

**KINDERGARTEN CLASS FIRST GRADING DAILY PLANS**

**WEEK 4:** \_\_\_\_\_

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<b>CONTENT FOCUS:</b> I have a body.		
<b>MEETING TIME 1:</b> <b>Song:</b> My Toes, My Knees, My Shoulders, My Head <b>Message:</b> I have a body. My body has different parts. I can see some parts. <b>Questions:</b> What are the parts of your body? What parts of the body do you see?	<b>MEETING TIME 1:</b> <b>Song:</b> Paa, Tuhod, Balikat, Ulo <b>Message:</b> I have a body I cannot see some parts <b>Questions:</b> What are the other parts of our body? What parts of the body can we not see? <b>Song:</b> The Two Parts of Me	<b>MEETING TIME 1:</b> <b>Message:</b> I have two hands. I have 5 fingers in each hand. My hands are connected to my arms. I can move my hands in different ways. <b>Questions:</b> Are our hands all the same? How are they the same? How are they different? <b>Song:</b> Lima Ang Daliri
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Balangkas ng Katawan Ko  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Playdough: My Body</li> <li>• Same/Different: Geometric Figures/Designs</li> <li>• Shape Lotto</li> <li>• Shape Puzzles</li> <li>• Writer's Workshop</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Body Tracing Poster: What's inside our body? (Internal Body Parts) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Playdough: My Body</li> <li>• Same/Different – Geometric Figures/Designs</li> <li>• Literature-based: Name a Body Part</li> <li>• Shape Lotto</li> <li>• Shape Puzzles</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Hand Tracing Hand Printing  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Body Lotto</li> <li>• Literature-based: Name a Body Part</li> <li>• Blue Hunt</li> <li>• Poster: Blue Things In The Classroom</li> <li>• Writer's Workshop</li> </ul>
<b>MEETING TIME 2:</b> Ask children to name the body parts in the "Balangkas ng Katawan" <i>Note: Introduce both English and Filipino terms</i> <b>Song:</b> Everybody Do This	<b>MEETING TIME 2:</b> Introduce the poem " Inside Me" .  <b>Song:</b> Head, Shoulders, Knees and Toes	<b>MEETING TIME 2:</b> <b>Song:</b> Reaching With My Arms <b>Message:</b> We see blue things around us. <b>Questions:</b> What blue things do you see in our classroom? Who are wearing blue? Whose favorite color is blue
<b>Supervised Recess</b>	<b>Supervised Recess</b>	
<b>STORY:</b> This is My Body	<b>STORY:</b> Nagsasabi na si Patpat	<b>STORY:</b> Planetang Asul
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Height Chart: Gaano Ka Katangkad? (nonstandard units and tools)	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Who Has More: comparing up to quantities of 3 (2 groups only) Comparing Numbers: A Game for Partners (up to 3)	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Who Has More: comparing up to quantities of 3 (2 groups only) Comparing Numbers: A Game for Partners (up to 3)
<b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Playdough Numerals (1, 2, 3)</li> <li>• Number Stations (inch cubes or squares)</li> <li>• Number Books (squares)</li> <li>• Number Concentration (0-3)/ Number Lotto (0-3)</li> <li>• Fishing Game: Numbers (0-3)/ Bingo: Numbers (0-3)</li> </ul>	<b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Playdough Numerals (1, 2, 3)</li> <li>• Number Stations (inch cubes or squares)</li> <li>• Number Books (squares)</li> <li>• Number Snap (0-3)</li> <li>• Fishing Game: Numbers (0-3)/ Bingo: Numbers (0-3)</li> </ul>	<b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Comparing Numbers: A Game for Partners (up to 3)</li> <li>• Playdough Numerals (1, 2, 3)</li> <li>• Writing Paper s (1)</li> <li>• Number Snap (0-3)</li> <li>• Number Concentration (0-3)/ Number Lotto (0-3)</li> </ul>
<b>INDOOR ACTIVITY:</b> Move that Body PEHT p.55)	<b>INDOOR ACTIVITY:</b> Sabi ni Pedro PEHT p.51	• <b>OUTDOOR ACTIVITY:</b> Movement Exploration PEHTp.219
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine

THURSDAY	FRIDAY	NOTES
<b>CONTENT FOCUS:</b> I have a body.		
<b>MEETING TIME 1:</b> <b>Song:</b> Hokey Pokey/ Kanang Kamay <b>Message:</b> I use my hands for doing different things.  <b>Questions:</b> Why do you think we need a pair of hands for? How hard do you think it is to live without 1 or 2 hands?	<b>MEETING TIME 1:</b> <b>Song:</b> I Can Do Many Things PEHT p. 162 <b>Message:</b> I have 2 feet. I have five toes in each foot. My feet are connected to my legs I can move my feet in many ways.  <b>Questions:</b> Are all our feet the same? How are they the same? How are they different?	
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Hand Fan Hand Tracing/ Hand Printing  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Hand Shape Book</li> <li>• Body Lotto</li> <li>• Spot the Odd One Out ( shapes, designs)</li> <li>• Mini-book : I See Blue Things Around Me</li> <li>• Letter Lotto</li> <li>• Find a Match (Letters)</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Foot Tracing Foot Printing  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Hand Shape Book</li> <li>• Picture Memory Game</li> <li>• Spot the Odd One Out ( shapes, designs)</li> <li>• Letter Lotto</li> <li>• Find a Match (letters)</li> <li>• Writer's Workshop</li> </ul>	
<b>MEETING TIME 2:</b> <b>Poem:</b> One, Two, How Do You Do?	<b>MEETING TIME 2:</b> <b>Poem:</b> One, Two, How Do You Do? <i>Recite the poem in a round</i>	
<b>Supervised Recess</b>	<b>Supervised Recess</b>	
<b>Story:</b> Si Hinlalaki	<b>STORY:</b> I like Me	
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Classification: Colors <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Comparing Numbers: A Game for Partners (up to 3)</li> <li>• Playdough Numerals (1, 2, 3)</li> <li>• Writing Paper s (1)</li> <li>• Number Snap (0-3)</li> <li>• Number Concentration (0-3)/ Number Lotto (0-3)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Color Pattern (using red-blue-yellow) <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Classification: Colors</li> <li>• Comparing Numbers: A Game for Partners (up to 3)</li> <li>• Playdough Numerals (1, 2, 3)</li> <li>• Writing Paper s (1)</li> <li>• Fishing Game: Numbers (0-3)/ Bingo: Numbers (0-3)</li> </ul>	
<b>INDOOR/OUTDOOR ACTIVITY:</b> Circle Blind Guess	<b>INDOOR/OUTDOOR ACTIVITY:</b> Don't Touch PEHT p.53	
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	

## APPENDIX: WEEK 4

### A. THEME-RELATED ACTIVITIES

#### **Balangkas Ng Katawan Ko**

Objectives: Naipahahayag ang pagkamalikhain sa pagbawat sa papel ng bahagi ng katawan.

Natutukoy ang iba't-ibang bahagi ng katawan

Materials: papel na malapad, krayola o lapis, pandikit

Number of Players/Participants: 8 children

Procedure:

1. Ilatag ang papel sa sahig.
2. Pahigain ang bata sa papel.
3. Pasundan sa kaklase ang balangkas ng katawan ng batag nakahiga.
4. Pakulayan ang loob ng balangkas.
5. Ipagupit at ipadikit sa isang papel na may patigas.
6. Gawin ito sa lahat ng mga bata.
7. Sulatan ng pangalan ang bawat balangkas.
8. Paguhitan ang mata, ilong, at bibig ang mukha ng balangkas.
9. Maaring lagyan ng may-ari ang kanyang balangkas ng baro, kamiseta, ribbon sa ulo, o anumang bagay na mapagkakakilanlan sa kanya.
10. Ibitin sa dingding palibot sa silid aralan ang mga balangkas ng katawan.

#### **Body Tracing Poster: What's Inside Our Body?**

Objective/Competency: To identify the parts that is inside the body and their functions

Materials: half-sized manila paper, marking pen, paste/glue, cut out pictures of brain, heart, lungs, stomach, bones and muscles and word cards of these body parts

Number of Players/Participants: 8 children

Procedure:

1. Create a life size drawing of the body by tracing one of the members of the group.
2. The rest of the members of the group will paste the picture of internal body parts on the right spot with the word/name cards.
3. Let the children identify the function of each body part. (Example: heart - pumps blood through our body, lungs helps us to breathe, stomach turns food to energy, etc.)

