

**KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS**  
**WEEK 38:**

Monday	Tuesday	Wednesday
<b>MEETING TIME 1:</b> <b>Message:</b> People in the community must care for children. They need special care and attention  <b>Question:</b> : In what way can older people care for the children in homes, schools and communities?	<b>MEETING TIME 1:</b> <b>Message:</b> Children need to be loved and cared for by their parents.  <b>Question:</b> How do my parents show their love for their children?	<b>MEETING TIME 1:</b> <b>Message:</b> Sometimes families need other people to help them provide for the things that their children need .  <b>Question:</b> Who are the people who help me and my family?
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Collage: A Child Needs  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Dramatic Play/Block Play</li> <li>• Poster : How can older people take care of children in the community?</li> <li>• Odd One Out</li> <li>• Year-end assessment task</li> <li>• Writer's Workshop</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Children's Mural <b>Literature-based: Story map Train</b>  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Dramatic Play/Block Play</li> <li>• Word Ladder</li> <li>• Boardgame:Caring for the Environment</li> <li>• Mini-book: My parents take care of me in different ways</li> <li>• Year-end assessment tasks</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Community Helpers Mobile  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Word Ladder</li> <li>• Rhyming Words Puzzle Game</li> <li>• Triorama Story Settings: Ang Bata sa Basket</li> <li>• Year-end assessment</li> <li>• Writer's Workshop</li> </ul>
<b>MEETING TIME 2:</b> Show Child's Needs collage Read the poem " Ako ay Isang Bata, Kailangan ng Kalinga "  <b>Message:</b> ⇒ Children need healthy food, clean water, sleep, education, play and rest to stay healthy	<b>MEETING TIME 2:</b>  Teach the song Sampung Batang Malusog at Masaya  <b>Message:</b> Families provide children the basic things that they need	<b>MEETING TIME 2:</b>  Teach the fingerplay A Fireman  Play " Change a Letter"
<b>Supervised Recess</b>	<b>Supervised Recess</b>	<b>Supervised Recess</b>
<b>STORY:</b> Tiktaktok at Pikpakbum	<b>STORY:</b> Ang Bata sa Basket	<b>STORY:</b> Si Kapitan Ding, Ang Pinunong Magaling
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> line them up – dividing quantities into 2-5groups (beginning division) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• Pattern blocks</li> <li>• Number name lotto</li> <li>• Numeral-number name concentration</li> <li>• Writing numerals and numbers names</li> <li>• Go 10/ Find 10/ Tens Concentration/ Draw 10</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> clothes pin train– dividing quantities into 2-5 groups(beginning division) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• Pattern blocks</li> <li>• More than/ Less than</li> <li>• Three in a Row</li> <li>• Number Train Graph</li> <li>• Grab bag counting with Partners</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Building 3d shapes 3-D bingo <b>Independent:</b> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• Pattern blocks</li> <li>• More than/ Less than</li> <li>• Three in a Row</li> <li>• Number Train Graph</li> <li>• Grab bag counting with Partners</li> </ul>
<b>INDOOR/OUTDOOR ACTIVITY:</b> Find your Flock	<b>INDOOR/OUTDOOR ACTIVITY:</b> Blind Trust	<b>INDOOR/OUTDOOR ACTIVITY:</b> Night Train Game
<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>MEETING TIME 1:</b> <b>Message:</b> Communities build schools where children can work, play and learn with other children. ⇒ Some children go to daycare centers and public schools. Some children go to madrasah or a Muslim school.	<b>MEETING TIME 1:</b> <b>Message:</b> People must make sure that children are always safe in school.	
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Community Map: Helpers in our Community  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Mobiles: Safety Rules in School</li> <li>• Sand Play: Making Patterns and Mounding Up Animal Characteristics in the Story</li> <li>• Make a Wish</li> <li>• Rhyme Books</li> <li>• Year-end Assessment Task</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> cont... Community Map: Helpers in our Community Rainbow Paper Craft  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Sand Play/Water Play</li> <li>• Initial sounds Puzzle Game</li> <li>• Rhyme Books</li> <li>• Safety Rules in the Community</li> <li>• Year-end assessment Task</li> </ul>	
<b>MEETING TIME 2:</b> <b>Message:</b>  Teach the fingerplay A Fireman  ⇒ Play "Change a Letter"	<b>Message:</b> Teachers and other people in school must care for children and respect them	
<b>Supervised Recess</b>	<b>Supervised Recess</b>	
<b>STORY: Ang Buhay ng Isang Bumbero</b>	<b>STORY: Sa Bagong Planeta</b>	
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> (beginning division) division stories – dividing quantities into 2-5 groups <b>Independent:</b> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• Pattern blocks</li> <li>• Shark Attack</li> <li>• Which comes first?</li> <li>• What numbers can you make?</li> <li>• Subtraction Cards</li> <li>• Tapatan</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> (beginning division) division stories – dividing quantities into 2-5 groups <b>Independent:</b> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• Pattern blocks</li> <li>• Shark Attack</li> <li>• Which comes first?</li> <li>• What numbers can you make?</li> <li>• Subtraction Cards</li> <li>• Tapatan</li> </ul>	
<b>INDOOR/OUTDOOR ACTIVITY: Spoon Pass Along</b>	<b>INDOOR/OUTDOOR ACTIVITY: Pass the Basket</b>	
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	

