

**KINDERGARTEN CLASS SECOND GRADING WEEKLY PLANS**

**WEEK 15: \_\_\_\_\_**

<b>WEEK 15</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<b>CONTENT FOCUS:</b> I am special. I am unique and different from others in some ways.			
<b>Meeting Time 1</b> <b>Song</b> " I am Special Play " People Sorting " <b>Message:</b> I am like other people in some ways.	<b>Meeting Time 1</b> <b>Song</b> " I am Special. "  <b>Message:</b> I am different from others in some ways. <b>Questions:</b> Are people all alike ? How can they be different from one another ? Do people look the same ? Can they do the same things? Do they like and dislike the same things?	<b>Meeting Time 1</b> <b>Song:</b> Look Who's special  <b>Message:</b> There are things that I can do well.  <b>Questions:</b> What things can you do really well? Who among you can sing? dance? draw ?	
<b>WORK PERIOD 1</b> <b>Teacher-supervised:</b> Target Letter:: Bb Letter Mosaic : B Letter Collage : Bb <b>Independent:</b> <ul style="list-style-type: none"> <li>• Mirror! Mirror on the Wall</li> <li>• Mini-poster: I am special,</li> <li>• Word Lotto</li> <li>• CVC Domino</li> <li>• Writer's Workshop</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Writing Letter B Word Search: Words that begin with B Letter Poster: B <b>Independent:</b> <ul style="list-style-type: none"> <li>• Mirror! Mirror on the Wall</li> <li>• Mini-poster: I am Special</li> <li>• My Friend and I</li> <li>• CVC Domino</li> <li>• Word Lotto</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-supervised:</b> Listen and Write  <b>Independent:</b> <ul style="list-style-type: none"> <li>• My Friend and I</li> <li>• I can..book</li> <li>• Lit-based: Paper Bag Puppet</li> <li>• Lit-based: Story Chart: Beginning, Middle, End</li> <li>• CVC Word Lotto</li> <li>• CVC Fishing Game</li> </ul>	
Meeting Time 2 Introduce the poem: I Am Special Have children share their puppets with the rest of the class. Play, " I say, You say "	Meeting Time 2 Introduce: Look who's special. Play oral blending games.	Meeting Time 2 Call in groups to show the drawing of themselves and their friends. Who is/ are your friends? Why did you like them? Song: Five Green Speckled Frogs/Five Little Monkeys	
<b>STORY:</b> Si Putot	<b>STORY:</b> Ang Nawawalang Kuting	<b>STORY :</b> The Gingerbread Man	
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Hand Game (connecting; up to quantities of 5) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Comparing Quantities: A Game for Partners</li> <li>• It's A Match/Mixed Up Numbers (1-5)</li> <li>• Number Snap/ Number Concentration (0-5)</li> <li>• Bingo: Numbers (0-6)</li> <li>• Tapatan</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Hand Game (connecting; up to quantities of 5) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Comparing Quantities: A Game for Partners</li> <li>• It's A Mathc/ Mixed Up Numbers (1-5)</li> <li>• Number Snap/ Number Concentration (1-5)</li> <li>• Bingo: Numbers (0-6)</li> <li>• Tapatan</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 5) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Find 5</li> <li>• 5 Concentration</li> <li>• Number Snap/ Mixed Up Numbers (1-5)</li> <li>• Number Lotto/ Bingo: Numbers (0-6)</li> </ul>	
<b>INDOOR/OUTDOOR ACTIVITY:</b> Listen and Catch	<b>INDOOR/OUTDOOR ACTIVITY:</b> Obstacle Course	<b>INDOOR/OUTDOOR ACTIVITY:</b> Hopping Frogs	
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	

