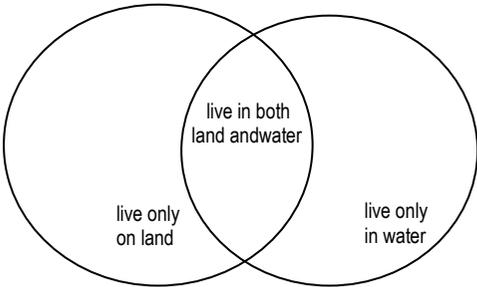
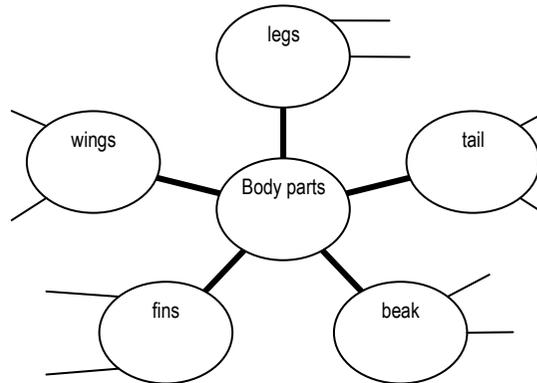


KINDERGARTEN CLASS THIRD GRADING DAILY PLANS
WEEK 27: _____

Monday	Tuesday	Wednesday
CONTENT FORCUS: There are different kinds of animals.		
<p>MEETING TIME 1: Message: There are different kinds of animals. Some animals live only on land.</p> <p>Questions: Where do animals live?</p>	<p>MEETING TIME 1: Message: Some animals live only in water. Some animals live in rivers and lakes (fresh water). Some animals live in the sea or ocean (salt water). Some animals live on both land and water.</p> <p>Questions: Which animals live in water ? Which animals live in both land and water ?</p> 	<p>MEETING TIME 1: Animals have different body parts. Some animals have special body parts. These body parts help the animal in different ways</p> 
<p>WORK PERIOD 1 Teacher-Supervised: Paper Plate Animals Poster: Animals that Live in Land</p> <p>Independent:</p> <ul style="list-style-type: none"> • Fish Mobiles • Make Me an Animal • CVC Fishing Game • RSW Activity • Writer's Workshop 	<p>WORK PERIOD 1 Teacher-Supervised: Target Letter: Vv Poster: Animals in our Community</p> <p>Independent:</p> <ul style="list-style-type: none"> • Sand Play (If available use plastic animals live in land and water) • Poster: Animals that Live In Water • Animal Match (picture-word) • CVC Fishing Game • Letter for the Day 	<p>WORK PERIOD 1 Teacher-Supervised: Chart: How many legs does it have ?</p> <p>Independent:</p> <ul style="list-style-type: none"> • Hand Antler Headbands • Animal Match (Picture-Word) • Letter Collage • Word Blocks • Writer's Workshop
<p>MEETING TIME 2: Activity: Bugtungan: Mga Hayop sa Paligid (Animal live in land) Count and Turn (9)</p>	<p>MEETING TIME 2: Activity: Bugtungan: Mga Hayop sa Paligid (Animal live in land)</p> <p>Break the Code</p>	<p>MEETING TIME 2: Show Classification chart Questions: Are there animals with 3 legs? Why not? Activity: Stand and Sit (9)</p>
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Miss Moo Goes to the Zoo	STORY: Sa Ilalim ng Dagat	STORY: Si Laggam at si Tipaklong
WORK PERIOD 2:	WORK PERIOD 2:	WORK PERIOD 2:

Teacher-Supervised: Number Stations and Number Books (quantities of 9; using toothpicks or squares)	Teacher-Supervised: Who Has More? (quantities of 9) Comparing Quantities: A Game for Partners	Teacher-Supervised: Which Card is Missing? (1-9)
Independent: <ul style="list-style-type: none"> • Block Play • Sand Play: Mark the Scoops • Number Lotto (0-9)/ Bingo: Numbers (0-9) • Number Concentration/Fishing Game: Numbers (0-9) • Number domino 	Independent: <ul style="list-style-type: none"> • Block Play • Playdough Numerals (0-9) • Writing Papers (9) • Number stations/ number books (quantities of 9) • Number Lotto/Bingo: Numbers (0-9) • Number Concentration/ It's A Match (1-9) 	Independent: <ul style="list-style-type: none"> • Block Play • Playdough Numerals (0-9) • Writing Papers (9) • Number stations/ number books (quantities of 9) • Comparing quantities: A Game for Partners • More than, Less than, As Many as • It's A Match (1-9)
INDOOR/OUTDOOR ACTIVITY: Calling the Kittens	INDOOR/OUTDOOR ACTIVITY: A Fish Story	INDOOR/OUTDOOR ACTIVITY: Duck... Duck..... Goose
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
<p>MEETING TIME 1: Message: Animals differ in the number of legs they have. ⇒ Some animals have two legs. ⇒ Some animals have four legs. ⇒ Some animals have no legs.</p> <p>Question: Do animals have the same number of legs ?</p>	<p>MEETING TIME 1: Message: Animals have different coverings that help and protect them.</p> <p><i>Note: Draw a web for body coverings. Write the children's answers while discussing animal body coverings. Web strands will depend on the body coverings the class talks about.</i></p>	
<p>WORK PERIOD 1 Teacher-Supervised: Let's Write Vv Chart" Animal Body Covering</p> <p>Independent:</p> <ul style="list-style-type: none"> • Hand Antler Headbands • Make Me An Animal • CVC Memory Game • Word Family Wheels • Fold a Word 	<p>WORK PERIOD 1 Teacher-Supervised: Fish Mobile or Underwater Diorama</p> <p>Independent:</p> <ul style="list-style-type: none"> • Make Me An Animal • Elephant Paper Plate Mask • CVC Memory Game • Fold a Word • Writer's Workshop 	
<p>MEETING TIME 2:</p> <p>Sound it Out</p>	<p>MEETING TIME 2:</p> <p>Snap and Clap (9)</p>	
<p>Supervised Recess</p>	<p>Supervised Recess</p>	
<p>STORY: Ang Isang Mayang Uhaw</p>	<p>STORY: Si Pilandok at ang Buwaya</p>	
<p>WORK PERIOD 2:</p>	<p>WORK PERIOD 2:</p>	
<p>Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 9)</p>	<p>Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 9)</p>	
<p>Independent:</p> <ul style="list-style-type: none"> • Number stations/ number books (quantities of 9) • Comparing quantities: A Game for Partners • More than, Less than, As many as • It's A Match (1-9) • Number Concentration/ Mixed Up Numbers (1-9) • Number Lotto/Bingo: Numbers(0-9) 	<p>Independent:</p> <ul style="list-style-type: none"> • Number stations/ number books (quantities of 9) • Comparing quantities: A Game for Partners • It's A Match (1-9) • Number Concentration/ Mixed Up Numbers (1-9) • Number Lotto/Bingo: Numbers (0-9) 	
<p>INDOOR/OUTDOOR ACTIVITY: Animal Relay (animal movements)</p>	<p>INDOOR/OUTDOOR ACTIVITY: Animal Relay (animal movements)</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX: WEEK 27

