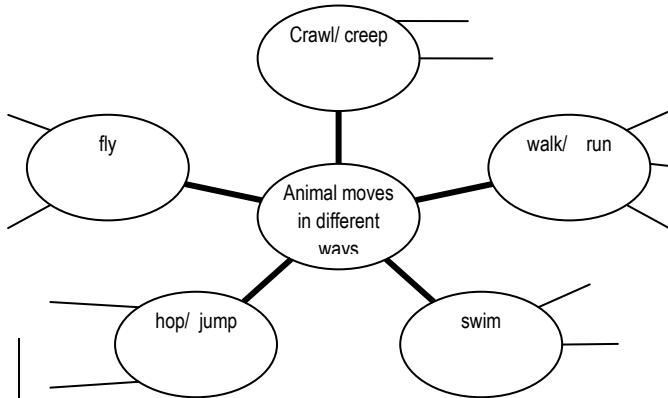


KINDERGARTEN CLASS THIRD GRADING DAILY PLANS

WEEK 28: _____

Monday	Tuesday	Wednesday
<p>MEETING TIME 1:</p> <p>Message: Animals move in different ways.</p> <p><i>Note: Draw this web on a sheet of Manila paper. Write the children's answers while discussing the different ways animals move. The web strands will depend on the different movements the class talks about.</i></p> <p>Questions: How do animals move? Can you name animals that can _____ ? (refer to the web)</p> <p>Introduce the poem : Animal Movement (for Tuesday)</p>		<p>MEETING TIME 1:</p> <p>Message: Animals make different sounds.</p> <p>Question: Why do animals make sounds ?</p>
<p>WORK PERIOD 1</p> <p>Teacher-Supervised: Animal Movement Web</p> <p>Independent:</p> <ul style="list-style-type: none"> • Animal Shape Designs • Animal Puppets • Animal Alphabet Book (cont...) • Animal Lotto • Writer's Workshop 	<p>WORK PERIOD 1</p> <p>Teacher-Supervised: Target Letter : Qq Letter Poster</p> <p>Independent:</p> <ul style="list-style-type: none"> • Animal Shape Designs • Animal Puppets • Animal Lotto • Go Fish Rhyming Game 	<p>WORK PERIOD 1</p> <p>Teacher-Supervised: Let's Write: Qq</p> <p>Independent:</p> <ul style="list-style-type: none"> • Go Fish Rhyming Game • Letter for the Day • Letter Mosaic • Make Me an Animal • Writer's Workshop
<p>MEETING TIME 2</p> <p>Everybody Do This (animal movements)</p> <p>Song : Tong, Tong, Tong...</p> <p>Vary the song by substituting the beginning letter.</p> <p>Ex. bong bong bong bong babibong bibong"</p>	<p>MEETING TIME 2:</p> <p>Show final web with drawing.</p> <p>Questions: What will happen if you pull out the wings of insects? What will happen if you pull out the legs of grasshoppers?</p> <p>Poem : Jump or Jiggle</p>	<p>MEETING TIME 2:</p> <p>Poem: Five Little Kittens</p> <p>Song : Tong, Tong, Tong...</p> <p>Vary the song by substituting the medial sound .</p>
<p>Supervised Recess</p>	<p>Supervised Recess</p>	<p>Supervised Recess</p>
<p>STORY: Si Aling Oktopoda at Walong Pugita</p>	<p>STORY: Sina Linggit Laban Kay Barakuda</p>	<p>STORY: The Blind Duckling</p>
<p>WORK PERIOD 2:</p> <p>Teacher-Supervised: Hand Game (connecting; up to quantities of 9)</p>	<p>WORK PERIOD 2:</p> <p>Teacher-Supervised: Hand Game (connecting; up to quantities of 9)</p>	<p>WORK PERIOD 2:</p> <p>Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 9)</p>

