

KINDERGARTEN CLASS SECOND GRADING DAILY PLANS
WEEK 11: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: I have feelings. Sometimes I'm happy. Sometimes I'm sad.	Sometimes I'm afraid. Sometimes I'm angry.	Words can be used to describe how I feel. I have preferences (likes/dislikes).
MEETING TIME 1: Message: I have feelings. I can learn to say how I feel. Sometimes I'm happy. Sometimes I'm sad. Questions: What makes you happy? What makes you sad?	MEETING TIME 1: Message: Sometimes I'm afraid .I can talk to other people about my fears. Questions: What makes you afraid? Who do you talk to about your fears?	MEETING TIME 1: Message: Sometimes I'm angry. I can learn to use words to say how I feel. Questions: What makes you angry?
WORK PERIOD 1 Teacher-Supervised: Target Letter : Mm <ul style="list-style-type: none"> Letter Mosaic : Mm Letter Collage : Mm Independent: <ul style="list-style-type: none"> Poster: What makes you happy ? Paper Plate/Paper Bag Puppets : Happy Faces Find a Match (Feelings) Letter Lacing Cards Table Blocks Playdough 	WORK PERIOD 1 Teacher-Supervised: <ul style="list-style-type: none"> Let's Write Mm M Words Poster Feelings Chart: What makes us happy ?/What makes us sad ? Independent: <ul style="list-style-type: none"> Name Designs: Who's name begins with Mm ? Letter Making: Mm Find a Match (Feelings) Spot the Letter M Table Blocks 	WORK PERIOD 1 Teacher-Supervised: <ul style="list-style-type: none"> Feelings Cube Letter Poster: What begins with Mm? Independent: <ul style="list-style-type: none"> Spot the Letter Mm Feelings Collage Letter for the Day: What begins with M Sand Paper Letters: Mm, Aa Dramatic Play Writer's Workshop
MEETING TIME 2: Show and Tell: drawing - What makes you happy/sad?	MEETING TIME 2: Sing the song "What's the Sound? " (substitute with Mm words) Activity: Have children think of words that begin with M. List them down on the board. Show the name designs they made during Work Period 1	MEETING TIME 2: Discussion: Sing "Can you say the first sound? " (use M words) Have them think of people and places that begin with letter Mm.
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Pedro The Duck and the Intelligent Owl	STORY: The Sad Prince	STORY: The Three Billy Goats Gruff
WORK PERIOD 2: Teacher-Supervised: Number Stations and Number Books (quantities of 4; using toothpicks)	WORK PERIOD 2: Teacher-Supervised: Who Has More? (quantities of 4) Comparing Quantities: A Game for Partners	WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 4)

