

# KINDERGARTEN CLASS SECOND GRADING DAILY PLANS

WEEK 19: \_\_\_\_\_

Monday	Tuesday	Wednesday
<b>CONTENT FOCUS:</b> Families care for and love one another. They show this in many different ways. ⇒ Family members help one another. ⇒ Family members often teach one another new things.		
<b>MEETING TIME 1:</b> <b>Message:</b> Families care for and love one another. They show this in many different ways. <b>Questions:</b> How do you show your parents that you love them ? What do you do for them ? What do you enjoy doing with them ?	<b>MEETING TIME 1:</b> <b>Message:</b> Family members help one another with household chores. <b>Questions:</b> What household chores do you do at home ? Who helps you with it ?	<b>MEETING TIME 1:</b> <b>Message:</b> Parents and older members of the family take care of the younger ones. ⇒ They attend to their personal needs e.g. bathing, feeding ⇒ They help children with school needs. <b>Questions:</b> Who helps you at home ? What do they do for you ?
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Family Tree <b>Independent:</b> <ul style="list-style-type: none"> <li>What I Like About My Family</li> <li>CVC Word Lotto/Word Match</li> <li>Go Fish Game (letters)</li> <li>Dramatic Play /Playdough</li> <li>Writer's Workshop</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> 3-Word Building Game; Word Family Posters <b>Independent:</b> <ul style="list-style-type: none"> <li>Shape Frames: Helping at Home</li> <li>What I Like About My Family</li> <li>CVC Word Spinner</li> <li>Dramatic Play /Playdough</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> CVC Call Out <b>Independent:</b> <ul style="list-style-type: none"> <li>Drawing: Sa Aming Tahanan</li> <li>CVC Go Fish /CVC Spinner</li> <li>Puzzles/Lacing Cards</li> <li>Dramatic Play/Playdough</li> </ul>
<b>MEETING TIME 2:</b> Song " Families Do Things Together " Talk about things that their families do together. List key words on the board e.g. play, eat, work	<b>MEETING TIME 2:</b> Show collage that they made during work period. Invite a few children to talk about ways they help family members at home.	<b>MEETING TIME 2:</b> Song : " Helping Hands" Continue discussing ways family members help one another.
<b>Supervised Recess</b>	<b>Supervised Recess</b>	<b>Supervised Recess</b>
<b>STORY:</b> Chenelyn! Chenelyn!	<b>STORY:</b> Bruha-ha-haha- Bruhihihih	<b>STORY:</b> Hindi Na Ako Uulit –PEHT pp 204-206
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Lift the Bowl (connecting; up to quantities of 6) <b>Independent:</b> <ul style="list-style-type: none"> <li>Block Play: Building Houses</li> <li>Playdough Numerals</li> <li>Go 6/Draw 6/ Find 6/ 6 Concentration</li> <li>It's A Match/ Mixed Up Numbers (1-6)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Lift the Bowl (connecting; up to quantities of 6) <b>Independent:</b> <ul style="list-style-type: none"> <li>Block Play: Building Houses</li> <li>Playdough Numerals</li> <li>Go 6/ Draw 6/Find 6/ 6 Concentration</li> <li>It's a Match/ Mixed Up Numbers (1-6)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Lining Up Family Members <b>Independent:</b> <ul style="list-style-type: none"> <li>Subtraction Cards (2-6)</li> <li>Bingo: Addition (0-6)/ Bingo: Subtraction (0-6)</li> <li>Go 6/ Draw 6/ Find 6/ 6 Concentration</li> <li>Writing Numerals (0, 1, 2, 3, 4, 5, 6)</li> <li>Hand Game/Lift the Bowl worksheets (quantities of 6)</li> </ul>
<b>INDOOR/OUTDOOR ACTIVITY:</b> Hot Potato	<b>INDOOR/OUTDOOR ACTIVITY:</b> Move Around the Hoop	<b>INDOOR/OUTDOOR ACTIVITY:</b> Ako ay Kapitbahay
<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>		
<b>MEETING TIME 1:</b> <b>Message:</b> Family members comfort each other when they are unhappy or have difficulties.  <b>Questions:</b> How does a family member cheer you up when you are sad or scared ?  How do you cheer up other family members when they are sad ?	<b>MEETING TIME 1:</b> <b>Message:</b> Family members are often the first ones to teach us important things. e.g. caring for our body, follow rules  <b>Questions:</b>  What are the things that you have learned from family members ?	
<b>WORK PERIOD 1</b> <b>Teacher-Supervised: CVC Spelling</b>  <b>Independent:</b> <ul style="list-style-type: none"> <li>Family Album: Family Activities/Celebrations</li> <li>Spot the odd word</li> <li>CVC Domino</li> <li>CVC Booklets</li> <li>Block Play</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Spell A New Word Family Mobiles: Things I Learned from my Family <b>Independent:</b> <ul style="list-style-type: none"> <li>CVC Domino</li> <li>CVC Booklets</li> <li>Block Play</li> <li>Writer's Workshop</li> </ul>	
<b>Supervised Recess</b>	<b>Supervised Recess</b>	
<b>STORY:</b> Araw ng Palenke	<b>STORY:</b> Pambihirang Buhok ni Lola	
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Hand game (up to quantities of 6; writing number sentences) <b>Independent:</b> <ul style="list-style-type: none"> <li>Block Play</li> <li>Counting Boards (quantities of 6)</li> <li>Subtraction Cards (2-6)</li> <li>Bingo: Addition/ Subtraction (0-6)</li> <li>Go 6/ Draw 6/ Find 6/ 6 Concentration</li> <li>Writing Numerals (0, 1, 2, 3, 4, 5, 6)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Lift the bowl (up to quantities of 6; writing number sentences) <b>Independent:</b> <ul style="list-style-type: none"> <li>Block Play</li> <li>Counting Boards (quantities of 6)</li> <li>Subtraction Cards (2-6)</li> <li>Bingo: Addition/ Subtraction (0-6)</li> <li>Go 6/ Draw 6/ Find 6/ 6 Concentration</li> <li>Don't Rock the Boat</li> </ul>	
<b>INDOOR/OUTDOOR ACTIVITY:</b> Catch IT!	<b>INDOOR/OUTDOOR ACTIVITY:</b> Chain Game	
<b>MEETING TIME 3:</b> Dismissal Routine Catch IT!	<b>MEETING TIME 3:</b> Dismissal Routine	