Independent: <ul style="list-style-type: none"> • Block Play • Comparing numbers • Grab bag counting • It's A Match/Mixed Up Numbers/ Number Concentration/ Bingo: Numbers (0-9) 	Independent: <ul style="list-style-type: none"> • Block Play • Stack, Tell, Spin and Win • Roll and count • It's A Match/ Mixed Up Numbers/ Number Concentration/Bingo: Numbers (0-9) 	Independent: <ul style="list-style-type: none"> • Block Play • Find 6/ 6 Concentration • Mixed Up Numbers (1-9) • Number Lotto/ Bingo: Numbers / Number Domino(0-9)
INDOOR/OUTDOOR ACTIVITY: Puppies Go Free	INDOOR/OUTDOOR ACTIVITY: Animal Relay	INDOOR/OUTDOOR ACTIVITY: Rat, rat, Cat
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
MEETING TIME 1: Message: Animals are important. Animals help us in different ways. Question: How do animals help us ?		
WORK PERIOD 1 Teacher-Supervised: Poster: Animals help us in many ways. Independent: <ul style="list-style-type: none"> Sand/Water Play Animal Domino ABC Race Picture-Letter Puzzles Sand Paper Letters/Form a Letter 	WORK PERIOD 1 Teacher-Supervised: Big Book: All About Animals Independent: <ul style="list-style-type: none"> Sand/Water Play Animal Domino ABC Race Picture Letter Puzzles Writer's Workshop 	
MEETING TIME 2: Song " I'm a Little Fish "	MEETING TIME 2: Poem: Ako'y May Alaga People Counting Games (9)	
Supervised Recess	Supervised Recess	
STORY: Ang Mabait na Kalabaw	STORY: Who lives on the farm ?	
WORK PERIOD 2: Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 9) Independent: Block Play Find 9/ 9 Concentration Go 9/Draw 9 Addition Bingo/ Subtraction Bingo Mixed Up Numbers (1-9) Bingo: Numbers/ Number Domino (0-9)	WORK PERIOD 2: Teacher-Supervised: Walk the Number Line (1-9) Independent: Block Play Find 9/ 9 Concentration Go 9/ Draw 9 Addition Bingo/ Subtraction Bingo Mixed Up Numbers (1-9) Bingo: Numbers/ Number Domino (0-9)	
INDOOR/OUTDOOR ACTIVITY: Cat and Mouse	INDOOR/OUTDOOR ACTIVITY: Animal Relay	
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	

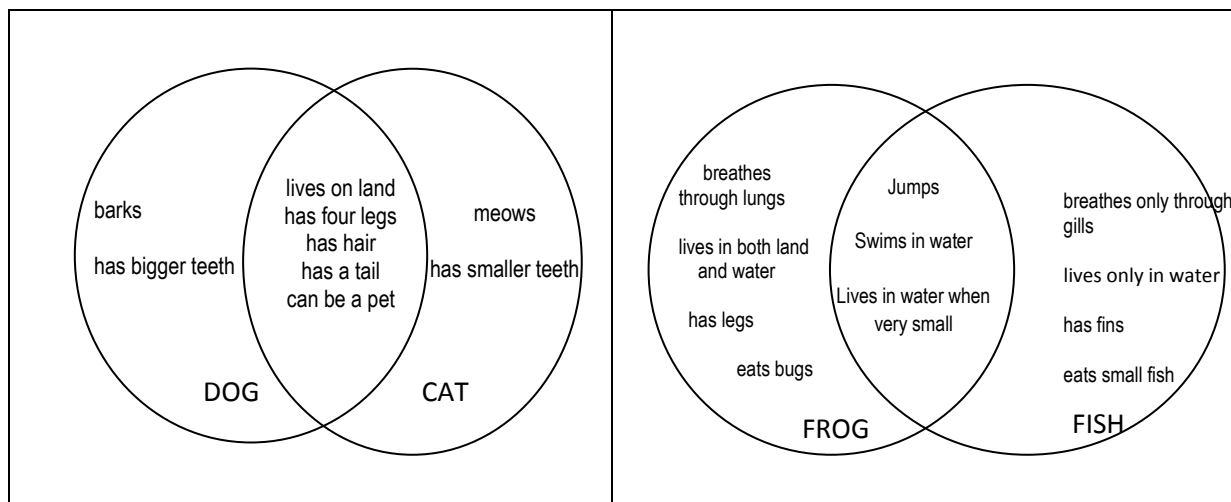
APPENDIX: WEEK 28

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Venn diagram samples for Meeting Time 2 discussions

Teacher may also compare frog and grasshoppers, carabao and horse or other animals found in the community