#### **Playdough : My Body**

Objective/Competency: To identify the different body parts

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let the children form the whole body of a person.
3. Ask them to identify the different body parts as they create.

#### **Body Lotto**

Objective/Competency: body part recognition

Materials: body part lotto cards, individual body parts cards

Number of players/participant: 3-4 players or it can also be played by just one child

Procedure:

1. Distribute lotto cards and individual body part cards that correspond to the ones in the lotto card.
2. Ask children to match body parts.
3. Have them identify the body part as they match the cards.

#### **Hand Print**

Materials: paint, water, tissue paper, manila paper

Number of Players/Participants: 8 children

Procedure

1. Dilute paint in water.
2. Pour a small amount of this on paper plate.

- Put tissue paper on the paper plate. (This will prevent the paint from splashing once the children start dipping their hands into the paint.
- Have each child dip his hand into the paint then d let him stamp this on the manila paper.
- Ask the child to label her hand.
- Write the title " This my handprint !! "

### **Hand Tracing**

Objective/Competency: tracing

Materials. construction paper or bond paper, scissors, glue, manila paper

Procedure:

- Give each a child a piece of paper.
- Have him trace his hand on it.
- Teacher cuts this out.
- Ask children to glue their hand cut-out on manila paper.

### **Hand Fan**

Materials: pencil , crayons ,cardboard, popsicle stick

Number of Players/Participants: 8 children

Procedure:

- Help each child trace his/her hand on a cardboard.
- Cut the outline of the hand.
- Stick to this to a cardboard
- Have the child design his/her hand fan.

### **Hand Shape Book – I Feel With My Hands**

Objective/Competency: To identify things we can touch

Materials: 6-8 pages of ½ crosswise paper, pencils, crayons, stapler (Teacher writes the title on each of the booklets.)

Number of Players/Participants: 8 children

Procedure:

- Teacher traces the handprint of each child and cuts out at least 6-8 pages of that handprint. She staples the pages together.
- Let the children write their name on the cover page of the booklet.
- Ask each child to think of things that he can touch.
- For every page in the booklet, each child will draw an object that he can touch.
- Take down dictation as each child describes his drawing.

### **Foot Tracing**

Objective/Competency: tracing

Materials. construction paper or bond paper, scissors, glue, manila paper

Procedure:

- Give each a child a piece of paper.
- Have him trace his foot on it.
- Teacher cuts this out.
- Ask children to glue their hand cut-out on manila paper.

### **Foot Print**

Materials: paint, water, tissue paper, manila paper

Number of Players/Participants: 8 children

Procedure

- Dilute paint in water.
- Pour a small amount of this on paper plate.
- Put tissue paper on the paper plate. (This will prevent the paint from splashing once the children start dipping their hands into the paint.
- Have each child dip his hand into the paint then d let him stamp this on the manila paper.
- Ask the child to label her foot.
- Write the title " This my footprint !! "

## **B. OTHER MATH ACTIVITIES**

### **Block Play**

Objective: to explore the attributes of 3-dimensional or space figures  
to understand the relationship between figures  
to build structures using blocks

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

### **Same and Different (geometric figures/designs)**

Objective/ Competency: to identify similar objects

Materials: picture cards, category cards

Number of players/ participants: 2-4

Preparation: Prepare several cards with similar geometric figures/ designs as well as different geometric figures/ designs

Procedure:

1. Have each child pick out 2 picture cards and tell whether the pictures are the same or different from one another/
2. If they are the same, have him place this under the category card "SAME". Let the child explain why the geometric figures/designs are the same.
3. If the pictures are different from each other, have him place this under the category card "DIFFERENT".
4. Let the child explain why the geometric figures/designs are different from each other.

### **Blue Hunt**

Objective/Competency: color recognition

Materials: several blue objects, 1/8 manila paper, 1/4 newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to look for blue objects in the classroom.
2. Ask children to identify the objects that he/she found.
3. Have them draw the blue objects that they find in small strips of paper.
4. Paste this on 1/8 Manila paper.

### **Poster: Blue Things in the Classroom**

Objectives: color recognition

Materials: 1/4 manila paper, 1/6 newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to think of blue objects in their environment.
2. Ask each one to choose at least 2-3 blue objects they would like to draw.
3. Have them draw each blue object in a small strip of paper.
4. Paste these on the pages on the manila paper.
5. Show the poster to the whole class during Meeting Time.