Independent: <ul style="list-style-type: none"> • Color Patterns (cubes) • Playdough Numerals (0-4) • Number Lotto (0-6) • Bingo: Numbers (0-6) • Number Concentration (0-4) • Bingo Math: 2-dimensional shapes in the environment 	Independent: <ul style="list-style-type: none"> • Color Patterns (cubes) • Playdough Numerals (0-4) • Number Lotto (0-6) • Bingo: Numbers (0-6) • Number Concentration (0-4) • Bingo Math: 2-dimensional shapes in the environment 	Independent: <ul style="list-style-type: none"> • Number stations/ number books (quantities of 4) • Playdough Numerals (0-4) • Number Lotto/Bingo: Numbers (0-6) • Number Concentration (0-4) • Bingo Math: 2-dimensional shapes in the environment
INDOOR/OUTDOOR ACTIVITY: People Counting Games (counting up to 4)	INDOOR/OUTDOOR ACTIVITY: Feelings Hopscotch	INDOOR/OUTDOOR ACTIVITY: People Counting Games (counting up to 4)
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
CONTENT FOCUS:		
MEETING TIME 1: Message: There are things that I really like and things that I don't like. Questions: What is your favorite color/food? What are the activities that you enjoy doing?	MEETING TIME 1: Message: I need to consider others' feelings too, not only mine. Questions: How do I make others happy?	
WORK PERIOD 1 Teacher-Supervised: Target Letter: Aa <ul style="list-style-type: none"> Letter Mosaic : Aa Letter Collage : Aa Independent: <ul style="list-style-type: none"> Mobile: My Favorite Things Mini-book: Things I like Me Puppet Picture/Letter/Word Sort 	WORK PERIOD 1 Teacher-Supervised: <ul style="list-style-type: none"> Let's Write Aa A Words Poster Letter Poster: Pictures/Drawings of objects that begin with Aa Independent: <ul style="list-style-type: none"> Me Puppet Feelings Collage Letter Making: Aa Sand Paper Letters Picture/Letter/Word Sort Writer's Workshop 	
MEETING TIME 2: Make a real graph on their favorite things. (see appendix for instructions) Have children show their mobiles to the class.	MEETING TIME 2: Introduce the song "Feelings Spider" Discussion/Sharing: share an experience where you had made someone happy in the family? someone in school ?	
Supervised Recess	Supervised Recess	
STORY: Si Putot: Ang Asong Maikli ang Buntot	STORY: A Thirsty Sparrow	
WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 4) Independent: <ul style="list-style-type: none"> Number stations/ number books (quantities of 4) Comparing quantities: A Game for Partners It's A Match/ Number Concentration (1-4) Number Lotto/Bingo: Numbers (0-6) Tapatan 	WORK PERIOD 2: Teacher-Supervised: Pictograph: What's Your Favorite Color – Red, Blue or Yellow? (3 categories) Independent: <ul style="list-style-type: none"> Number stations/ number books (quantities of 4) Comparing quantities: A Game for Partners It's A Match/ Number Concentration (1-4) Number Lotto/Bingo: Numbers (0-6) Tapatan 	
INDOOR/OUTDOOR ACTIVITY:	INDOOR/OUTDOOR ACTIVITY:	
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	

APPENDIX: WEEK 11

A. THEME-RELATED ACTIVITIES:

Feelings Chart

Objective/Competency: discriminate between different kinds of emotions

Materials: manila paper, bond paper scissors, crayons, markers

Preparation: Make a Happy/Sad Chart like the one below:

What makes us happy ?	What makes us sad ?

Number of Participants: 6-8 children

Procedure:

1. Have each child draw about an experience where he felt either sad or happy on a small strip of construction paper.
2. Let him/her paste this on the appropriate column in the chart.

Feeling Cubes

Objective/Competency: identifying feelings

Materials: feelings cubes

Preparation: Make a cube using cardboard. At each face of the cube, draw a face that depicts a particular emotion.

Procedure:

1. Children take turns throwing the cube.
2. At each turn, children share an experience where she felt the particular emotion on the cube.

Poster: What Makes You Happy?"

Objective/Competency: identifying kinds of feelings

Materials: paper, pencil or crayon

Number of Participants: 6-8 children

Procedure:

1. Have children divide the clean sheet of paper into four.
2. Using pencil or crayon let the children draw four situations that make them happy.
3. Post their drawings.

Paper Plate/Paper Bag Puppets: Happy Faces

Objective/Competency: recognize emotions; develop fine-motor coordination

Materials: paper plates, popsicle sticks, glue, art paper, scissors, yarn, junk materials

Number of Participants: 6-8 children

Procedure:

1. Have children create happy faces on paper plates or paper bags.
2. Use various art materials to show other features.
3. Attach popsicle sticks to the plates and let the children use them as feelings puppets.

Find a Match (Feelings)

Objective/Competency: matching emotions

Materials: emotion cards

Preparation:

1. Make two copies of ten different faces with emotions: happy, sad, worried, scared (huge mouth in a horse shoe shape), loving (kissing face), stressed (big eyes and a wormy line for a mouth), mad, silly, tired (drooping eyelids with open mouth), Surprised (big eyes, big open mouth).

2. Cut these out and attach one copy of each face into a folder. Let your children try to match the emotions.

Number of Participants/Players: 4-6 children

Procedure:

1. Lay down the cards on the table.
2. Have children take turns picking out two cards showing the same emotion.
3. A child gets a point for each pair of card that she successfully matches.

Variation: same set of cards can be used to play memory game. Instead of laying down the cards face up, all cards must be placed face down.

Each child takes turns picking out two cards. If the card matches, she gets the pair. If it does not, she returns it where she got it.

The game ends when all cards have been matched.