Web: Animal Movements

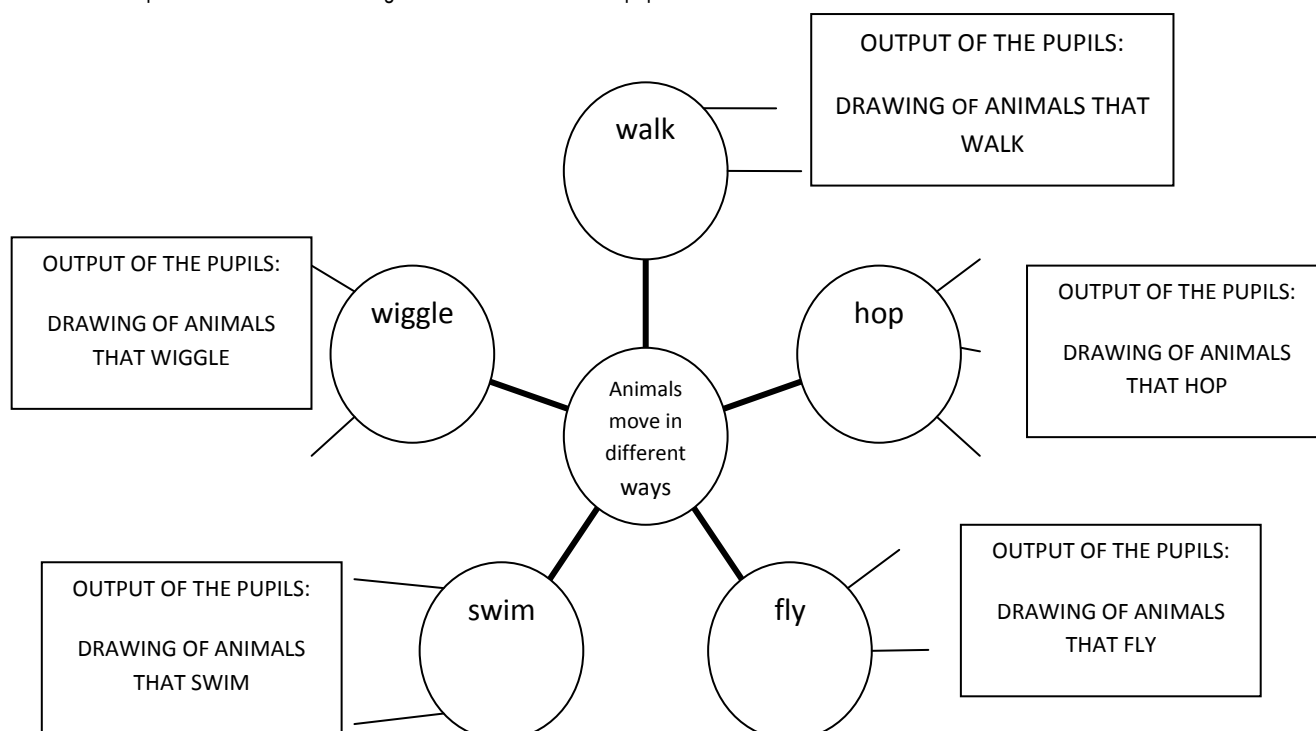
Objective: to identify animal movements

Materials: Manila paper, newsprint, scissors, crayon, glue or paste, scotch / masking tape

Number of player/participants: small group

Procedure:

Preparation: Write the following web on a sheet of manila paper :



1. Brainstorm and discuss how animals move. Try to identify as many animals as possible.
2. Divide the group into five and assign each group to a particular animal movement.
A – walk
B – hop
C – fly
D – swim
E – wiggle
3. Children will draw animals that move in a particular way.
4. As children finish drawing animals he/she pastes his/her drawing on the web.

Animal Puppets

Objective: to develop fine motor coordination; describe animal features/characteristics

Materials: popsicle stick or tongue depressors, construction paper or folder, crayons/colored markers

Number of player/participants: 6-8 children

Procedure:

1. Have children choose an animal they want to describe/talk about in class.
2. Let them draw their animal of choice on construction paper or folder.
3. Encourage them to color/design their animals.
4. Help each one glue or tape their drawings on a popsicle stick or tongue depressor.
5. Stick their puppets on a pan or box of sand.

Animal Shape Designs

Objective: to create animal figures out of paper, develop fine-motor coordination

Materials: art paper cut-outs, paste/glue, scissors, ½ bond paper

Number of player/participants: 6-8 children

Procedure:

1. Distribute assorted shape cut-outs among the children.
2. Ask each child to create an animal figure out of the shape cut-outs and paste this on 1/2 bond or oslo paper.
3. After everyone is done with their animal designs, let them take turns showing their animal designs. Have them describe the features/characteristics of the animal of their choice.

Animal Lotto (Note: played like Letter Lotto but instead of using letters, you use animal picture cards.)