### **Mini-book : I See Blue Things Around Me**

Objectives: color recognition

Materials: individual booklets, pencil, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Ask children to look for blue objects in the classroom.
2. Have them draw each of these objects on the pages of the booklet.
3. Let them label their drawings. Take down dictation as needed.

**Classification: Color**

Objective: to classify objects according to color

Materials: objects of different colors: red, blue and yellow  
3 boxes, 1 labeled RED, 1 labeled BLUE, 1 labeled YELLOW

No. of Participants: 1-4

Procedure:

1. Children are given a junk box filled with objects that come in 3 colors: red, blue and yellow.
2. Children determine which box to place each object in depending on its color

**Color Pattern: Red-Blue-Yellow**

Objective: to extend and reproduce a pattern

Materials: block or cards of 3 different colors: red, blue and yellow

No. of Participants: 2-4

Procedure:

1. Children take turns using the blocks or card to make color patterns.
2. Other children in the group reproduce or extend the pattern made

**Shape Lotto**

Objective: to match shapes of the same color

Materials: playing board with drawings of different shapes, calling cards with shapes that match  
playing board

Procedure:

1. Make some boards with shapes drawn on them and cut some shapes out card to match.
2. Teacher holds up each shape in turn for the players to claim.
3. Continue until someone fills up his or her board.

**Shape Puzzles**

Objective/Competency: fine motor coordination; shape recognition

Materials: 6-8 sets of shape puzzles

Preparation: Make shape boards cut out in 3-4 puzzle pieces.

Number of Players/Participants: 2-4 children

Procedure:

1. Distribute one set of shape puzzle to each child.
2. Have him assemble the pieces to form a shape.
3. Ask him to draw each shape he has formed on his paper.

**Spot the Odd Out (geometric figures and designs)**

Objective/Competency: To identify the picture that does not belong in a given series

Materials: picture cards shapes and designs, counters

Participants: 8 children

Procedure:

1. Distribute "a spot the odd one out card" to each child.
2. Let him identify the picture in the cards.
3. Ask each child to put a counter over the picture that is different from the rest.

**Who Has More?**

Objective: to compare quantities up to 3

Materials: assorted materials such as toothpicks, buttons, marbles

No. of Participants: 1 or more

Procedure:

1. Put out about three saucers, each with a different number of things in, for example, three peas, two pebbles, one marble.
2. The child points at two saucers and chooses without counting out, which has more.
3. 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 three big things and three 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.

### **Playdough Numerals (1-3)**

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

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 and 3.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

### **Writing Papers (1)**

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 participants: individual

Procedure:

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

### **Number Stations (quantities of 3)**

Objective/Competency: To count up to quantities of 3  
To see that despite differences in appearance quantities remain the same (conservation)  
To develop fine motor coordination

Materials: 1"x1" pieces of squares or inch cubes

Number of Players/Participants: 8 children

Procedure:

1. Teacher chooses a number to work with for the day, in this case 3.
2. Children work together exploring a given quantity of toothpicks, in this case 3, 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 (quantities of 3)**

Objective/Competency: To use numerals to describe and record quantities

Materials: 1"x1" pieces of squares

Procedure:

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

Variation: 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 (e.g. 3 pairs of shoes, 3 bottles of juice)

### **Number Lotto**

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: lotto boards, 2 sets of number cards, 0-3

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 the number cards and players have to shout out the name of the number in order to claim it to put on their board.

### **Number Concentration**

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-3

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.

### **Fishing Game: Numbers**

Objective: to recognize and identify numerals

Number of Players/ Participants: 2-4

Materials: fish cut-outs (that have the numbers 0-3 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.

### **Bingo: Numbers (0-3)**

Objective: to match numerals

Number of Players/ Participants: 2-4

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.

### **Number Snap**

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 3 sets of number cards, 0-3

Procedure:

1. Shuffle and deal the cards.
2. The players take it in turns to turn over their top card.
3. If two matching cards are turned over, the first player to shout "snap" wins both the piles concerned.
4. Continue until only one player is left.

Variation: Make a set of cards with the numbers shown in different ways.