Feelings Collage

Objective/Competency: recognize different emotions

Materials: magazines, scissors, glue, manila paper

Number of Participants/Players: 6-8 children

Procedure:

1. Have children cut out pictures of people showing different emotions.
2. Then let them make a collage for each emotion. For example, they will glue together all pictures of happy faces.
3. Have them write the title "Sometimes people are happy."

Mobile: My Favorite Things

Objective/Competency: expressing preferences

Materials: manila paper, crayons, markers, booklets

Number of children: 6-8 children

Procedure:

1. Have children draw their favorites, such as food, game or color, on a construction or oslo paper.
2. Then have them hang their drawings on a hanger or barbecue stick using yarn or string.

Mini-book: Things I like

Objective/Competency: expressing preferences

Materials: manila paper, crayons, markers, booklets

Number of children: 6 children

Procedure:

1. Distribute individual booklets to children.
2. Have them draw things they like on each page of the booklet.

You may choose to provide an outline such as:

- Food items I like
- Colors that I like
- Games that I like
- Toys that I like
- Activities I like doing with my family

Me Puppet

Objective/Competency: develops fine motor coordination

Materials: paper bag, crayons, scrap fabric/cloth, yarn, scissors, glue

Number of Participants: 6-8 children

Procedure:

1. Have children make their own puppets using the available materials. They can create the facial features on the bag and yarn for hair.
2. They can use fabrics to make clothes for their puppets.

B. OTHER MATH ACTIVITIES

Graph: What Is Your Favorite Color – Red, Blue or Yellow?

Objective: To identify one's favorite color

To construct a pictograph

Materials: manila paper, colored strips of paper, marker

No of participants: 6-8

Procedure:

1. Prepare a color chart with 6 columns. On the first row, write the color name and paste the corresponding color strip on each box.
2. Ask children to choose their favorite color.
3. Have them write their name on the corresponding column.
4. After everyone in class has been asked their favorite color, students regroup and study the graph. Ask the following questions:
 1. How many children like red ? yellow ? blue ?
 2. How many children have the same favorite color as you have ?
 3. Are there more children who like red than blue ? yellow than red ?
 4. Which is the most popular color ? least popular

Color Patterns

Objectives/ Competencies: to extend patterns

Materials: inch cubes

No of participants:4-5

Procedure:

1. Show a simple pattern using inch cubes e.g. red, blue, red, blue
2. Ask the children to identify the pattern of the cube.
3. Have them figure out which will come next in the pattern.
4. Give them other patterns to work with.

Number Stations (quantities of 4)

Objective: to count

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

Materials: several boxes of toothpicks

Procedure:

1. Teacher chooses a number to work with for the day, in this case 4.
2. Children work together exploring a given quantity of toothpicks, in this case 4, making as many arrangements as possible.
3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.

Variation: Children can explore other materials such pebbles, popsicle sticks, and blocks.

Number Books (quantities of 4)

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Procedure:

1. Help your child to draw pictures or glue in pictures from magazines of things that are important to him and write the number 4 underneath.
2. Try making a book to illustrate a 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 (0-6)

Objective: to match numerals

Materials: lotto boards, 2 sets of number cards, 0-6

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.

Bingo: Number (0-6)

Objective: To match numerals

Players: 2 or more

Materials: bingo card for each player calling cards tokens

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 Concentration (0-4)

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-4

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.

Playdough Numerals (1-4)

Objective/Competency: To identify the numerals 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 1, 2, 3 and 4.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

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

Who Has More?

Objective: To compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Procedure:

1. Put out about six saucers, each with a different number of things in, for example, six toothpicks, five small buttons, four big buttons, three peas, two pebbles, one marble.
2. The child points at two saucers and chooses without counting out, which has more. Child then checks by pairing up the contents of the two saucers.

Variations:

1. Put the same number of things in two of the saucers.
2. Put four big things and four small things in another saucer.
3. Put out bigger number of things.

Comparing Numbers – A Game For Partners

Objective: Compares quantities

Number of Players/ Participants: 3 pairs

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

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.

Hand Game (concrete, up to quantities of 4)

Objective: to explore different combinations that make a given quantity

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

No. of Participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 4.
3. Children separate counters in different ways and verbalize the combinations that result.