Poster: Why Do Animals Move

Objective: to understand why animals move

Materials: Manila paper, newsprint or bond paper, crayons, paste, pencil, scotch/masking tape

Number of players/participants: small group

Procedure:

Preparation: Write the following chart on a sheet of Manila paper.

WHY ANIMALS MOVE ?			
<div>Pupil drawings</div> <div>To look for food</div>		<div>Pupil drawings</div> <div>To get away from danger</div>	
<div>Pupil drawings</div> <div>For reproduction</div>		<div>Pupil drawings</div> <div>For shelter</div>	

1. Brainstorm and discuss why animals move.
2. The group is divided into 4 and is assigned to draw animals that belong to their assigned category.
A – To look for food

- B – To get way from danger
- C – for reproduction
- D – for shelter
- 3. Children draw as many animals that belong to their assigned category
- 4. As children finish drawing, he/she pastes his /her drawing on the appropriate space.

Poster: Animals help us in many ways:

Objective: to identify ways animal help people

Materials: Manila or kraft paper, markers, crayons, bond or construction paper

Number of players/participants: small group

Procedure:

1. Ask children to think of ways animals help people.
2. Each child gets to draw at least one way on ½ construction or bond paper.
3. After everyone has finished, have them glue/paste their drawings on ½ manila paper.

Sand /Water Play

Objectives: to explore the properties of sand and water (e.g. how water and sand behave when poured, how water and sand feel
to improve skills at pouring by developing arm and hand muscles
to develop eye-hand coordination
to learn social skills of sharing, negotiation, communication
to develop creative thinking and imagination

Materials: plastic or rubber animals, colander, strainer, old teapot, toy buckets, jugs and containers, sponge, small watering can funnel
whisk, hollow ball, plastic bottles

Number of players/participants: individual or small group

Procedure:

1. Let children take turns constructing animal homes using sand and water and available play accessories.
2. Encourage to use plastic or rubber animals as accessories or props.

Animal Alphabet Book

Objective: to identify animals that begin with a particular letter

Materials: big book

Number of players/participants: small group

Procedure:

1. Ask children to think of animals that begin with the letter for the day. For example, have them think of words that begin with letter D.
2. Be read with pictures or clues in case children get stuck thinking of words that begin with the given letter.

Note: You may work on 2-3 letters per day. You may also opt to use Filipino instead of English text.

Make Me An Animal

Objectives: to mold animal figures out of play dough
to develop fine motor coordination

Materials: play dough

Number of players/participants: individual or small group

Procedure:

1. Give each child some playdough and tell him/her to mold animal figures out of this.
2. While child is molding figures, encourage the children to discuss the different physical characteristics of each animal; to talk about where the animals lives, what it eats.

Animal Domino (Note: played like Letter Domino but instead of using letters, you use animal picture cards).

B. OTHER MATH ACTIVITIES

Block Play

Objectives: 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

Number of players/participants: 1-4 children

Procedure:

1. Children use table or floor blocks to build structures.

2. 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)
3. Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Hand Game

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: small group

Procedure:

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

Teacher says:		Children say:	Teacher places these cards on the Hand Game counting board	
"Place nine sticks in your right hand."		"None and nine is five." or "Zero and nine is nine."	0	9
"Place one stick in your left hand."		"One and eight is nine."	1	8
"Place one more stick in your left hand."		"Two and seven is nine."	2	7
"Place one more stick in your left hand."		"Three and six is nine."	3	6
"Place one more stick in your left hand."		"Four and five is nine."	4	5
"Place one more stick in your left hand."		"Five and four is nine."	5	4
"Place one more stick in your left hand."		"Six and three is nine."	6	3
"Place one more stick in your left hand."		"Seven and two is nine."	7	2
"Place one more stick in your left hand."		"Eight and one is nine."	8	1
"Place one more stick in your left hand."		"Nine and none is nine." Or "nine and zero is none"	9	0

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

Lift The Bowl

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: small group

Procedure:

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

Teacher says:		Children say:
"Place nine blocks under the bowl."		"None and nine is nine." or "Zero and nine is nine."
"Place one block under the bowl."		"One and eight is nine."
"Place two blocks under the bowl."		"Two and seven is nine."
"Place three blocks under the bowl."		"Three and six is nine."
"Place four blocks under the bowl."		"Four and five is nine."
"Place five blocks under the bowl."		"Five and four is nine."
"Place six blocks under the bowl."		"Six and three is nine."
"Place seven block under the bowl."		"Seven and two is nine."
"Place eight blocks under the bowl."		"Eight and one is nine."