Thursday	Friday	NOTES
Message: I can be nice to others. I can help others in many ways.	Message: There are things that I like about myself.	
<b>Meeting Time 1</b> <b>Question:</b> What are the things you do for other people – for your family, classmates, playmates ?	<b>Meeting Time 1</b> <b>Question:</b> What things do you like about yourself?	
<b>Work Period 1</b> <b>Teacher-supervised:</b> Lit-based: Film Strips Step on Words  <b>Independent:</b> <ul style="list-style-type: none"> <li>• CVC Spinner</li> <li>• CVC Flip Booklets</li> <li>• Graph It : How many sounds ?</li> <li>• Lit-based: My Favorite Part of the Story</li> <li>• Puzzles</li> <li>• Bead Stringing</li> </ul>	<b>Work Period 1</b> <b>Teacher-supervised:</b> Toss a Word Word Round-Up  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Graph It (sounds in words)</li> <li>• CVC Booklets</li> <li>• CVC Spinner</li> <li>• Writer’s Workshop</li> </ul>	
<b>Meeting time 2</b> Show Poster “I can learn” Talk about ways they can learn new things  Poem: I Can Do Many Things	<b>Meeting Time 2</b> Poem: I Can Do Many Things  Do Snap and Clap	
<b>Supervised Recess</b>	<b>Supervised recess</b>	
<b>STORY:</b> Ang Prinsipeng Ayaw Magsalita	<b>STORY:</b> Si Diwayen	
<b>WORK PERIOD 2</b> <b>Teacher-Supervised:</b> Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 5) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Find 5/ 5 Concentration</li> <li>• Go 5</li> <li>• Draw 5</li> <li>• Number Snap/ Mixed Up Numbers (1-5)</li> <li>• Bingo: Numbers (0-6)</li> <li>• Don’t Rock the Boat</li> </ul>	<b>WORK PERIOD 2</b> <b>Teacher-Supervised:</b> Quickie Shadow Lengths  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Find 5/ 5 Concentration</li> <li>• Go 5/ Draw 5</li> <li>• Number Snap/ Mixed Up Numbers (1-5)</li> <li>• Bingo: Numbers (0-6)</li> <li>• Don’t Rock the Boat</li> </ul>	
<b>INDOOR/OUTDOOR ACTIVITY:</b> Roll and Catch	<b>INDOOR/OUTDOOR ACTIVITY:</b> Duck, Duck, Goose	
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	

## APPENDIX - WEEK 15

### A. THEME RELATED ACTIVITIES

#### **Mirror! Mirror on the Wall**

Materials:

Paper plates for each child, crayons/markers, Yarn, glue, stick, masking tape

Procedure:

1. Give each child a paper plate.
2. Have them draw their face on it.
3. Use yarn for the hair
4. The child writes his/her name on the paper plate.
5. Attach the paper plate to the stick.

#### **Mini-poster: I am special**

Objective: to develop self-awareness

Materials: bond paper, crayons or colored markers

Number of Participants: any number of participants

Procedure:

Have children draw themselves at the center of the bond paper. Around their self-portrait, have them draw other things about himself/herself e.g. favorite things, things he/she can do, family to which he belongs etc/

#### **I Can ..Book**

Objective: to develop self-awareness

Materials: individual booklets, crayons, pencils

Procedure:

1. Distribute blank books to children
2. On each page, ask them to draw things they can do now.
3. Ask them label their drawings.

#### **My Friend and I**

Materials: half construction paper, crayons, pencils

Number of participants: any number

Procedure:

1. Ask each child to draw a picture of himself and a friend doing things together.
2. Have him label his drawings or take down dictation as needed.
3. Encourage the child to design the background and the borders.

### B. OTHER MATH ACTIVITIES

#### **Number Books**

Objective: to use numerals to describe and record quantities.

Materials: old magazines, scratch paper, crayons, pencils.

No. of Participant: 1

Procedure:

1. Help your child to draw pictures or glue in pictures from magazines of things that are important to him and write a number caption underneath.
2. It is a good idea to include zero in your book.
3. Try making a book to illustrate a favorite number story or rhyme.

Variation: Glue the designs from the Number Stations activity on sheets of paper. Bind the paper to make a book.

#### **Number Lotto**

Objective: To match numerals.

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

No. of players: 2-5

Procedure:

1. Give each player a lotto board.

2. Players take turns to pick up 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 you the number cards and players have shout out the name of the number in order to claim it to put on their board.

### **Number Domino**

Objectives: to recognize numbers 1-10

To match numbers that are alike.

Players: Small group

Materials: Set of 28 number dominoes

Procedure:

1. All dominoes are placed face down.
2. Each player draws 7 dominoes.
3. A player with a "double" begins play.
4. Each player in turn says the number names and then plays as in 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.

### **Mixed Up Numbers**

Objectives: To read and recognize number words.

To recognize the sequence of numbers.

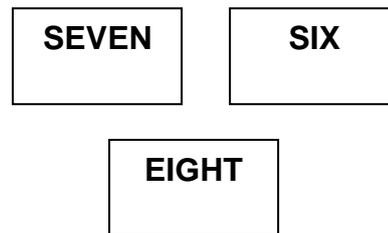
Players: Small group

Materials: Vocabulary cards of number words.

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 place.

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 the student's- are then invited to join in. Continue until all are standing in the appropriate number.



### **Don't Rock the Boat**

Objective: to practice counting

Materials: playing board, counters, dice

Procedure:

1. Players roll the dice to travel back and forth inside the "boat".
2. The player who lands in the center with an exact roll is the winner.