Teacher says:		Children say:
"Place four sticks in your right hand."		"None and four is four." or "Zero and four is four."
"Place one stick in your left hand."		"One and three is four."
"Place one more stick in your left hand."		"Two and two is four."
"Place one more stick in your left hand."		"Three and one is four."
"Place one more stick in your left hand."		"Four and none is four." or "Four and zero is four"

Variation: **CAVE GAME (concrete)**: The game proceeds as Hand Game but the position of hands is varied.

Bingo: 2D Shapes

Objective: To recognize 2 dimensional shapes

Players: 1 or more

Materials: bingo card for each player calling cards
tokens

Procedure:

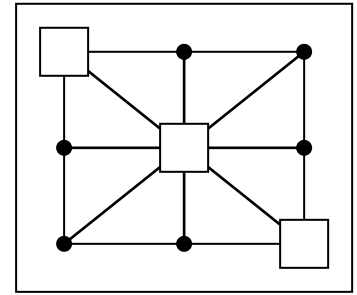
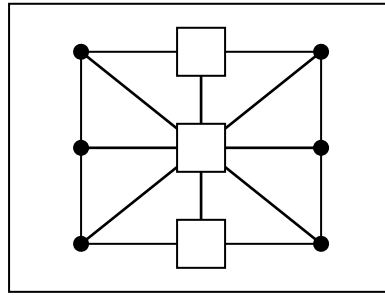
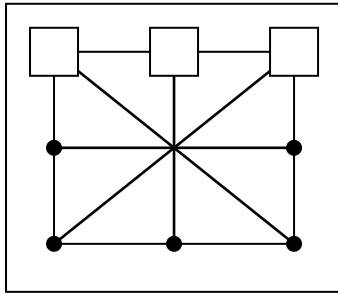
1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone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

Tapatan (tic-tac-toe's brainy Filipino cousin)

Materials: playing board, 3 markers of two colors (3 red and 3 blue)

Procedure:

The object of the game is to arrange 3 markers of the same color in a row along any of the board lines (horizontally, vertically or diagonally). Players take turns placing one marker at a time on any of the board points. When all six pieces are placed, the players take turns sliding from point to point along the board lines until one player is able to arrange 3 markers of the same color in a row.



C. OTHER LANGUAGE ARTS ACTIVITIES

Note: Starting this week, 1-2 target letters will be introduced per week. Introduce the target letter in half groups during work period.

Start by saying words that begin with the target letter. Have children listen to the initial sound carefully.

Let them identify and repeat this sound.

Show them how the target looks in print by either showing a letter card or printing the letter on the board. Say, "This is how ___ (name of letter) looks like in print."

Invite them to think of words that contain the target letter regardless of where the sound can be found (beginning, middle or end of the word).

Talk about each word they can think of. Have them listen to where the sound can be found.

End the lesson by asking them to name 3 things or people whose names begin with the target letter.

After each mini-lesson, there are recommended standard activities for learning a target letter.

Letter Mosaic: Mm

Objective/Competency: letter recognition

Materials: craft paper, old magazines or newspapers, scissors, paste or glue

Preparation:

On a piece of 2' x 3' of craft paper, write the outline of the letter for the day in upper and lowercase.



Procedure:

Have them cover the entire letter with cut-outs from the magazine.

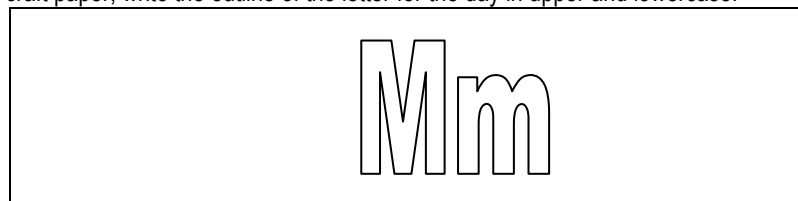
Letter Collage: M

Objective/Competency: letter recognition

Materials: craft paper, old magazines or newspapers, scissors, paste or glue

Preparation:

On a piece of 2' x 3' of craft paper, write the outline of the letter for the day in upper and lowercase.



Give children one magazine or newspaper each.