"Place nine blocks under the bowl."		"Nine and none is nine." Or "nine and zero is none"
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Peek thru the wall (concrete, up to quantities of 9)

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: small group

Procedure:

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

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

Grab Bag Counting

Objective: to compare quantities

Materials: colored clothespin (2 colors), Grab bag

Number of players/participants: 2-4 children

Procedure:

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

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

Comparing Numbers

Objective: to compare quantities

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

Number of participants: 2-4 children

Procedure:

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

Stack, Tell, Spin and Win

Objective: to compare quantities

Materials: clothespins, more/less spinner

Number of players/participants: 2-4 children

Procedure:

1. Each partner begins the game with a clothes train the same length as the other (about twenty clothespins long).

Accomplishing this task is an interesting first step that can be handled in a variety of ways. One way is to have about forty clothespins in a baggie available to the children when they play this game. They can snap the clothespins together, comparing lengths until they end up the same. That can be a valuable problem-solving situation in itself. Another way to handle the task is to provide a string that is the appropriate length, and have the children each build a train as long as the string. A third way is to have a line drawn on the chalkboard that indicates the appropriate length.

2. Once they have identical trains, the children sit facing each other, putting their trains behind their backs.
3. With their hands behind their backs, the partners simultaneously break off a piece of their trains (clothespins) and place those pieces in front of them.
4. Each child tells the other if his or her stack is more or less than the other child's stack. (If the stacks are the same, they put those back and put out different lengths.)
5. One partner turns the spinner. If it comes up on more, the child whose clothespins were longer takes both stacks. If the spinner lands on less, the child with less takes both stacks.
6. They continue to play until one player runs out of clothespins.

Roll and Count

Objective: to compare quantities

Materials: plus and minus spinners, die, newsprint or bond paper for each child, clothespins

Number of players/participants: 2-4 children

Procedure:

1. The children take turns rolling the die and turning the spinner.
2. Each child adds or subtracts clothespin from his or her working space paper according to the die and spinner.
3. If the spinner and die indicate they are to take away more clothespins than they have on their papers, the children say "impossible" and spin again.
4. If they are to add more clothespins than they have room for on their working space papers, they each get an additional paper.

Number Lotto

Objective: to match numerals

Materials: lotto boards, 2 sets of number cards, 0-9

Number of players/participants: 2-4 children

Procedure:

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

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

Concentration

Objective: to match numerals

Materials: 2 sets of number cards, 0-9

Number of players/participants: 2-4 children

Procedure:

1. Lay the cards down, either in rows or just anyhow.
2. Take turns turning over 2 cards.
3. If the cards match, you win them. If not, turn them face down again.
4. Player with most number of cards win.

Number Domino

Objectives: to recognize numbers 1-9

to match numbers that are alike

Materials: set of 28 number dominoes

Number of players/participants: small group

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 number names and then plays as in a regular domino game.
5. The winner is the player who has played all dominoes, or the player with the smallest number of dominoes when all players must pass.

Number Bingo

Objective: to match numerals

Materials: bingo card for each player, calling cards, tokens

Number of players/participants: 1 or more children

Procedure:

1. Provide each player with a bingo card (numerals).
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.

Number Fishing Game

Objective: to recognize and identify numerals

Materials: fish cut-outs (that have the numbers 1-9 written on them) with paper clip, fishing rod with magnet

Number of players/participants: small group

Procedure:

1. Set up a "fishing area" where fish with shapes are placed on the floor.
2. Children take turns using the fishing rod to catch a 'fish'.
3. When a child catches a 'fish' he identifies the number written on the fish.
4. The next child takes his turn.

Mixed Up Numbers

Objectives: to read and recognize number words
to recognize the sequence of numbers

Materials: vocabulary cards of number words

Number of players/participants: small group

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.

EIGHT

SIX

NINE

It's a Match

Objectives: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -9, one set of cards with dots (corresponding to the numerals)

Number of players/participants: pairs or small group

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.

Addition Bingo

Objective: to match an addition fact with its correct sum

Materials: bingo card for each player, calling cards, tokens

Number of players/participants: 1 -4 children

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.

Subtraction Bingo

Objective: to practice subtraction

Materials: bingo card for each player, calling cards, tokens

Number of players/participants: 1 -4 children

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.