## **C. OTHER LANGUAGE ACTIVITIES**

### **Where Is It?**

Objective: identify sound positions

Materials: 3 column cards for every player or have children draw three connected boxes on a sheet of Paper, Counters

Number of Players/participants: 6-8

Procedure:

1. Distribute the counter to each child
2. Tell the children that you are going to say a list of words. All of the words contain a certain letter. Some words contain such letter at the beginning, some in the middle and some at the end.
3. If children hear the particular letter sound at the beginning of the word they are to place the counter in the first box. If they hear it in the middle, they are to place the counter in the middle box. If at the end of the word, they are to place the counter in the last box.

### **Graph It! (sounds in words)**

Objectives: to identify sounds in words.

Materials: manila paper, word cards

Number of players/participants: 6-8

Procedure:

1. Make a chart like the one below:

Words with 3 sounds	Words with 4 sounds	Words with 5 sounds

2. At each turn, ask a child to pick – out a card. Have the child read the word OR teacher reads out the word for the child.
3. Have him/her figure out how many sounds he/she can hear the word.
4. Let the child put the word under the appropriate column in the chart.

Letter Mosaic : B (see Week 11 appendix)

Letter Collage : Bb (see Week 11 appendix)

### **Word Lotto (see Week 14 appendix)**

### **CVC Domino (see Week 14 appendix )**

### **Listen and Write**

Objective: blend letter sounds

Materials: letter cards

Number of Participants: 8-10 participants

Procedure:

1. Lay out the letters.

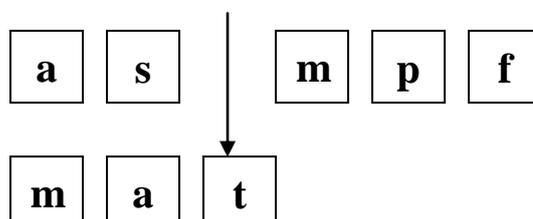


2. Hold the calling card

mat	fan
sat	ban
fat	ban
pat	met
bat	set
man	net

and so that your child cannot see the words.

3. Say, "I'll go first. I'll spell 'mat'. Use your pointer finger to slide the letters one at a time into position to spell 'mat' on the blackboard board with lines. Say each sound as you line up the corresponding letters.
4. Now, let children use their pointer finger or a pencil to point to each letter as they say the corresponding sounds. If she is still learning the corresponding sounds, say each sound and then have her repeat it after you. Make sure she is looking at the sound letters as she says the sounds, and not at you.
5. Now say, "If that spells 'mat', 'let's spell 'fat'. Use your pointer finger or a pencil to slowly move across the word 'mat', as you say the new word, 'fat'. This will bring her attention to the location of the letter that must be changed. Do not say the sounds separately, but as slowly as you can. This will compel her to segment the sounds. Be very careful to make sure your pencil or pointer finger is in the correct location, over the corresponding sound as you slowly say the word.
6. Continue with each change, offering help as needed. After each change, point to each letter and have her say each sound in the word, as shown in step 4.



**Note:** This lesson is for the first set of clusters you will work with ( m,a, t, f c,e,ns b) but the lesson will be the same for all other cluster of letters you will be working .

### **CVC Spinner**

### **CVC Flip Booklets**

#### **Lit-based: My Favorite Part of the Story**

Objective: making personal connections

Materials: bond paper, marker, crayon, pencil

Procedure:

1. Have children draw their favorite part of the story. Let them color their drawing and label it.

#### **Word Round – Up**

Objective: To be able to identify words with the same sound.

Materials: Pictures/real objects in the classroom that begins with the same sound to activate prior knowledge of the children.

No. of Players: any number

Procedure:

- Show some pictures/real objects to the children to review name words that begins with the same sounds.
- Write a series of simple words on the chalkboard. Most of the words should begin with the same sound, e.g.: sat, sun, top, sick and mop
- Teacher shall read the words aloud.
- Then, have volunteers circle the words that begin with the same letter.

#### **Paper Bag Puppet**

Objective: to identify story details

Materials: brown bag, crayons/colored markers

Procedure:

1. Make a character puppet using a paper bag.
2. Use junk materials such as paper scraps, straw, yarn, scrap cloth to design your puppet.
3. Use the puppets to retell the story that the teacher read.

#### **Story Chart : Beginning Middle End**

Objective: to identify events that happened in the beginning, middle and end of story

Materials: bond/newsprint, crayons, pencil

Number of players/participants: any number

Procedure:

1. Ask the child to draw an important event that happened in the beginning of the story in the first column, an event that happened in the middle of the story in the second column and the end of the story in the third column.
2. After everyone has made their story charts, have them share what they wrote with one another.

### **Meeting Time 2 Activities:**

#### **I Say You Say**

#### **Oral Blending Games**

##### **Rubber Band Stretch**

Procedure:

1. Teacher models with a large rubber band how to stretch out a word as the word is said. /mmmmmmmm-/aaaaaaaaaaa-/nnnnnnnnn/
2. Teacher models with stretched out band how to bring rubber band back to original length and says the word fast: /man/.
3. Children pretend to stretch rubber bands as they say the sounds in different words.

