form a straight line.
7. Put a chair in front of each group (about 3 meters away).
8. Teacher models how the action is done – walking backwards toward the chair, goes around the chair, then goes back to his group mates, touching the hand of the child next to him. As soon as that classmate next to him has moved on, he goes to the end of the line.
9. When the children have understood how the relay game is played, you may now start the game.
10. At the signal "Go!" the first child of each group, does the action demonstrated by the teacher and the game continues until everybody had taken his turn.

### **Line Up**

Objective: to sort the class into 3 groups based on similarities and differences

Materials: none

Number of participants: whole group

Procedure:

- Tell the children that they are to make three lines based on the descriptions you give.
  - Make 2 lines: boys, girls
  - Make 3 lines: favorite drink: juice, chocolate drink, milk
  - Make 3 lines: favorite place: McDonald's, Jollibee, KFC
  - Make 3 lines: favorite activity: playing, watching TV, drawing/coloring pictures