## **APPENDIX: WEEK 19**

### **SMALL GROUP ACTIVITIES**

#### **A. THEME RELATED ACTIVITIES**

##### **Shape Frames: Helping at Home**

Objective/Competency: strengthen eye-hand coordination ; identify ways one can help at home

Materials: large shape cut-outs, crayons or colored markers, glue or paste

Number of players/participants: 6-8

Procedure:

1. Have the children draw pictures of how they help their families at home inside the shape cut-outs.
2. Let them glue their drawings on manila or kraft paper.

##### **Family Tree**

Materials: construction paper, crayons, string/yarn/ribbon; colored markers/crayons, pencil

Participants: 8 children

Procedure:

1. Distribute 1/8 bond paper or newsprint and construction paper with a drawing of a tree to each child in the group
2. Ask students to draw their family members on the bond paper/newsprint.
3. Let them paste the pictures on the tree. Have them paste the pictures of the parents on top while the siblings below his parents.

##### **Family Album: Family Activities/Celebrations**

Materials:

Number of participants:

Procedure:

1. Ask children to draw pictures of how their families celebrate birthdays, fiestas, Christmas, or what family activities they do together.
2. Use open-ended statements, such as "Tell me about this" or "Tell me what the people are doing" to elicit descriptions.
3. Suggest that children talk about why the occasion was special and about their role in the celebration.
4. Other children could find out from classmates about similar celebrations in their families.
  - a.
  - b. During these latter discussions focus both on similarities and differences.

##### **What I Like About My Family**

Objective: to draw/write about their families

Materials: crayons/colored paper, bond or construction paper

Number of players/participants: any number

Procedure:

1. Have children fold the bond paper into two (crosswise)
2. On the flap page, have the children draw a family portrait.
3. On the inside page, have children draw the different things they like about their family.

##### **Family Mobiles: Things I Learned from my Family**

Materials: crayons/colored paper, bond or construction paper, barbecue sticks, yarn

Number of players/participants: 6-8 participants

Procedure:

1. Have the children draw pictures of the different things family members have taught them to do e.g. eat, bathe, prepare food etc.
2. Let them color and label their drawing
3. Hang the drawing using yarn on the barbecue stick or hanger.