Find 9

Objective: to explore different combinations that makes 9

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

Number of players/participants: small group

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 9, 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 9

Objective: to explore different combinations that makes 9

Materials: 6 sets of numeral cards (1- 8)

Number of players/participants: small group

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 9. 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 9 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.

Nine Concentration

Objective: to explore different combinations that makes 9

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

Number of players/participants: small group

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 9. 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 9

Objective: to explore different combinations that makes 9

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

Number of players/participants: small group

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.
3. 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."
4. The person who makes the greatest number of pairs is the winner.

Walk The Number Line

Objective: to sequence numbers

Materials : chalk, number cards 0 to 6

Procedure:

1. Chalk a line outdoors, long enough to include all the numbers 0 to 10 one step apart
2. Make a mark where each number will come but don't actually write them in.
3. Shuffle a set of number cards
4. Take it in turns to take a number card and walk along the line from the start, stepping on the markers and counting out loud as you do so.
5. When you get to the correct spot for your number, put the card on the ground.
6. When all the cards are in position, turn them face down. Ask your child to walk slowly along the line from the beginning until you shout "stop". Then see if she can tell you which number she is on. Check by turning the card over.

C. OTHER LANGUAGE ARTS ACTIVITIES

Go F-I-S-H Rhyming Game

Objective: to identify rhyming words

Materials: fish (with a three-letter word) cut-outs with paper clip, fishing rod with magnet

Procedure:

1. Set up a "fishing area" where the fish are placed on the floor.
2. Children take turns using the fishing rod to catch a 'fish'.
3. When a child catches a 'fish' he read the word on the fish and gives a word that rhymes with it.
4. The next child takes his turn.

My Alphabet Book (letter for the week - LI)

(This is a year-long activity wherein each child will make his own alphabet book. Teacher compiles each child's worksheets in a short folder as each child works with only one letter at a time.)

Objective: to identify the letter name and letter sound of li and to give words that begins with LI

Materials: individual (letter for the week - LI) worksheet, pencils, crayons (Teacher draws a big, fat letter L in the middle of the bond paper for each child where he will draw and label the pictures that begin with the LI should.)

Number of players/participants: 8 children

Procedure:

1. Give each child a worksheet with the L outline.
2. Tell each child to think of words that begin with the LI sound then ask him to draw that.
3. Help each child label the pictures by sounding out the letter sounds and guiding him how to write the letters.

ABC Race

Objective: to give words that begins with each particular letter sound

Materials: paper, pencil

Number of players/participants: 8 children

Procedure:

1. Teacher writes the name of each child in a vertical fashion on the left most side of the paper and a horizontal line beside each letter.

C	_____
A	_____
L	_____
O	_____
Y	_____

2. Ask him to think of as many words as they can that begins with each letter.
3. Teacher helps him write the words by sounding out the letter sound and guiding him how to write the letters.
4. Find out what letter in each child's name will have the most words.

Upper and Lower Case Memory Game (Note: This is played like Letter Memory Game but instead of identical letters, he will have to match upper and lower case letters.)

STORIES

Sina Linggit Laban Kay Barakuda (Aklal Batibot)

Question:

- Anp-anong mga isda na ang inyong nakita?
- Ano ang mga itsura nila?

Questions while reading:

- Makakain kaya ng Barakuda si Linngit at iba pang maliit na isda?

Question after reading:

- Paano hinarap ng mga maliit na isda ang isang malaking isda?

The Blind Duckling

Written by: Alma S. Dimaculangan

Illustrated by: Willy R. Macazo

Questions before reading:

- Ano ang nararanasan ninyo pag "black-out" sa gabi sa inyong bahay?
- Paano ninyo pinupuntahan ang inyong mga kasama?

Questions while reading:

- Bakit naligaw si Della?
- Tuluyan na kayang maliligaw si Della?

Questions after reading:

- Sino ang tumulong kay Della para makabalik sa kanyang pamilya?
- Ano kaya ang aral na natutunan niya?

Who Lives On The Farm?