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Paper Plate Animal Masks

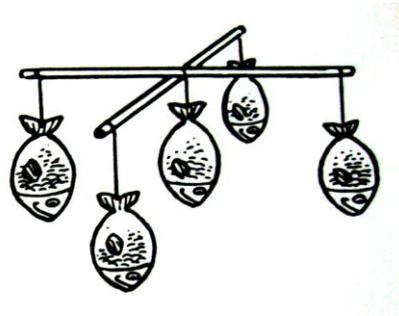
Objectives: to identify animals in the community
to construct faces of animals using paper plates

Materials: paper plates, glue, cardboard or construction paper, scissors, markers, rubber bands

Number of player/participants: small group

Procedure:

1. Ask each child to choose animal he would like to make a mask of.
2. Brainstorm what parts will be included in the mask (e.g. whiskers for cats, scales for fish).
3. Each child draws a pair of eyes and cuts this. (Children may need help in determining position of eyeholes that match the position of their eyes and in cutting the holes).
4. Each child adds parts to the mask.



Fish Mobile

Objective: to make fish designs
to develop fine motor coordination

Materials: construction paper, sticks, glue, tape, scissors, yarn

Number of player/participants: 10 children

Preparation: sample template of fishes (different sizes)
sticks crossed and tied together
sample of mobiles

Procedure:

1. Each child chooses a fish template and traces this on a piece of construction paper.
Variation: Children can cover the construction paper with cut-out magazine to make fish designs more colourful.
2. Teacher helps children fasten a piece of string to each fish, and hangs this on the mobile. String length should be varied.

Underwater Diorama

Objective: to identify animals that live in water
to construct a diorama depicting life in rivers. Lakes or oceans

Materials: shoe box (or other box of similar size), cardboard, coloring materials, pencils, scissors, glue

Number of player/participants: groups of 4 children

Procedure:

1. Each group decides what kind of water environment to make – ocean, river, lake
2. The groups brainstorm and decides what is found in the water environment they decided on – fish, shrimps, crabs, snakes, seaweeds, rocks, sand, waves, etc
The group makes cut-outs of these and glues/ pastes these on the box.

Poster: Animals in the Community

Objective: to develop fine-motor coordination

Materials: ½ oslo paper or bond paper

Number of player/participants: 8-10 children

Procedure:

1. Have children think of animals that they have seen in their community.
2. Let them draw these on oslo or bond paper.
3. Have them glue these on the manila paper.

How many legs does it have ?

Objective: to identify the number of legs an animal has
to classify animals based on their number of legs

Materials: Manila paper, bond paper, scissors, paste or glue, crayons

Number of player/participants: 10-15 pupils (2-3 pupils per group)

Procedure:

Preparation: Teacher prepares a classification chart on animal legs on Manila paper.

Animals without legs	Animals with two legs	Animals with four legs

1. Ask children to think of examples of animals without legs, with two legs and 4 legs.
2. Have them draw these animals in 1/8 construction paper.
3. Let them paste/glue their drawings on the appropriate column.

Posters: Animals Have Different Body Coverings

Objectives: to identify the body covering of an animal
to classify animals based on their body covering

Materials: Manila paper, bond papers, scissors, paste or glue, crayons

Number of players/participants: 6-8 pupils children

Procedure:

Preparation: Teacher prepares a classification chart on animal body coverings on Manila paper.

Animals have Different Body Coverings			
Hair/Fur	Scales	Feathers	Shell

1. Ask children to think of examples of animals with hair/fur, scales, feathers, and with shell.
2. Have them draw these animals in 1/8 construction paper.
3. Let them paste/glue their drawings on the appropriate column.

Animal Match (picture-word)

Objective: to match animal pictures with words

Materials: pictures of animals, word cards

Number of players/participants: 3-5 children

Procedure:

1. Teacher will prepare the cards with pictures of land animals and cards with words corresponding to the pictures.
2. Children match the pictures and the word.

Picture of a dog	dog
Picture of a cat	cat
Picture of hen	hen
Picture of a horse	horse
Picture of a pig	pig

Poster: Animals that live on land (note: same instructions for poster: Animals that Live in Water)

Objective: sort animals according to their habitat

Materials: ½ or ¼ manila paper

Number of player/participants: 6-8 children

Procedure:

1. Have children think of animals that live on land.
2. Let them draw each animal on 1/8 bond or construction paper.
3. Have them glue these on the manila paper.

Hand Antler Headbands

Objective: develop fine-motor coordination and creativity

Materials: kraft paper, scissors, brown construction paper, glue

Number of player/participants: 6-8 children

Procedure:

1. Trace the child's hands onto brown paper.

2. Have the child cut out the hand shapes.
3. Measure your child's head, and have the child cut a piece of brown construction paper long enough to create a headband.
4. Glue the paper together so the headband fits snugly on your child's head but is loose enough to take off easily.
5. Then affix the hands for antlers.

Elephant Paper Plate Mask

Objective: to develop fine-motor coordination and creativity

Materials: paper plate, scissors, string, puncher, construction paper, yarn

Number of player/participants: 6-8 children

Procedure:

1. Each child should paint a paper plate gray. When it is dry, have the child cut out two huge ear shapes from gray paper and attach them to the plate with staples.
2. Cut out a hole for the nose and push a gray sock through the hole so the toe of the sock is the end of the nose

Make Me An Animal

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

Materials: play dough

Number of player/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.