##### **Drawing: Sa Aming Tahanan**

Materials: strips of colored or construction paper, glue, crayons/colored marker

Number of players/participants: any number

Procedure:

Have children make a collage of how their family work together and help each other at various tasks like cooking, cleaning

## **B. OTHER LANGUAGE ARTS ACTIVITIES**

**CVC Word Lotto/Word Match (same as Letter Lotto but replace with CVC words that can be formed from the letters b,s,e,i,n, t, c,p,o,g,u)**

**CVC Domino (same as Letter Domino but replace with CVC words that can be formed from the letters b,s,e,i,n, t, c,p,o,g,u)**

**CVC Sound Call Out (same as Letter Call out or bingo but replace with CVC words that can be formed from the letters b,s,e,i,n, t, c,p,o,g,u)**

\_Variation : Teacher sounds out letters of the CVC word instead of showing children the CVC card

### **CVC Word Spinner**

Objectives: blend 3-letter sounds

Materials: CVC spinner

How to prepare: Make a big spinner on which you will write the chunks or rimes. Cut the spinner into 8 parts.

Write the following chunks or rimes on each: an,ap,an,em, et, en, in, it. Then make a smaller spinner on which you will put the letters.

Cut the spinner into 8 parts. Write the following letters: m,t,f,n,s,p, b,c . Put the small spinner on top of big spinner.

Number of participants: 6-8 players

Procedure: At each turn, let a child turn the spinner. Have him/her blend the onset ( letter on the smaller spinner) and the rime or chunk on the bigger spinner

### **CVC Spelling**

Objective: segment sounds to spell words

Materials : paper, pencil

Number of participants: half of the class

Procedure:

1. Explain that you are going to play a spelling game.
2. Give your child a piece of lined paper.
3. Explain that she should say the sounds as she writes the letters.
4. Have her spell 3-letter words that can be formed from the target letters the past 3 weeks.

### **CVC Flip Books**

Objective: form CVC words

Materials : flip cards, markers or pencil

On the right hand side on an index card, write a chunk you are working on. Punch a hole in the top center of the left hand side

where the chunk is not written. Cut several other index cards apart, sized so that when you write a letter or two on them and line them up

with the chunk, they will form a word. Punch holes in the top center of the smaller pieces and put a binder ring through all the holes

(the one of the left side of the chunk card and the ones on smaller cards to form a flip book. See illustration below:

Number of participants: 8-10 students

Procedure:

1. Use the flip book to make different words using the target rime or chunk e.g –at, -an
2. Flip the attached letter cards to see which letters can be combined with the target rime or chunk to form a new word.

**Source: Reading and Writing in Kindergarten by Rosalie Franzese**

### **3-Word Building Game** – cluster of letters: o, u, i, n, t, b, c, p, g (refer to instructions on appendix 14 and 17)

#### **Spell a New Word**

Objective: segment sounds to spell words

Materials : word puzzles inside each envelope Cut up word puzzles ahead of time. Write the name of each puzzle on the inside flap of the envelope.

Store puzzles in envelopes.

Number of participants: 8-10 students

Procedure:

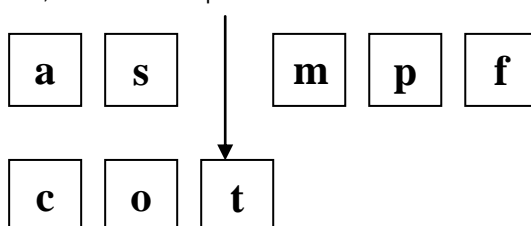
1. Lay out the sound pictures.



2. Hold the calling card in your hand so that your child cannot see the answers.

<b>cot</b>	<b>cat</b>
<b>pot</b>	<b>sat</b>
<b>pat</b>	<b>sap</b>
<b>fat</b>	<b>tap</b>
<b>mat</b>	<b>cap</b>

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



#### **Poster: Word Family for rimes -en, -et,**

Objectives: blend 3-letter sounds to form words

Materials: manila paper, markers, strips of paper

Number of players/participants: 6-8

Procedure:

1. Make a poster for each word family.
2. Have children list down words belonging to each word family on small strips of paper
3. Let them paste these words on the appropriate poster.