Procedure:

1. Have them cut out the letter for the day in upper and lowercase from the magazines. (The letters may come in different colors, font and sizes.)
2. Have them paste the letters they have found inside the outline of the letter.

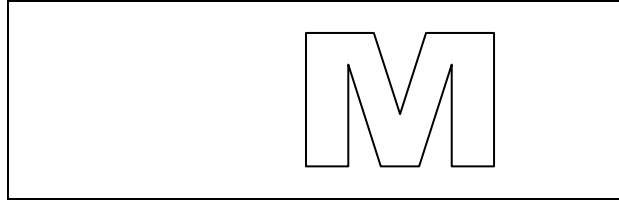
M Words Poster

Objective/Competency: letter recognition

Materials: craft paper, old magazines or newspapers, scissors, paste or glue

Preparation:

On a piece of 2' x 3' of craft paper, write the outline of the letter for the day in upper and lowercase.



Procedure:

1. Have children cut out words that begin with M.
2. Let them paste the words inside the outline of the letter.

Letter Poster : Mm

Objective/Competency: letter recognition

Materials: ¼ manila paper , strips of paper (1/8 of bond paper)

Number of players/participant: 8-10 participants

Procedure:

1. Write the upper and lower case form of the target letter for the day on top of the page.
2. Ask each child to draw or write words that begin with the letter for the day.
3. Children paste their drawings on the manila paper.
4. The group reads the words on the poster.

Letter for the Day: M Words

Objective/Competency: letter recognition

Materials: paper ,pencil

Number of players/participant: any number of children

Procedure:

1. Ask children to draw and write down words that begin with the target letter for the day.
2. After everyone has listed down at least 5 words ,the group gets together and share their word list or drawings with one another.

Spot the Letter Mm

Objective/Competency: visual discrimination

Materials: paper mounted on a sturdy board with a mix of letters written across the page
tokens

word cards (words that contain letter m)

Number of Players: 2-3 people

Preparation: Write several lower case letters across a page of bond paper or construction paper. If the target letter is M, there should be more m's on the board than other letters you will write. Mount your paper on a sturdy board. You may also choose to write directly on a folder or board.

Procedure:

1. Ask children to locate the target letter on the board. Have them count how many target letters were they able to spot.
2. For every letter that they spot, have them put a token on top of it.
3. After this is done, distribute cards on which words that contain letter m are written on.
4. Again, have them locate letter m on these words.

Letter Lacing Cards

Objective/Competency: visual discrimination, fine-motor coordination

Materials: lacing cards, yarn

Preparation: Make individual letters from cardboard or construction paper. Punch the edges of the letter. Attach a piece of string/yarn to each letter which should be long enough to lace the entire card.

Number of Participants: 6-8 students

Procedure: Have children lace each card

Picture/Letter/Word Sort

Objective/Competency: visual discrimination, fine-motor coordination

Materials: magazines, scissors, glue

Preparation: Make a 3-column chart on 1/8 manila paper. On the first column, write PICTURES, on the second, write letters and on the third, write words.

Number of Participants: 6-8 students

Procedure:

Have children cut out pictures, letters and words from magazine and glue this on the appropriate column on the chart.

Name Designs

Objective/Competency: letter recognition, fine-motor coordination

Materials: strips of oslo or bond paper, glue, art paper, scissors, yarn, junk materials

Number of Participants: 6-8

Procedure:

1. Have children think of names that begin with letter M.
2. Teacher writes down each name on a strip of paper.
3. Children decorate/design the name using various art and junk materials.

Letter Mosaic/Collage Aa/ Let's Write Aa/ A Words Poster/ Letter Poster– same instructions as Letter M activities

Sand Paper Letters; Letter Mm, Aa, Tt, Ff

Objective/Competency: letter formation

Materials: sand paper letter cut-outs

Preparation:

Prepare sand paper letter-cuts of upper and lower case forms of letters M, A, T and F

Number of Participants: 6-8 students

Procedure:

Have children explore each sand paper letter, feeling its shape as they form the letter with their fingers.