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 player/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).

Playdough Numerals (0-9)

Objective: to identify the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9

Materials: playdough

Number of players/participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them form the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

Writing Papers (9)

Objective: to learn sequence
to observe the form of each numeral
to develop eye-hand coordination

Materials: writing papers (with number dot patterns for each numeral), crayon

Number of players/participants: individual

Procedure:

1. Each child is given a writing paper with the numeral he is working on, in this case 9.
2. Children use a crayon to connect the dots of the number pattern.

Number Stations

Objectives: to count up to quantities of 9
to see that despite differences in appearance quantities remain the same (conservation)
to develop fine motor coordination

Materials: several boxes of toothpicks, paper and pencil

Number of players/participants: small group

Procedure:

1. Teacher chooses a number to work with for the day, for example 9.
2. Children work together exploring a given quantity of toothpicks, in this case 9, making as many arrangements as possible. Then let the children write the number on their paper.
3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.

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

Number Books

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Number of players/participants: small group

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

Number of players/participants: 1-4 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, 0-10

Number of players/participants: small group

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 1-10
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 player/participants: 1 or more

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

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

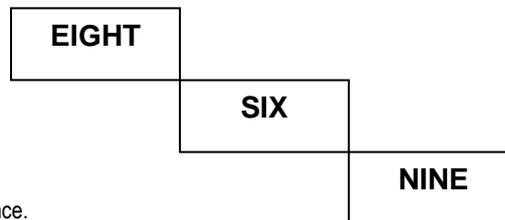
Objectives: to read and recognize number words
to recognize the sequence of numbers

Materials: vocabulary cards of number words

Number of player/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.



It's a Match

Objective: to match numeral to set of objects/ dots

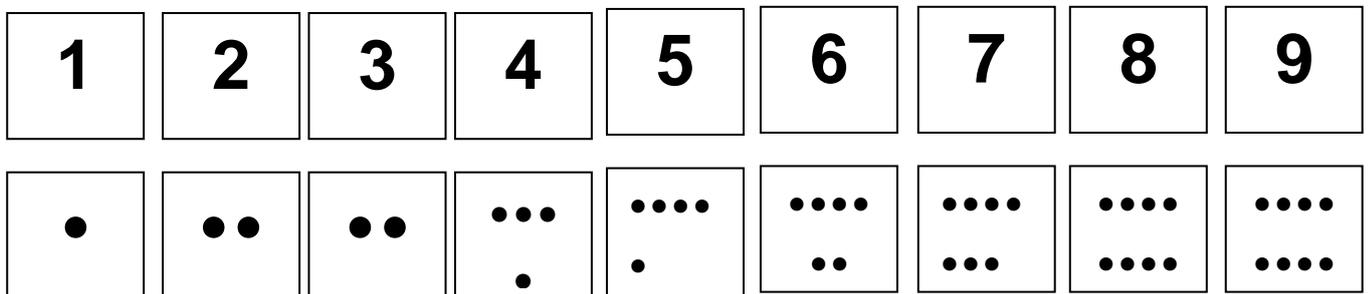
Materials: one set of cards with numerals – 0 -9

one set of cards with dots (corresponding to the numerals)

Number of player/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.



More Than, Less Than, As Many As

Objective: to compare quantities up to 7 using terms of comparison: more than, less than, the same as

Materials: fruits or any objects

Number of players/participants: 8 children

Procedure:

1. Teacher holds a tray with eight apples.
2. Group children into three.
3. Each group will be given objects.
 - I- 5 mangoes
 - II- 6 oranges
 - III- 7 bananas
4. Ask questions:
 - Which group has less than the given objects?
 - Which group has more than the given objects?
 - Which group has as many as the given objects?

Who Has More?

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Number of players/participants: small group

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: to compare quantities

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

Number of players/ participants: 3 pairs

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.

Which Card Is Missing?

Objective: to identify missing number in a series of numbers

Materials: number cards with spots drawn on them (0-9)

Number of players/participants: small group

Procedure:

1. Put in order a set of number cards.
2. While child closes her eyes, hide one of the card and close up the gap.
3. Ask the child which one is missing.

Variation: Swap two cards around instead of hiding one or spread the cards out anyhow and then hide one.

Hand Game (concrete, up to quantities of 9)

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, in this case 8.
3. Children separate counters in different ways and verbalize the combinations that result.

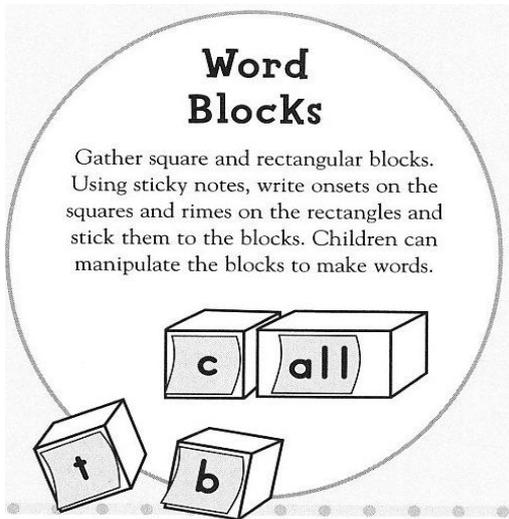
Teacher says:		Children say:
"Place seven sticks in your right hand."		"None and nine is nine." or "Zero and nine is nine."
"Place one stick in your left hand."		"One and eight is nine."
"Place one more stick in your left hand."		"Two and seven is nine."
"Place one more stick in your left hand."		"Three and six is nine."
"Place one more stick in your left hand."		"Four and five is nine."
"Place one more stick in your left hand."		"Five and four is nine."
"Place one more stick in your left hand."		"Six and three is nine."
"Place one more stick in your left hand."		"Seven and two is nine"
"Place one more stick in your left hand."		"Eight and one is nine"
"Place one more stick in your left hand."		"Nine and none is nine." or "Nine and zero is nine."