#### **CVC Go Fish Game**

Objectives:

Materials: pairs of the following words (mat, cat, sat, bat, fat, hat, pat, rat, man, ban, can, fan, pan, ran, van, tan)

Number of players/participants:

Procedure:

1. Deal out the six cards each face down.
2. Each player keeps his/her cards concealed. The remaining cards stay in a fish pile in the center of the table.
3. Players find any CVC word pairs in his/her cards, reads the word and places the pair on the table.
4. At each turn, player now tries to make pairs by asking the other for a word pair. For example, do you have a mat “  
If he has it, he has to hand it over to the player.
5. If he does not have the letter being asked for, he says “No I don't , go fish”.
6. The player now takes the top card from the fish pile. If he finds a pair, he places them down. If he doesn't then the next player takes his turn.
7. The winner is the player with the most number of pairs.

### **Spot the Odd Word**

Objectives: to discriminate between words

Materials: spot the odd one out word cards

Number of players/participants: 4-6

Procedure:

Students place a marker on the word that is different from the words on the strip.

## **C. 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)

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 (0-6)**

Objective/Competency: To identify the numerals 0, 1, 2, 3, 4, 5 and 6

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 0, 1, 2, 3, 4, 5 and 6.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

### **Writing Numerals (0,1, 2, 3, 4, 5, 6)**

Objective: to write numerals

Materials: lined paper (blue-red-blue lines) numeral cards

Preparation: Draw the numerals on a piece of card board. The first part of the numeral is drawn with the purple crayon and the second part with green. The purple and green marks will help children determine which stroke to do first.

1. Provide each child with numeral cards and lined paper.
2. Let each child practice writing the numerals on lined paper.

### **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 -6

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

### **Mixed Up Numbers**

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

Players: small group

Materials: vocabulary cards of number words (1-6)

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.

Variation: Distribute the cards to the children. Call one of the word names. A student with the corresponding card is invited to stand. "Neighbors" – those whose numbers are one less or one more than this student's – are then invited to join in. Continue until all are standing in the appropriate number.

### **Draw 6**

Objective : to explore different combinations that make 6

Materials : 4 sets of numeral cards (0 –6)

No. of players / participants: 3- 5 players

Procedure

1. One card is drawn from the deck and is set aside throughout the game, so that there will be an odd card without a mate at the end of the game. All the other cards are dealt.
2. Each player goes through the cards received trying to find pairs that make 6. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding her cards like a fan and letting the person to her left draw one of them without looking at them. If the person who draws the card can use it to make 6 with one of the cards in her hand, she discards the pair in the middle of the table. If she cannot use it, she has to keep it. She then holds all her cards like a fan so that the person to her left can draw one of them by chance.
4. Play continues until one person is left holding the odd card and loses the game.

### **6 Concentration**

Objective: to explore different combinations that make 6

Materials: 4 sets of numeral cards (0-6)

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 6. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person who collects the greatest number of pairs is the winner.

### **Find 6**

Objective: to explore different combinations that make 6

Materials : 4 sets of numeral cards (0-6)

No. of players / participants : 3-5 players

Procedure

4. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.
5. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 6, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.

6. The player who collects the most number of pairs wins.

### **Go 6**

Objective: to explore different combinations that make 6

Materials: 4 sets of numeral cards (0-6)

Procedure:

1. All the cards are dealt.
2. The players take turns asking specific people for specific cards in a way similar to the card game Go Fish. For example, John may say to Carol do you have a 1 ?" If Carol has a 1, she has to give it up to John. John then lays this 1 and a 5 in front of himself, face up.  
A player can continue asking for a card as long as he gets the card he requested. If he does not get the card he asked for, the turn passes to the person who said, "I don't have it."
3. The person who makes the greatest number of pairs is the winner.

### **Subtraction Cards**

Objective: to subtract quantities up to 6

Materials: subtraction cards, counters

No. of Participants: 1-4

Procedure:

1. Teacher reads the total on the card, in this case 6.
2. Children get 6 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "five"
5. Teacher shows the group the five remaining dots on the subtraction card.

### **Bingo: Addition (up to quantities of 6)**

Objective: To match an addition fact with its correct sum

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

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.

### **Bingo: Subtraction (up to quantities of 6)**

Objective: To practice subtraction up to quantities of 6

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

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.