### **Height Chart: Gaano Ka Katangkad**

Objective: to measure height using nonstandard units and tools

Number of players/ participants: 6-8 at a time

Materials: strips of old newspaper about 1 inch thick                      glue                      Manila paper

Procedure:

1. Ask the children to form a line from shortest to tallest. Encourage them to compare heights among themselves
2. Children get strips of newspaper and glue about 2 or more strips together.
3. By pairs, children measure each other's height using the newspaper strips.



4. Glue the newspaper strips on the sheet of Manila paper from shortest to longest. Label the strip with each child's name.
5. Now compare the result of the Height Chart with the results of the discussion earlier when the children formed a line.

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

#### **Writer's Workshop**

Objective/Competency: to develop expressing language skills

Materials: individual booklets, pencil, crayons or markers

Number of Players/Participants: any number

Procedure:

1. Distribute individual booklets or loose pages to each child.
2. Have him draw on the pages of this booklet.
3. Let him color his work.
4. Ask him to write/dictate to you the title of his story.

Note: In the initial stages of writer's workshop, the child must be allowed to draw whatever he wants on the pages of this booklet. Have him tell you what he drew and take down dictation as needed OR if the child can already write letters, encourage him to write key words to describe what he drew.

As the child gains more confidence in writing, he can be encouraged to write his own stories. It could be about a personal experience or something he read about or an original one. Have him think about what happens in the beginning, middle and end of his story.

Writer's Workshop must be done at least 3x a week.

#### **Lit-based Activity: Name the Body Part**

Objective/Competency: To make personal connections

Materials: ½ sheet crosswise white paper, pencils, crayons

Number of Players/Participants: 10 children

Procedure:

1. Ask the children to give one body part mentioned in the story and tell us what that body part can do.
2. Give each child a piece of paper and ask him to draw his answer
3. Take down dictation as needed.
4. Compile the stories and make it into a book. Write the title of the book.

#### **Letter Lotto**

Objective/Competency: letter recognition

Materials: lotto cards

Number of players/participant: 3-4 players or it can also be played by just one child

Procedure:

1. Distribute lotto cards and individual letter cards that correspond with the letters on the lotto cards.
2. Students match individual letter cards with the letters on the lotto board.
3. Students exchange cards after. Give each child a chance with all the lotto cards.

Variation : You can do this for lower case letters as well. At a later stage of the school year, you may also provide upper/lower case lotto where children will match upper and lower case letters instead of just matching identical letters.

#### **Find a Match (letters)**

Objective/Competency: matching letters

Materials: 15 pairs of identical letters

Number of players/participant: 3-4 players or it can also be played by just one child

Procedure:

1. Spread individual letter cards upside down on the table (or floor) .
2. Each one in the group takes turns looking for pairs of identical letters.
3. As each one picks a pair, the group sounds out the letter, give its letter name and thinks of one word that begins with this particular letter.

### **Picture Memory Game**

Objective: to match identical pictures

Material : 10 pairs of upper case letters

Number of players/participant: 5-6

Procedure:

1. Place all cards on the table face down.
2. Each player turns over two cards during his turn. If he gets a pair of identical picture cards, he gets to keep the pair and takes another turn.
3. If the picture cards do not match, the player puts back the cards into their original places.
4. The player who is able to get the most number of pairs wins the game.

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

#### **My Toes, My Knees, My Shoulders, My Head**

My toes, my knees, my shoulders, my head (3x)  
Let's clap our hands together.

#### **Head, Shoulders, Knees And Toes**

Head, shoulders, knees and toes  
Knees and toes  
Head, shoulders, knees and toes  
Knees and toes  
Eyes and ears and mouth and nose  
Head, shoulders, knees and toes  
Knees and toes

#### **Reaching with my Arms**

I reach with my one arm, then with the **other**  
I reach for my sister, I reach for my **brother**,  
I reach for my ceiling, I reach for the **wall**,  
I reach for so many things, I reach for them **all**.

#### **Hokey, Pokey**

Put your right hand in  
Put your right hand out  
Put your right hand in  
And shake it all about  
And do the hokey, pokey  
And you turn yourself around  
That's what it's all about.

Change right hand with: left hand, right foot, left foot, head, body

#### **Everybody Do This...Just Like This**

Everybody do this, do this, do this (2x)  
Just like this.

*Teacher makes a body movement, example, clapping hands, and the children imitate her while they are singing.*

#### **Paa, Tuhod, Balikat, Ulo**

Paa, tuhod, balikat, ulo (3x)  
Magpalakpakan tayo.