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

C. OTHER LANGUAGE ARTS ACTIVITIES

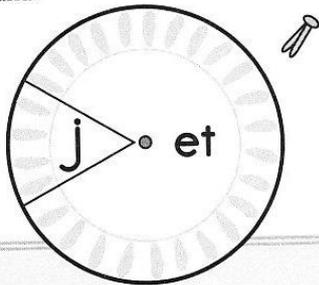
Note: Refer to instructions in previous weeks for the following activities: Letter Collage, CVC Memory Game

Please refer to the following for Word Blocks, Fold a Word and Word Family Wheels



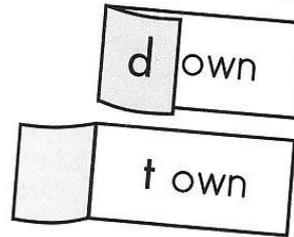
Word Family Wheels

Cut a pie-piece section out of a paper plate. Write a rime on the plate and use a brad fastener to attach it to a second plate. On the second plate, write onsets so that the wheel makes new words as you turn the top plate around.



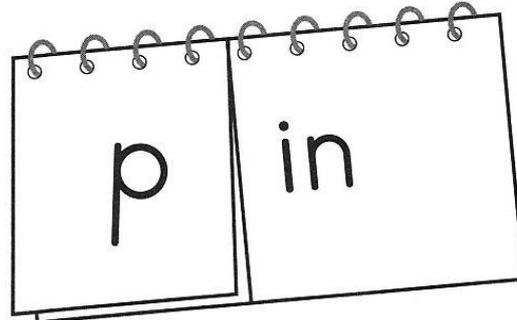
Fold a Word

Fold over sentence strips about two inches from the left end, as shown. Write a word on the strip, then fold over the top section and write another letter that can begin that word. Children open and close the flap, reading the new words.



Word Family Flip Book

Cut through all the cards in a spiral-bound index card notebook. Write consonants, blends, and digraphs on the left section, and rimes on the right section. Challenge children to form real (or even nonsense) words!



Story Mobile

Objective: note details in a story heard

Materials: hanger glue, string, large triangles, rectangles and circles per mobile, glue, art paper, newsprint, scissors, crayons

Number of player/participants: small group

Procedure:

1. After storytelling, have children talk about the characters, setting and major events of the story.
2. Tell them that they will make a story mobile showing these different story elements.
3. Have students work in groups of three. Give each group pieces of string, one of each of the three shapes. (Shapes will have a hole at the top which you have punched ahead of time) Explain to students that the shapes are going to be used to represent different aspects of the story.
 - The triangle represents the setting.
 - The circle represents the characters.
 - The rectangle represents the main events in the story.
4. Have them draw the characters and story events on the shape cards.
5. Then let them thread a piece of string through the hole at the top of each shape and tie a knot.
6. Let them tie the string to the hanger.

Rime Time

Objective: to understand that words are made up of letters

Procedure:

1. Teach children various decoding strategies such as chunking, blending sounds, using picture clues and context, and recognizing sight words and watch reading confidence soar!
2. Try any of these ideas below to help children manipulate letters and make new words. Young children can manipulate only two “chunks” of information at a time in their brain. That’s why word family “chunking” is such a powerful decoding strategy for beginning readers.

STORIES

Miss Moo Goes to the Zoo

NOTE: Teacher may change the animal characters based on the situation in the community.

Questions before reading:

- Nakapunta ka na ba sa Zoo? Or Anong mga hayop ang nakikita mo sa inyong lugar?

Question while reading

- Bakit umalis si Miss Moo sa kanyang lugar ?
- Saan sya napunta at sinu-sinong mga hayop ang kanyang nakita at nakausap?

Questions after reading?

- Paano naalis ang pagkainis ni Miss Moo sa lugar na kanyang pinuntahan?
- Kung kayo si Miss Moo titira ba kayo sa Zoo?

Miss Moo Goes to The Zoo

Miss Moo lived on a farm out in the countryside. Across the farm, from the barn to the fields, all the animals lived happily together.

But for Miss Moo, nothing exciting ever happened. And without really knowing why—

One day, Miss Moo announced to her barnyard friends: “I just can’t stay. It’s so boring here! I think it’s time that I go my own way”

All the animals got together and said, “oh, Miss Moo! Please don’t go. We love you so.” But Miss Moo shook her head, brushed away a moo-tear, and said- “I have to go”

And off she went! Soon Miss Moo came together to another farm. She saw friendly horses and sheep, a hen and her chicks, and a couple of pigs. They all seemed happy, that was clear. But she knew that nothing would be different here.

So she kept walking and walking until **she came to the zoo.**

It was the city zoo. A zoo for Miss Moo? What could she do but walk in and explore? All of a sudden Miss Moo heard a strange animal sound. Turning around, she saw-**the Elephants .**

“Who are you, and what do you do?” The Elephants asked, but not very nicely. “ I am a cow.” Replied Miss Moo. “ I give milk and I Moo. Can I come and live with you?” “ Hummpphh!” said the elephants. “ You’re not special. Go away and leave us now. We don’t want to live with a boring old cow!”

Miss Moo turned sadly away and started to walk again. When she looked up, she saw- **the giraffes.**

Who are you, and what do you do? The giraffes asked, but not very nicely. “I am a cow”, said Miss Moo. “ I give milk and I Moo. Can I come and live with you?” Hummpphh!” said the giraffes. “ You’re not special. Go away and leave us now. We don’t want to live with a boring old cow.

Miss Moo turned sadly away and started to walk again. When she looked up, she saw- **the lions.**

Who are you, and what do you do? The lions roared, but not very nicely. “ Oh, dear!”, said Miss Moo. “I am a cow, I give milk and I Moo. But I’m not sure if I want to live with you ?” Hummpphh!” said lions. “ What’s so special about a cow? Go away and leave us – NOW!

Miss Moo ran all the way to the other side of the zoo. And she began to cry- “**Moooo-hoooo!**”

Who are you, and what do you do? The lions roared, but not very nicely. “ Oh, dear!”, said Miss Moo.”I’m just boring old cow”said Miss Moo. “ I can only give milk, and that won’t interest you.” “Hummpphh!” said the zebras. “ Who are we to stay? We just stand in the sun and glaze all day. But the zoo keeper feeds us right about now. He should know what to do

with a cow!"

Sure enough, the zookeeper walked right up to Miss Moo and said – "Who are you, and what do you do?"
"I'm not an elephant, big and gray. I'm not a giraffe who stretches tall every day. I'm not even a lion with a great big roar. I'm just a cow who's a bit of a bore."