### **☺ Counting Boards (concrete, up to quantities of 6)**

Objective: to explore different combinations that make 6

Materials: counting boards & counters (example: webs & spiders, rivers & fish, stores & hats, tables & chairs, sinks & plates)

Procedure:

1. Give each child one counting board.
2. Have the children take the number of counters being worked with for the day and decide what they want to represent.
3. Take turns in telling a story to go with the counters.

Ex: Three fish were swimming. Three more came. That makes six fish swimming.

I saw seven mangoes in the tree. I climbed the tree and got two mangoes. Five mangoes were left.

### **Lift The Bowl (connecting, up to quantities of 6)**

Objective: to explore different combinations that make a given quantity

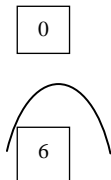
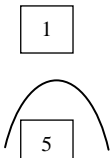
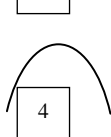
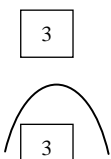
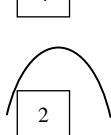
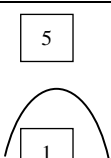
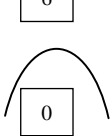


Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

No. of Participants: small group

Procedure:

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

Teacher says:		Children say:	Teacher places these cards on the Lift the Bowl counting board
"Place six blocks under the bowl."		"None and six is six." or "Zero and six is six."	
"Place one block on the bowl."		"One and five is six."	
"Place two blocks on the bowl."		"Two and four is six."	
"Place three blocks on the bowl."		"Three and three is six."	
"Place four blocks on the bowl."		"Four and two is six."	
"Place five blocks on the bowl."		"Five and one is six."	
"Place six blocks on the bowl."		"Six and none is six." or "Six and zero is six."	

### **Hand Game (writing number sentences, up to quantities of 6)**

Objective: to explore different combinations that makes a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks      numeral cards      work mats

Number of Players/Participants: 8 children

Procedure:

- Children work in small groups.
- Teacher gives each child a given quantity of sticks, for example 3.
- Children separate counters in different ways and verbalize the combinations that result.
- Children write a number sentence to represent number combinations.

Teacher says:		Children say:	Children write:
"Place six sticks in your right hand."		"None and six is six." or "Zero and six is six."	$0 + 6 = 6$
"Place one stick in your left hand."		"One and five is six."	$1 + 5 = 6$
"Place one more stick in your left hand."		"Two and four is six."	$2 + 4 = 6$
"Place one more stick in your left hand."		"Three and three is six."	$3 + 3 = 6$
"Place one more stick in your left hand."		"Four and two is six."	$4 + 2 = 6$
"Place one more stick in your left hand."		"Five and one is six."	$5 + 1 = 6$
"Place one more stick in your left hand."		"Six and none is six." or "Six and zero is six."	$6 + 0 = 6$

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

#### **Lift The Bowl (writing number sentences; up to quantities of 6)**

Objective: to explore different combinations that makes a given quantity

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

Number of Players/Participants: 8 children

Procedure:

1. Game proceeds as Hand Game but bowls are used for separating quantities.
2. Children write a number sentence to represent number combinations.

Teacher says:		Children say:	Children write:
"Place six blocks under the bowl."		"None and six is six." or "Zero and six is six."	$\begin{array}{r} 0 \\ +6 \\ \hline 6 \end{array}$
"Place one block on the bowl."		"One and five is six."	$\begin{array}{r} 1 \\ +5 \\ \hline 6 \end{array}$
"Place two blocks on the bowl."		"Two and four is six."	$\begin{array}{r} 2 \\ +4 \\ \hline 6 \end{array}$
"Place three blocks on the bowl."		"Three and three is six."	$\begin{array}{r} 3 \\ +3 \\ \hline 6 \end{array}$
"Place four blocks on the bowl."		"Four and two is six."	$\begin{array}{r} 4 \\ +2 \\ \hline 6 \end{array}$

"Place five blocks on the bowl."		"Five and one is six."	$\begin{array}{r} 5 \\ +1 \\ \hline 6 \end{array}$
"Place six blocks on the bowl."		"Six and none is six." or "Six and zero is six."	$\begin{array}{r} 6 \\ +0 \\ \hline 6 \end{array}$