#### **Sampung Mga Daliri**

Sampung mga daliri  
Kamay at paa  
Dalawang tainga  
Dalawang mata  
Ilong na maganda

#### **The Two Parts Of Me**

I have two hands to clap (clap) when I am happy,  
I have two lungs to breath (take a deep breath) for me to live,  
I have two eyes to see (point to eyes)the beauty that surrounds me,  
I have two legs to run and jump (jog in place) with playmates,  
I have two ears to hear (cup hands to ears) what teacher will tell me

#### **Kanang Kamay**

Kanang kamay  
Sa harap ilagay  
Kanang kamay sa likod  
Kanang kamay  
Sa harap ilagay  
Kumendeng-kendeng at umikot-ikot

Baguhin ang kanang kamay nang: kaliwang kamay, kanang paa, kaliwang paa, ulo, buong katawan

BATANG MUNTI	BISIG	BALIKAT	BUHOK
Ako'y batang munti Na may laging mithi Maganda ang ugali Mabuti ang gawi Kahit batang munti	Itong ating bisig Matatag, makisig Kung magkakabigkis Lahat makakamit Dito sa daigdig	Sukatan ng lakas Ang ating balikat Kung may binubuhat Bagay na mabigat Dito sumasadlak	Itong ating buhok Tuwid man o kulot Sa ulo ay suklob Pampagandang lubos Kaloob ng Diyos

**Instructions for Meeting Time 2**

*Starting this week you will start introducing rhyming poems, songs and jingles for rhyme play. Every week, try to introduce 1-2 rhymes that children can learn well. In introducing a new poem or song, first read or recite it for the children first, emphasizing its rhythm and exaggerating its rhymes. Then have children repeat each line in unison.*

*Introduce the following variations when reciting the poems.*

*Recite the poem in whispers but say the rhyming words aloud.*

*Recite the poem in very loud voices, but whisper the rhyming words.*

*Recite the poem in crescendoing voices, getting louder and louder as you go.*

*Recite the poem in decrescendoing voices, getting softer and softer as you go.*

*Recite the poem in a round.*

*Seat the children in a circle and ask them to recite successive lines of the poem, one at a time, in turn.*

*Seat the children in a circle, and ask them to recite successive words of the poem one at a time, in turn.*

*Source: Phonemic Awareness in Young children by Marilyn Adams, Barbara Foorman, Ingvar Lundberg and Terri Beeler*

**One, Two, How do you do ? (POEM)**

1,2, how do you do ?

1,2,3, clap with me

1,2,3,4, jump on the floor

1,2,3,4,5, look bright and alive

1,2,3,4, 5,6, your shoe to fix

1,2,3,4,5,6,7, to look up to heaven

1,2,3,4,5,6,7,8, draw a round plate

1,2,3,4,5,6,7,8,9, get in line.

**E. INDOOR/OUTDOOR GAMES**

**Move That Body**

Objective/Competency: To demonstrate movement of different body parts

Materials: CD player, CD (music)

Procedure:

- Children and teacher do deep breathing and other simple stretching exercises to loosen tight muscles, concentrating on certain body parts. Example: hand, feet, head
- The teacher starts the music and tells the children: "Move your hand...feet...etc" in any way you want.
- Children move their body parts with music.
- End the activity with deep-breathing exercise.

(Note: Direction of the movement varies – example: up and down, back and forth, etc. The quality of movement can also be varied – example: slow and fast, quiet and loud, light and heavy, happy and sad. Different kinds of music can be used in various movements.)

**Sabi ni Pedro**

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

Materials: wala

Number of Players/Participants: buong klase

Procedure:

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

**Circle Blind Guess**

Arrange all but one of the group of players in a single circle, players, holding hands and facing in. Appoint the extra player X, blindfold him and place him in the center of the circle. At a signal, X runs after the players in the circle, attempting to catch one. The circle may move to prevent X from catching one of its members, accommodating its movements to those of X. The players, however, must continue clasping each others hands. The chase continues until a player, attempting to discover who he is. He has two guesses as to reveal the identity of the caught player. If he fails, he remains X and returns to the center of the circle. At another signal, the game is restated. If he succeeds in identifying the player, the two exchange offices and the game continues.

**Movement Exploration (PEHT p. 219)****Don't Touch (PEHT p. 53)**