" Now, Miss Cow, that's no way to talk. Come with me. Let's go for a walk," said the zoo keeper.

So Miss Moo followed him to—the **Petting Zoo**.

What a surprise! Miss Moo could not believe her eyes. There were children everywhere, petting and feeding the animals.

And these animals were not elephants, giraffes, or lions. They were--- **pigs, sheep, hens and horses!**

"Miss Moo," said the zookeeper. " Your journey is at end. Stay here with us and be our friend." Miss Moo stared at all the children. She looked at the animals who lived in the Petting Zoo. She smiled shyly and everyone smiled back. And at last she knew what she would do. At last there was a new home- for **Miss Moo**.

Sa Ilalim ng Dagat

Kwento ni Augie Rivera, Jr.

Guhit ni Katti Sta. Ana

Question before reading:

- Ano kaya ang mga nakikita sa ilalim ng dagat?

Questions while reading:

- Ano ang naging pakiramdam ni Pugita nung siya'y tinamaan din ng milagrong sakit?
- Ano ang ginawa kay Pugita nang kanyang mga kasamahan?

Questions after reading:

- Paano nalunasan ng mga nilalang sa ilalim ng dagat ang milagrong sakit na dumapo sa kanila?

SA ILALIM NG DAGAT

Kagila-gilalas ang mundo sa ilalim ng dagat. Iba't ibang nilalang ang naninirahan dito. Maliit at malaki, bata at matanda. May kaliskis at wala. Magkaiba man ang anyo at kulay. Namumuhay sila nang payapa at may paggalang sa isa't isa.

Isang umaga, nagulat ang lahat sa balita ni Pating: "May sakit si dilis!"

"Baka mahawa tayo!" Pag-aalala ni Barakuda.

"Huu!, sakit lang yan ng maliliit!" Sabi ni Pugita.

Ngunit paglipas ng mga araw,

Nangayayat si Balyena.

Nagpantal ang katawan ni Lumba-lumba.

Walang humpay sa paghatsing si Dugong.

Kumalat ang pangamba sa buong karagatan.

Natakot ang lahat na mahawa ng misteryosong sakit.

Dahil dito, nagkanya-kanya ang mga taga-dagat.

Hindi na sila naglalaro nang sama-sama

Hindi na sila nagtutulong-tulong sa mga gawain.

Isang araw, namutla ang makukulay na korales.

"Baka sakit yan ng makukulay" sabi ni Pugita.

"Kung gayon, ligtas kami!. Pagmamalaki ng maputing sina Igat, Hapon, Ulang at Dikya.

Ngunit kinabukasan, Nilagnat si Igat.

Sinipon si Hapon, Inubo si Ulang.

At hinika si Dikya.

Nang manghina naman si Manong Pawikan,

Napahagikgik si Pugita: "Baka sakit iyan ng mga tumatanda!"

Pero nanghina rin ang mga batang-estkelya.

Kaya lalong nalito ang mga taga-dagat.

Dumami ng dumami ang maysakit sa karagatan.
Parang ospital ang ilalim ng dagat.
Nagpulong ang lahat upang pag-usapan ang
lumulubhang kalagayan ng mga taga-dagat.

"Palayasin natin ang mga maysakit para'wag tayong mahawa sa kanila,"
Sigaw nina Pugita, Pating at Barakuda.
"Pero hindi natin tiyak ang pinagmulan ng sakit,"
Katwiran ng mga maysakit.

Halos bumula ang buong karagatan sa pagtatalo ng lahat. Hindi sila magkasundo kung ano ang dapat gawin.

Pero nanaig ang mayayabang na sina Pugita, Pating at Barakuda. Itinaboy nila ang mga maysakit. Binakuran nila ang lugar.
Nilagyan pa nila ito ng karatula: BAWAL LUMAPIT SA MGA MAYSAKIT.

Isang gabi, biglang nanigas si Pugita. Hindi niya maigagalaw ang kaniyang mga galamay. "Naku! Maysakit ka na rin!"
Tarantang sigaw nina Pating at Barakuda.
"Hindi, hindi ako pwedeng dapuan ng sakit!" Tanggi ni Pugita.
Pero dahil maysakit na rin si Pugita, agad siyang dinala sa bakuran ng mga maysakit.

Hiyang-hiya sa Pugita nang salubungin siya ng mga kasama niyang maysakit. Nagsisi siya sa ginawa niyang pagtataboy sa mga ito. "Kailangan nating alagaan ang mga maysakit. Kailangan nating alagaan ang isa't isa," Ang sabi ni Dilis.
"Kausapin natin uli ang ating mga kasama," sabi ni Pugita. "Marami akong dapat ipaliwanag sa kanila."

Nang gabing iyon, muling nagpulong ang mga taga-dagat. "Nagkamali tayo," Sabi ni Pugita. "Hindi natin dapat iniwasan ang mga maysakit. Dapat inalagaan natin sila."
"Dapat pinag-aralan natin ang sakit na ito," sabi ni Dilis. "Kailangang matuklasan natin ang dahilan para mailigtas natin ang iba pa," sang-ayon ng lahat.

Ganun nga ang ginawa ng mga taga-dagat. Inalagaan nang malalakas ang mahihina. Pinag-aralan nila kung paano nagsisimula ang misteryosong sakit at lumalala. Kung sino ang dinadapuan nito at bakit.
At hindi man nagbalik agad ang dating lakas ng mga maysakit, muli namang lumusog ang tiwala, pagkakaisa at pagmamahalan ng mga taga-dagat.

Muling naghari ang kapayapaan at pagkalinga sa isa't isa sa karagatan.

Si Langgam at Tipaklong by Alberta Angeles (Adama House Inc.)

Question before reading:

- Paano ninyo ilalarawan ang isang langgam?
- Paano gumalaw ang isang tipaklong?

Questions while reading:

- Paano hinarap ni Langgam si Tipaklong nung ito'y kumatok sa kanya na basang-basa ng ulan?

Questiond after reading:

Kung kayo si Langgam, gagawin din ba ninyo ang ginawa niya kay Tipaklong?

Si Langgam at Si Tipaklong

Ito si masipag, masikap na Langgam.
Maghapon ang gawa at maghanapbuhay;
Matipid at ayaw na may nasasayang
Kaya iniipon kahit munting bagay.