#### **Stretchy Names**

Procedure:

1. Children and teacher clap and say a verse for each child in class:  
PEDRO, PEDRO, HOW DO YOU DO? WHO'S THAT FRIEND RIGHT NEXT TO YOU?
2. Children and teacher say the next child's name very slowly, stretching palms far apart as the word is stretched; RRRR-  
eeeee-bbbb-eee- ckckckck-aaa.  
Clap once quickly and say name fast: "Rebecca."

A chant to Teach Phonemic Segmentation

Listen, listen to my word,

Then tell me all the sound you heard: race

/r/ is one sound

/a/ is two,

/s/ is last in race it's true.

Thanks for listening to my word

And telling all the sounds you heard!

### **Snap and Clap Rhymes**

Procedure:

1. Begin with a simple clap and snap rhythm.
2. Get more complex as children move along in rhyming.

Clap Clap

Snap fall

Clap Clap

Snap ball

Clap Clap

Snap hall

Clap Clap

Snap small

4. "I say, You say" game:

I say fat.

You say \_\_\_\_\_.

I say red.

You say \_\_\_\_\_.

### **D. INDOOR/OUTDOOR GAMES**

#### **Listen and Catch**

Let the children form a circle. Assign an "it" who will stay in the center. The "it" will throw a ball into the air and call out a child's name. The child who will be named gets to try to catch the ball as it comes down. Then, he takes the it's place in the middle of the circle. Encourage children to call out a different name each time they have the ball.

#### **Roll and Catch**

Let children sit in a circle with one child in the middle. Have children take turns catching the "fish" or the child in the center. To catch the fish, they need to roll a ball lightly and hit him. The child in the center must try to avoid the ball. The child who catches the "fish" becomes the new fish and the game starts again.

#### **Hopping Frogs**

Line the children in a row, and have them crouch down as if they are playing leapfrog. Then sing the following song to the tune of "London Bridge is Falling Down." The child in the song should be the last child in the row.

We are hopping, hopping frogs,  
Hopping frogs, hopping frogs.  
We are hopping, hopping frogs,  
Here hops [name of child]!  
One! Two! Three! (Etc.)

## Obstacle Course

Line up simple obstacles for children to hurdle as they run to one end of a line . These obstacles may include: a chair they will sit down on, a mineral water bottle they will close, 3 pcs of small boxes they will stack or pile together, a few items they will put on a basket. It will take quite some time for children to get it all "right," but the important thing is that they will have fun. You can repeat this game several times because children will only be too happy to play on the same obstacle course over and over again.

## Duck, Duck Goose

Have children form a circle. Assign a child to become the "it" on the first round. As the "it" walks around, he/she taps people's heads and say whether the child is a duck or a goose. Once the "it" taps the head of the goose, the goose will stand up and chase the "it". The "it" must then ran towards the goose ' place before he can get caught by the new "it".. If the goose is not able to do this, he becomes "it" for the next round and the game continues. If they do tap the "it" person, the person tagged has to sit in the center of the circle. Then the goose become it for the next round. The person in the middle can't leave until another person is tagged and they are replaced

## E. RHYMES/POEMS/SONGS

### I Am Special ( to the tune of "Frere Jacques")

I am special,  
I am special,  
Look at me, You will see,  
Someone very special,  
Someone very special,  
It is me,  
It is me.

Look Who's Special  
Look who' special,  
Look who' special,  
Is it her, you or me?  
No, it's all of us you see!  
We're all so special as can be!

### I'm Thinking of a Word

Sung to the Tune of "The Wheels on the Bus"  
T eacher Sings:  
I'm thinking of a word named /t/ /e/ /n/, /t/ /e/ /n/, /t/ /e/ /n/,  
I'm thinking of a word named /t/ /e/ /n/,  
What is my word?  
S tudents Sings Back:  
Is the word that you're thinking called **ten, ten, ten, ten, ten, ten, ten, ten, ten?**

### **Five Little Monkeys**

Five little monkeys sitting on a tree  
Teasing Mr. Crocodile,"You can't catch me,  
no you can't catch me!  
Along came Mr. Crocodile hungry as can be  
and SNAP!  
Four little monkeys sitting on a tree teasing  
Mr. Crocodile,  
"You can't catch me!"  
  
Repeat until no more monkeys are left on the  
Tree.

### **Five Green Speckled Frogs**

Five green speckled frogs  
Sat on a special log  
Eating the most delicious bugs, "Yum, Yum!"  
One jumped into the pool where it was nice and  
cool  
Then there were four green speckled frogs.  
  
Repeat until no more frogs are left on the log.