Questions before reading:

<u>Who Lives On The Farm?</u>	
Who lives on the farm? Chickens and baby chicks live here, And a rooster who stands on a fence and crows. The hens lay their eggs in the chicken house, Ducks and geese also live on the farm, Ducks and geese like water, so they spend most of their time at the pond. Who else lives on the farm? There are cows on the farm, and deer who stays in his own pasture. On this farm there are many riding horses, too, and a strong, brown mule who helps with the farm work The horses sleep in the stable, And the mare stays there with her newborn foal. Who else lives on the farm? White, woolly sheep live here. A big, brown sheepdog makes sure that none of the baby lambs get lost.	Goats live on the farm too. Baby goats are called kids, The kids drink their mother's milk until they are big enough to eat grass Who lives in the pigsty? Plump, pink pigs live there. Pigs like to eat. On hot days they also like to roll in the cool mud. A flock of turkeys strut around the barnyard, showing off their feathers A family of cats live in the hayloft. They chase away the mice that eat the farmers grain. Wild animals live in the fields and woods. They come out to look for food when the farm animals are sleeping. Who lives in the farm? All kinds of animals live on the farm.

SONGS/RHYMES/POEMS

Jump Or Jiggle

Frogs jump
Caterpillars hump
Worms wiggle
Bugs jiggle
Rabbits hop
Horses clop
Snakes slide
Seagulls glide
Mice creep
Deer leap
Puppies bounce
Kittens pounce
Lions stalk,
But
I walk!

I Love Little Pussy

I love little pussy,
Her coat is so warm,
And if I don't hurt her
She'll do me no harm.
So I'll not pull her tail,
Nor drive her away,
But pussy and I
Very gently will play.
She shall sit by my side,
And I'll give her some food;
And pussy will love me
Because I am good.

Animal Movement

(sung to "Goodnight, Ladies")

Hello, eagle, hello, robin,
Hello, sparrow, we love to watch you go!
Merrily you fly along, fly along, fly along,
Merrily you fly along,
Yes, that is how you move!

Hello, dolphin, hello, marlin,
Hello, salmon, we love to watch you go!
Merrily you swim along, swim along, swim along,
Merrily you swim along,
Yes, that is how you move!

Hello, beetle, hello turtle,
Hello, inchworm, we love to watch you go!
Merrily you crawl along, crawl along, crawl along,
Merrily you crawl along,
Yes, that is how you move!

Hello, cricket, hello, rabbit,
Hello, froggy, we love to see you go!
Merrily, you hop along, hop along, hop along,
Merrily you hop along,
Yes, that is how you move!

Hello, ostrich, hello, cheetah,
Hello, greyhound, we love to see you go!
Merrily you run along, run along, run along,
Merrily you run along,
Yes, that is how you move!

Bugs

(sung to "When the Saints Go Marching In")

Oh, when the bugs go marching in,
Oh, when the bugs go marching in,
Oh, how I'll see the ants and the beetles,
Oh, when the bugs go marching in,

Oh when the bugs begin to crawl,
Oh when the bugs begin to crawl,
Oh, how I'll see the roaches and termites,
Oh, when the bugs begin to crawl,

Oh, when the bugs come flying in,
Oh, when the bugs come flying in,
Oh, how I'll see the moths and mosquitoes,
Oh, when the bugs come flying in.

Oh, when the bugs begin to buzz,
Oh, when the bugs begin to buzz,
Oh, how I'll hear the bees and cicadas,
Oh, when the bugs begin to buzz.

Oh, when the bugs begin to leap,
Oh, when the bugs begin to leap,
Oh, how I'll see the fleas and the crickets,
Oh, when the bugs begin to leap!

Huni / Tunog ng mga Hayop

Ang kahol ng aso
Sa may bakuran ninyo
"Ang batang magulo
Ay hindi natututo."

Ang ngiyaw ng pusa
Sa may kusina
"Magulang ay natutuwa
Sa mabait na bata."

Ang unga ng baka
Tuwing umaga
"Batang pintasera
Kinaiinisan ng iba."

Ang unga ng kalabaw
Doon sa lubluban
"Ang batang magalang
Dangal ng magulang."

Ang mee ng kambing
Sa may punong saging
"Kapag ang bata'y maagang magising
Masipag siya at matulungin."

Ang halinghing ng kabayo
Sa loobang madamo
"Ang batang matigas ang ulo
Wala sa kanyang magkakagusto"

Ang kokak ng palaka
Doon sa may sapa
"Matipid na bata
Sa salapi ay sagana."

Ang ee-ek ng baboy
Sa kulungan ni Amboy
"Ang batang lagging lumalaboy
Tulad ay walang silbing kahoy."

Ang tilaok ng manok
Sa hapunang nabaluktot
"Ang batang palasagot
Kailangang tumira sa bundok."