Ito si Tipaklong. Tamad at bulakbol.
Walang ginagawa sa buong maghapon.
Pasayaw-sayaw lang at patalon-talon

Si Tipaklong naman ngayon ay nalito.
Nahinto sa kaniyang kanta at paglukso.
Nagpayong ng dahon at saka tumakbo;
Dahil walang bahay, nagsiksik sa damo.

Lumakas ang ulan at hindi tumigil.
Nakatatakot pa ang lakas ng hangin.
Maraming nasirang kahoy at pananim

At di iniisip ang lungkot at gutom.

“Kaibigang Langgam, halika’t maglaro,”
Sabi ni Tipaklong na pabiro-biro.
“Kung puro trabaho, para kang bilanggo,
Di mo nasusunod ang gusto ng puso.”

Tag-ani nga noon, maraming pagkain.
Sagana ang bukid sa palay at tanim.
Sabi ni Tipaklong, “Ang sarap mag-aliw!
Langgam, ang buhay mo ay huwag sayangin.”

Ngunit nagpatuloy sa kaniyang paggawa
Si Langgam na kahit isang bisyo’y wala;
“Mainam na ito,” ang kaniyang wika.
“Kaysa magsisipag ikaw ay tumanda.”

Kaya araw-araw, si Langgam, patuloy
Sa pagtatrabaho at sa pag-iipon.
Araw-araw naman itong si Tipaklong
Ay pakanta-kanta at patalon-talon.

Isang araw, biglang bumuhos ang ulan.
“Naku, bagyo yata!” ang sigaw ni Langgam.
Noon lang tumigil na maghanapbuhay
Saka dali-daling umuwi ng bahay.

At waring babaha sa buong bukirin.

Dahil nagiginaw, tiyan ay masakit,
Itong si Tipaklong ay di nakatiis,
Ang bahay ni Langgam, tinakbong mabilis
At saka kumatok na naghihinagpis.

Narinig ni Langgam ang tawag sa labas
Kaya ang pintuan ay binuksan agad.
Pasok si Tipaklong na hirap na hirap
At mahahalatang mataas ang lagnat.

Naawa si Langgam sa kaniyang nakita.
Ngayon, pobreng-pobre ang dating masaya.
Binigyan ng bagong damit ang bisita
Saka pinakain nang muling sumigla.

“Ako’y hiyang-hiya,” sabi hi Tipaklong
Nang makalipas na ang ginaw at gutom.
“Huwag mag-alala,” sagot ng tumulong,
“Maraming pagkain ang aking naipon.”

At magmula noon, Tipaklong na tamad
Ay di na nag-iisip magsayang ng oras;
Natuto kay Langgam na maging masikap
Para makaligtas sa anuman hirap

Ang Isang Mayang Uhaw by Victoria Anonuevo
(Paano Siya Makakainom ng Tubig sa Baso)
Guhit ni: Jimmy Torres

Question:

- Ano ba ang pakiramdam mo kapag nauuhaw?

Question while reading:

- Makakainom pa kaya si Maya kakaunting tubig sa baso?

Question after reading:

- Ano ang naging suliranin ni Maya ?
- Ano ang naging paraan ni Maya upang makainom?

Ang Isang Mayang Uhaw

May isang basong tubig at limang ibon na uhaw na uhaw.
Unang uminom si Lawin at nabawasan ang tubig sa baso.
Pangalawang uminom si Kalaw
at nabawasan ang tubig sa baso
Pangatlong uminom si Tagak
at nabawasan pa ang tubig sa baso.
Pang-apat na uminom si Tikling
at nabawasan pa ang tubig sa baso.
Panlimang iinom si Maya
pero kakaunti na ang tubig sa baso.

Maliit si Maya.
Maikli ang kaniyang tuka.
Mataas ang baso at mababa ang tubig sa loob.
Paano makaiinom si Maya ng tubig sa baso?

Kumuha siya ng limang bato.
Inihulog niya ang unang bato at tumaas ang tubig sa baso
Inuhulog niya ang ikalawang bato
at tumaas ang tubig sa baso.
Inuhulog niya ang ikatlong bato
at tumaas ang tubig sa baso.
Inuhulog niya ang ikaapat na bato
at tumaas ang tubig sa baso.
Inihulog pa niya ang ikalimang bato.
Halos umapaw na ang tubig sa baso.
Sa wakas, nakainom din si Maya.

Si Pilandok at ang Buwaya

Muling isinalaysay ni Virgilio S. Almario

Questions before reading:

- Nakakita na ba kayo ng isang buwaya?
- Maari ba ninyong ilarawan ang itsura ng buwaya?

Questions while reading:

- Ano kaya ang gagawin ni Pilandok upang makatawid sa kabilang Pampang?
- Paano naman makabalik si Pilandok sa kanyang pinagmulang pampang?

Questions after reading:

- Kung kayo si Pilandok, gagawin ba ninyo ang kanyang ginawa upang makasunod sa utos ng ina?

Si Pilandok at ang Buwaya

Isang umaga, inutusan si Pilandok ng kaniyang ina na mamitas ng mangga sa nayon ng Mabunga.

Kailangan niyang tumawid ng malaking ilog para makakuha ng mga mangga sa Mabunga.

Ngunit, nasira ang tulay sa malaking ilog at maraming buwaya sa ilog.

Kinausap ni Pilandok ang pinunong buwaya para humingi ng pahintulot na makatawid sa ilog.

"Hindi pwede," ungol ng pinunong buwaya. "Kinakain naming ang sinumang tumawid sa ilog."

Mukhang gutom na gutom ang mga buwaya kaya nag-isip si Pilandok ng paraan upang ligtas na makasunod sa utos ng ina.

"Ilan ba kayong lahat?" tanong nin Pilandok.

"Dalawampu," mabilis na sagot ng pinunong buwaya.

Nagkunwari si Pilandok na isa-isang binilang ang mga buwayang nakalutang sa ilog.

"Bakit sa tingin ko'y sampu lang kayo?"

"Hindi, dalawampu kami," giit ng pinunong buwaya.

"pero sampu lang ang nakikita ko," ulit ni Pilandok.

"Imposible," sigaw ng buwaya. "Dalawampu kami."