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

#### D. SONGS/POEMS/ RHYMES

<p><b>Helping Hands</b>  Helping Hands  I'm a good helper  Yes I am  Here is one hand,  Here is the other,  When I see work piled up  Hear me shout  I'll use my hands to help out!</p>	<p><b>Sound It Out</b>  (tune: If you're happy and you know it)  If you have a new word sound it out ( /m/ /a/ /t/ )  If you have a new word walk. At first, an adult should lead the "chain," but in about thirty seconds a child should take over the lead. Every thirty seconds give another child a turn to lead until all of the children have had a chance. Before trying this outdoor activities and movement game, make sure that children understand certain basics about the safety - such as the importance of not running, not pulling on the string, and not attempting anything that the entire group cannot do.  sound it out ( /m/ /a/ /t/ )  If you have a new word</p> <p>Slowly say the word  If you have a new word walk. At first, an adult should lead the "chain," but in about thirty seconds a child should take over the lead. Every thirty seconds give another child a turn to lead until all of the children have had a chance. Before trying this outdoor activities and movement game, make sure that children understand certain basics about the safety - such as the importance of not running, not pulling on the string, and not attempting anything that the entire group cannot do.  Sound it out ( /m/ /a/ /t/ )</p>
<p><b>Families do Things Together</b>  (tune: The More We Get Together)  Families Together  Families do things together, together, together Families do things together</p> <p>For your family likes to _____.  My family likes to _____.  The more we do things together, together, together  The more we do things together  the happier we are!</p>	
<p><b>Brother, Sister, Help Me Do</b></p> <p>Brother, Brother, help me do  Pick up sticks and branches too.  When we work the pile will grow  Now, let's count them row by row  1,2,3,4,5,6,7,8,9,10.</p> <p>Sister, sister, help me do  Get the brooms and dustpans too.  Come let's sweep and clean our room  Check the books for paper torn  1,2,3,4,5,6,7,8,9,10.</p>	<p><b>Ako ay Kapitbahay</b></p> <p>Ako ay Kapitbahay  Kapitbahay niyo  Laging handing tumulong sa inyo  Kilala niyo ako  Kilala niyo  Ako ay kapitbahay  Kapitbahay ninyo</p>

## **E. INDOOR/OUTDOOR GAMES**

### **Hot Potato**

Materials: Medium size playground ball.

Direction: Put a medium sized ball in the center of a circle along with a child chosen to be 'it'. The child who is 'it' pushes the ball with his or her feet, trying to get it out of the circle. The other children try to stop the ball with their feet. Once the ball is out, another leader is chosen. The ball is called the 'hot potato' and the children will enjoy trying to keep it in the 'oven'.

### **Move around the Hoop**

Materials: Different colored hoops, an open area and drum or tambour.

Direction: Let the children warm up in an open area. Give the children different ideas for moving around - walk, hop, skip, run, walk sideways, run, backwards and so on. Place lots of different colored hoops around the open space. Demonstrate to the children how to walk or run around without touching the hoops. Intersperse these instructions with 'stand in groups of two in red hoops' or 'three people go into each green hoop' and so on.

Get the children to listen to the next instruction using a tambour, beat the drum or clap your hands, the children stop and listen for the next step. For example, put your hand in a hoop, put your foot in a hoop. Make it more complex by adding colors and numbers. For example, put one knee in a red hoop, put four fingers in a yellow hoop and so on.

### **Mother May I? (see appendix of Week 18)**

### **Catch It !**

Direction: Have a group of children sit in a circle with one child in the middle. Give the children in the circle a ball and challenge them to catch the "fish," or the child in the center. To catch him, they need to roll the ball lightly and hit him, while he tries to avoid the ball. The child who finally catches the fish becomes the new fish, and the game starts anew.

### **Chain Game**

Direction: Let the children form a long line and provide a string for them to hold. Tell the children that they will be following a leader and doing everything that the leader does. For example, the leader might wave her hands over her head, march like a marching band, or jump over a crack in the sidewalk. At first, an adult should lead the "chain," but in about thirty seconds a child should take over the lead. Every thirty seconds give another child a turn to lead until all of the children have had a chance. Before trying this outdoor activities and movement game, make sure that children understand certain basics about the safety - such as the importance of not running, not pulling on the string, and not attempting anything that the entire group cannot do.