Ang bulong ng bubuyog
Sa butas ng punong niyog
"Kapag ang bata'y laging natutulog
Kapalaran ay di dudulog."

Ang bulong ng paru-paro
Sa dinapuang damo
"Batang laging nakatungo
Hindi magandang totoo."

AKO'Y MAY ALAGA

Ako'y may alagang asong mataba,
Bunto't niya'y mahaba, makinis ang mukha
Mahal niya ako, mahal ko rin siya
Sa aking paglalaro, kami'y kaging magkasama.

MRS. HEN

Chook, chook, chook, chook, chook
Good morning, Mrs. Hen
How many chickens have you got?
Madam, I've got ten.
Four of them are yellow,
And four of them are brown,
And two of them are speckled,
The nicest in the town.

I'm a Little Fish (to the tune of I'm a Little Teapot)

I'm a little fish, I like to swim

(put hands in prayer position facing away from you... they're the fish. Wiggle them back and forth like a fish swimming through the water.)

You can't catch me, 'cause I have fins

(shake finger back and forth "no no no")

When I swim past my friends, I hear them say

(put hand to ear like you're listening)

Stop your swimming and come and play!

(make a STOP gesture with hand and then jump up in the air)

Awit ng Hayop

Objectives: to imitate animal sounds

to identify animals that make a particular sound

Materials: Manila paper, newsprint or bond paper), crayons, paste, pencil, scotch/masking tape

Number of players/participants: all pupils

Procedure:

1. Divide the class into five groups.
A – ASO AY KAKAHOL (aw...aw...aw...)
B – PUSA AY NGINGIYAW (ngiyaw... ngiyaw..... ngiyaw...)
C- PALAKA AY KOKOKAK (kokak. Kokak..)
D – IBON AY HUHUNI (twit... twit... twit)
E - BAKA AY UUNGA (moo. Moo. Moo.)
2. Teacher asks children to demonstrate different animal sounds.
3. The teacher will sing the song and the pupils will follow.

Awit Ng Hayop

(Sa Himig ng Ang Matanda)

Group 1: ASO AY KAKAHOL (aw...aw...aw...)

Group 2: PUSA AY NGINGIYAW (ngiyaw... ngiyaw..... ngiyaw...)

Group 3: PALAKA AY KOKOKAK (kokak. Kokak..)

Mga bata na masigla

Ay aawit ay aawit

At kekendeng

Anong saya anong ganda

Kung ang _____ ay _____.

Group 4: IBON AY HUHUNI (twit... twit... twit)

Group 5: BAKA AY UUNGA (moo. Moo. Moo.)

LAHATAN (SABAY- SABAY)

People Counting Games (9)

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

Materials: ball or jump rope

Number of players/participants: whole or small group

Procedure:

1. **Stand and sit:** "one" (sit), "two" (stand), "three" (sit), "four" (stand)
2. **Hopping forward:** "One, two, three, four, five, six, seven, eight, nine" (change direction)
"one, two, three, four, five, six, seven, eight, nine" (change direction)
3. **Bouncing ball:** "one, two, three, four, five, six, seven, eight, nine" (bounce a ball)
"one, two, three, four, five, six, seven, eight, nine" (bounce a ball)
4. **Jumping rope:** "one, two, three, four, five, six, seven, eight, nine" (jump rope)
"one, two, three, four, five, six, seven, eight, nine" (jump rope)

INDOOR/OUTDOOR ACTIVITIES:

Puppies, Go Free

Group children by threes, comprising a dog family: Father dog, Mother Dog and a Puppy. The child not belonging to a "family" becomes the "it". Father and mother dogs hold hand together and the puppies stands inside. When the "it" shouts "Puppies, Go Free" all the puppies run to the other dog Families. The "it" also run to a dog family. The child who does not get into a dog family becomes the next "it".

Rat,Rat,Cat!

Let the children sit on the floor in a circle and choose a child to be "it". That child walks around the circle and taps the others on the head, saying "rat". When she taps a child on the head and says "cat" that child gets up and runs around the circle trying to tag the child who is "it". If the child who is "it" sits down in the empty place before she is caught, the new child becomes "it"

Animal Relay

Group the children into 5 and ask them to form 5 lines. By turns, children run towards the post, moving like the animal assigned to him/her.

- First – Bird (fly)
- Second – Grasshopper (hop)
- Third – Fish (swim)
- Fourth – Dog (ran)
- Fifth – Turtles (crawl)
- Sixth (optional) – worm (wiggle)