"Teka", malumanay na sabi ni Pilandok. "Mabuti pa humilara kayong lahat para mabilang ko kung may nawawala."

Sumunod naman sa kaniyang mungkahi ang mga buwaya at humanay ng magkakadikit.

"At para matiyak ko," patuloy ni Pilandok, "tutungtong ako sa bawat bilangin ko."

"Isa," bilang ni Pilandok at tumuntong sa pinunong buwaya sa tabi ng pampang.

"Dalawa," at lumipat siya sa ikalawang buwaya.

"Tatlo, apat, lima, anim, pito, wala, siyam, sampu, labing-isa, labindalawa, labingtatlo, labing-apat,

Labinglima, labing-anim, labimpito, labingwalo, labingsiyam..."

At lumundag siya sa kabilang pampang bago isinigaw ang "Dalawampu!"

Dali-daling namitas ng mangga si Pilandok. Napuno ang kaniyang dalang bayong ng mga malalaki,

hinog at matatamis ng mangga.

Kumain pa muna siya at nakatulog sa busog.

Hapon na nang magising si Pilandok. Anong tuwa nang makitang tahimik at walang buwaya sa ilog.

"Nainip siguro ng paghihintay sa akin." At nakangiti siyang lumusong sa ilog.

Ngunit, nag-aabang pala ang mga buwaya. Nang nasa gitna na siya ng ilog ay biglang naglitawan ang mga buwaya.

Huli na para makatakbong pabalik sa pampang ang kawawang si Pilandok.

"Naku, mabuti't naparito kayo," nakangiti kahit takot si Pilandok.

"Tulungan naman ninyo akong tumawid dahil ang bigat ng dala kong mangga

At baka malunod ako sa gitna ng ilog."

"Kakainin ka namin," ungol ng pinunong buwaya.

"Itong mangga ko na lang ang kainin ninyo," alok ni Pilandok. "Masarap ito."

"Ikaw ang gusto namin," ungol ng buwaya.

"Teka," mabilis na nag-isip si Pilandok. "Bakit ba gusto ninyo akong kainin?"

"Dahil masarap ang iyong atay," sagot ng naglalaway na pinunong buwaya.

"Naku, sayang!" at nalungkot kunwa si Pilandok.

"At bakit?" nagtatakang tanong ng pinunong buwaya.

"Kasi masamang mabasa ang aking atay," paliwanag ni Pilandok.

"Kaya iniwan ko sa bahay. Pero kung iyon ang gusto ninyo ay kukunin ko."

Bago nakapag-isip ang mga buwaya ay sumakay siya sa likod ng pinunong buwaya.

"Sige," sabi niya. "Ihatid mo ako sa kabila at kukunin ko ang aking atay sa aming bahay."

At iyon ang nangyari. Sakay ng pinunong buwaya si Pilandok pagtawid ng ilog pabalik. Pagdating sa pampang, agad siyang lumukso at tumakbo pauwi kasabay ang pagsabi ng, "Hintayin ninyo ako at kukunin ko ang aking atay."

Dalawang beses nalinlang ni Pilandok ang mga gutom na buwaya sa ilog. Napakahina ng mga buwaya dahil naniwala silang pwedeng iwan ng isang tao ang kaniyang atay. Napakahina ng buwaya dahil umasa silang babalik pa si Pilandok para ibigay ang atay. Ngunit, pagkaraan ng ilang sandal ay bumalik nga si Pilandok at may dala-dalang isang putol ng kahoy. Natuwa ang mga buwaya pagbalik ni Pilandok. "Nasaan ang atay mo?" sabik na tanong nila. "Teka muna," paliwanag ni Pilandok. "Lumaki ang atay ko nang iwan ko sa bahay. Gusto kong sukatin kung sino sa inyo ang may pinakamalaking bunganga para siya ang bibigyan ko ng aking malaking atay."

"Ako iyon," sigaw ng pinunong buwaya at ibinuka nang todo ang kaniyang bunganga. "tignan natin," sabi ni Pilandok. Lumapit si Pilandok sa pinunong buwaya at saka itinukod sa nakabukang bunganga nito ang hawak na kaputol na kahoy. Pagkatapos, mabilis siyang lumayo sa pampang. Huli na nang ,maisip ng pinunong buwaya na nalinlang na namn siya ng tusong si Pilandok. "Haaak! Haaak! Sigaw ng pinunong buwaya ngunit di na niya maisara ang bunganga dahil sa nakatukod na kahoy.

SONGS/RHYMES/POEMS

BUGTUNGAN: MGA HAYOP SA PALIGID

Note: Teacher will compose additional Riddle (Bugtong) for enrichment.

Animals that live on land

Ako'y may apat na paa
Bunto't at dalawang tenga
Aw,aw, aw ang tahol ko
Tumatakbo ang mga tao

Sino Ako? _____

Dalawa ang paa ko
Dalawang pakpak saka ulo
Sa sapa ay kay saya
Quack, quack langoy na kita

Sino Ako? _____

Damo sa bakuran
Pagkain ko araw-araw
Sa matulis kong sungay
Mee, mee, takot ang kaaway

Sino Ako? _____

Sungay koy matataba
Buntot ko'y di mahaba
Pag ako'y umuunga
Natatakot ang mga bata

Sino Ako? _____

Sa akin ay natatakot
Matatakaw na daga
Pag ngiyaw ko'y narinig
Takbo sila sa lungga

Sino Ako? _____

Animals that live in water.

Tubig na malinaw
Ang aking tirahan
Pag ako'y lumalangoy
Buntot ko'y gumagalaw

Sino Ako? _____

May ulo walang leeg
May tiyan walang puwit
Kapag siya'y natatakot
Tinta nya'y ginagamit

Sino Ako ? _____

May berde, dilaw at pula,
Bibig at mata laging nakabuka
Wala man silang paa
Nakakapasyal din siya

Sino Ako? _____

Walang katawan, ngunit may ulo,
Ang kamay niya ay walo.

Sino Ako? _____

Count and Turn

Objectives: to count in sequence
to develop body coordination

to develop a sense of rhythm
to learn one-to-one correspondence

Materials: none

Number of players/participants: whole or small group

Procedure:

1. The children stomp their feet as they count, throwing their arms up in the air to emphasize the last number in the sequence, in this case 9. The children change directions without losing the beat, counting "one" as they turn.