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

Objective: to represent experiences through drawing

Materials: ½ lengthwise bond paper, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

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

D. SONGS/POEMS/ RHYMES

Feelings Spider

Happy Little spider
Climed up the water spout;
Down came the rain
And washed poor Happy out;
Out came the sun
And dried up all the rain;
And the Happy Little spider
Climbed up the spout again.

Note: Replace Happy with other emotions: Sad, giggly, shy, Afraid. Then have your children act out the emotions.

What's the Sound ?

(to the tune of Old MacDonald Had a Farm)

What's the sound that these words share?

Listen to these words.

Sad and silly are these two words.

Tell me what you've heard. (sssssssss)

With a /s/, /s/ here, and a /s/, /s/ there,

Here a /s/, there a /s/, everywhere a /s/, /s/.

/s/ is the sound that these words share.

We can hear that sound!

My Feelings

When I am sad, I feel like crying. (rub eyes)
When I am proud, I feel like trying. (head held high)
When I feel curious, I want to know. (look up, wondering)
When I'm impatient, I want to go! (cross arms, tap foot)
When I feel angry, I look this way. (angry look) When I feel
happy
I smile all day. (big smile)
When I am puzzled, I make a shrug. (shrug shoulders)
When I feel loving, I want to hug. (hug yourself)

Rainbow Song

Red and yellow and pink and green
Orange and purple and blue
I can sing a rainbow, sing a rainbow
Sing a rainbow tune.
Listen with your ears (2x)
Listen to the sounds you hear
I can sing a rainbow (2x)
Sing along with me.
Red and yellow and pink and green
Orange and purple and blue
I can sing a rainbow, sing a rainbow,
Sing a rainbow tune.

Masayang Pamilya

Sa lahat ng oras
Kami ay masay
Laging nagtutulungan
Sa hira at ginhawa.
Laging magkasundo
Si Inay at Itay
Kami'y maligaya
Sa loob ng bahay.

Kung Ikaw ay Masaya

Kung ikaw ay masaya, pumalakpak ka (2x)
Kung ikaw ay Masaya, buhay mo ay sisigla
Kung ikaw ay masaya, pumalakpak ka (2x)

(pumadyak, humalakhak)

Can you Say the First Sound?

(to the tune of Happy Birthday)

Can you say the first sound?
Can you say the first sound?
It's the first sound in rabbit.
Can you say the first sound?
I

If You're Happy and You Know It

If you're happy and you know it, clap your hands (2x)
If you're happy and you know it, then your face will surely show
it
If you're happy and you know it, clap your hands

Variations: stomp your feet, shout "Hurray!"

If you're happy and you know it, do all three (clap your hands,
stomp your feet, shout "Hurray") (2x)
If you're happy and you know it, then your face will surely show
it
If you're happy and you know it, do all three (clap your hands,
stomp your feet, shout "Hurray")

Kumustahan

Magkamay, magkamay, magkamay tayo
At sabihing kumusta po kayo?
Tumingin, ngumiti at sabihing mong
Gayon din po ang bati ko sa inyo

E. INDOOR/OUTDOOR GAMES

People Counting Games

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

Players: whole or small group

Procedure:

Stand and sit: "one" (sit), "two" (stand), "four" (sit), "four"(stand)

Hopping forward: "one, two, four, four" (change direction)

"one, two, four, four" (change direction)

Bouncing ball: "one, two, four, four" (bounce a ball)

"one, two, four, four" (bounce a ball)

Jumping rope: "one, two, four, four" (jump rope)

"one, two, four, four" (jump rope)

Feelings Hopscotch

Draw a simple hopscotch on the floor with smiley and sad faces alternately. Smiley means YES and sad face means NO to question asked by the teacher regarding the story read. The individual that first finished reaching the top will be the winner.

Everybody Do This

Everybody do this (3x)

Everybody do this, just like this.

Note: Leader makes an action, such as clapping hands, which the class imitates while singing the song.

The Boat is Sinking

The leader shouts out "The boat is sinking! Group yourselves into 6 (or 2 or 3 or 4 or 5)."

The children try to group themselves according to the number given. The child who is not able to join any group becomes the next it.

Simon Says

Give instructions such "Put your hands behind your back." Children do the action if this is accompanied by the phrase "Simon says." Example: "Simon says, put your hands behind your back."

If that phrase is not said, then the children do not do action and just keep still.