One, two, three, four, five, six, seven, eight, niiniine
(turn) one, two, three, four, five, six, seven, eight, niiniine
(turn) one, two, three, four, five, six, seven, eight, niiniine

Stand and Sit

Objectives: to count in sequence

to learn one-to-one correspondence

to develop body coordination

to develop a sense of rhythm

Materials: chairs

Number of players/participants: whole or small group

Procedure:

1. Children who are seated count, "one, two, three, four, five, six, seven, eight..." and the ninth child stands up when he/she counts, "nine". The next seated child starts counting again.

Snap and Clap

Objective: to count in sequence

to learn one-to-one correspondence

to develop body coordination

to develop a sense of rhythm

Materials: none

Number of players/participants: whole or small group

Procedure:

1. Children count, "one, two, three, four, five, six, seven, eight..." while snapping their fingers and the ninth child claps when he/she counts, "nine". The next child starts counting again.

The Eency-Weency Spider

The eency-weency spider climbed up the water
spout
Down came the rain and washed the spider out
Out came the sun and dried up all the rain
And the eency-weency spider was happy again

Maliit na gagamba ay umakyat sa sanga
Dumating ang ulan at tinaboy sila
Sumikat ang araw natuyo ang sanga
Ang maliit na gagamba ay lagging Masaya

Maliit Na Gagamba

Ang maliit na gagamba
Umakyat sa sanga
Dumating ang ulan
At itinaon siya
Sumikat ang araw
Natuyo ang sanga
Ang maliit na gagamba
Palaging masaya

Ang Mga Isda

Ang mga isda na lumalangoy, Minamahal ng Diyos di
kumukupas
Ang mga isda na lumalangoy, minamahal ng Diyos di
kumukupas
Wag ka nang malungkot oh Praise the Lord!

Palitan ang may salungguhit ng:

IBON – LUMILIPAD

ASO – TUMATAKBO

PALAKA - LUMULUNDAG

Tong, Tong, Tong

Tong, tong, tong, tong, Pakitong-kitong
Alimango sa Dagat, Malaki at masarap
Mahirap mahuli, sapagkat nangangagat. (2X)

May Siyam Na Chickadee (Maya)

May isang chickadee dumapo sa sanga
Dumating ang isa dalawa na sila
Chickadee, chickadee lipad, lipad
Chickadee, chickadee lipad, lipad
Dalawang chickadee dumapo sa sanga
Dumating ang isa tatlo na sila
Chickadee, chickadee lipad, lipad
Chickadee, chickadee lipad, lipad
Tatlong chickadee dumapo sa sanga
Dumating ang isa apat na sila
Chickadee, chickadee lipad, lipad
Chickadee, chickadee lipad, lipad
Apat na chickadee dumapo sa sanga
Dumating ang isa lima na sila
Chickadee, chickadee lipad, lipad
Chickadee, chickadee lipad, lipad
(NOTE: gawin hanggang siyam na chickadee)

Animal Homes (sung to "On Top of Old Smoky")

On top of a mountain
Or under the sea,
There are so many places
Where creatures may be,

Alone in a desert,
Or grouped on a farm,
Or tucked in a tree trunk
Away from all harm.

On bright, sunny grasslands,
Or in a dark cave,
In jungles and forests,
Where all must be brave.

On ice in the Arctic,
Or holed underground,
There are so many places
Where creatures are found!

Nine Little Parakeets

(Nine little Chickadees)

Nine little parakeets sitting on a tree,
One flew away and then there were eight,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

Eight little parakeets sitting on a tree,
One flew away and then there were seven,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

Seven little parakeets sitting on a tree,
One flew away and then there were six,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

Six little parakeets sitting on a tree,
One flew away and then there were five,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

Five little parakeets sitting on a tree,
One flew away and then there were four,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

Four little parakeets sitting on a tree,
One flew away and then there were three,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

Three little parakeets sitting on a tree,
One flew away and then there were two,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

Two little parakeets sitting on a tree,
One flew away and then there were one,
Parakeets, parakeets, happy and gay
Parakeets, parakeets, fly away

One little parakeet sitting on a tree
It flew away and then there was one

INDOOR/OUTDOOR ACTIVITIES

Calling All The Kittens

Objectives: to develop the ability to follow instructions properly.
to exercise big muscles.
to promote sportsmanship.

Materials: piece of cloth as big as man's handkerchief

A blindfolded child pretends to be the mother cat. All the remaining players are the kittens. The mother cat calls her kittens by saying, "meow, meow, come home to mother". The kittens run and try to tag the mother cat. The mother cat tries to catch a kitten. The kitten who gets caught becomes the next blind-folded "mother cat"

A Fish Story

Ask the children to form a circle. Choose one child to be the fish. He stands in the middle. Ask the fish to make a "fish face" while the rest of the children recite the following poem:

1,2,3,4,5

I caught a fish

6,7,8,9,10

We let it go again

While you are saying "We let it go again," open up the circle and allow the fish to "swim" out. Choose another child to be the fish.

Note: You can change the fish to other animals like whales (butanding), frogs, turtles)

Duck, duck, goose

Let the children form a circle and then sit down. Ask for a volunteer to be 'It'. The 'It' goes around the circle, tapping each child in the head while saying, 'Duck, duck, duck...' The 'It' chooses to tap and call one of the children, 'Goose'. The Goose tries to run after the 'It'. The 'It' runs around the circle until he/she is able to reach and sit on the empty space left by the Goose. If the 'It' is able to reach the empty space before the Goose catches him/her, the Goose becomes the next 'It'. If the Goose is able to catch the 'It', he/she remains to be the 'It'.

Animal Relay (animal movements)

Group the children into 5. Arrange the group in parallel columns of files.

First line: Duck (2legs)

Second line: Bird (2 legs)

Third line: Frog (4 legs)

Fourth line: Horse (4 legs)

Fifth line: Fish (no leg) (snake OPTIONAL)

The teacher asks for a volunteer who will demonstrate the movement of each animal. Relay will start after the cue of the teacher. (Teacher can use whistle for cuing) At a signal, the first player of each team moves/runs forward around the turning point and back to the starting line. Here he/she touches the second player who repeats. This continues until all have fun. First group to finish will be declared as a winner.