## APPENDIX WEEK 38

### SMALL GROUP ACTIVITIES

#### A. THEME-RELATED ACTIVITIES

##### **A Child's Needs**

Description: Collage of what a child needs (e.g. eat, sleep, rest, play, learn, be loved, be safe) or likes( foods, toys, animals)

Objective: to make a collage of what a child needs

Materials: old magazines or magazine pictures Child Safety Scissors Large sheet of paper or old folder or cardboard

Procedures:

1. Using the given category (what a child needs), pupils will now look for the appropriate pictures from the old magazines.
2. Have them cut out and paste the pictures they found on the paper.
3. Teacher may assist them in labeling their work.

Suggestions for the Teacher: You may have all their collage activities collected in their individual collage albums.

##### **Find My Tool Matching /Concentration Game**

Category: Language Arts/ Theme words

Objective: to be familiar with the names of community helpers

Materials: one set of cards with names or pictures of community helpers  
one set of cards with their corresponding tools/ objects they commonly use

Procedure:

1. Place the cards in rows in front of the players - community helper cards face down in a box.
2. Separate the cards into the two categories - people who provide for children's needs and their tools.  
You may use letter codes at the back for easy segregation.
3. One student picks up one card, turns it over in place, and says the name of the picture or reads the word. He then tries to find a matching card from the other group of cards.
4. If it is a matching pair, he keeps the two cards. He gets one extra turn (He does procedure 3 again).
5. If the cards do not match, they are turned over in the same place they were found and the next student begins his turn.
6. The player who has the most pairs at the end of the game wins.

##### **Community Helpers Mobile**

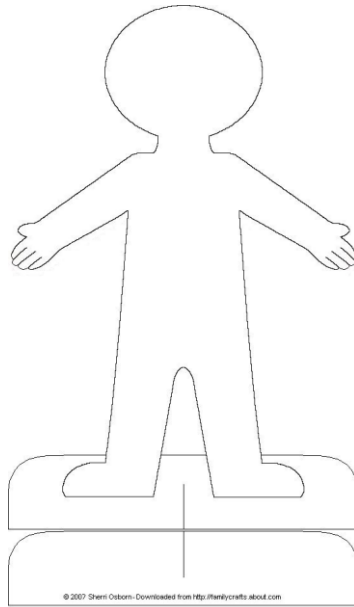
Description: Mobile of People in the community who provide for the needs of children (Theme Related)

Objective: to identify people who provide for the needs of children/care for them through this mobile making activity.

Materials: paper plate or any round piece of cardboard about 1 ft across Construction paper  
Safety scissors Tape String Pencil Crayons or markers doll patterns(male and female)

Procedure:

1. Distribute blank patterns for people to the children.
2. Ask children to draw on the pattern, any of the people who provide for their needs and care for them. Examples would be mother, father, doctor, dentist, nurse, policeman, teacher.
3. Have them color their work.
4. They may also write the name of the community helper on its back.
5. Tape a length of string to the made up pattern.
6. (Teacher's Task) Using an awl, the sharp point of scissors, or a large nail, punch a series of holes in the cardboard. Distribute the holes evenly
7. Lace the other end of each string through the hole in the cardboard circle.
8. Tape the end of the string to the top side of the cardboard.
9. Adjust the length of strings so that all the dolls will be visible.
10. See attached sample pattern.



### **Make A Wish**

Materials: writing pad or bond paper    crayons    pencil

Procedure:

The teacher will provide a makeshift well (e.g. basin) and have students write or draw their wish not only for themselves but for all children like them. They will take turns in sharing about what they wished. Then they will all drop their wishes on the well as they hold hands in a circle, and say ' I wish my wish comes true.'

Variation: The group could start with a short prayer before dropping in their wishes.

### **Individual Posters: Safety Rules at Home**

Objectives: identify safety rules at home

Materials: newsprint or bond paper, crayons, pencil, markers

Number of participants: 6-8 students

Procedure:

1. Distribute one piece of bond paper or newsprint to each child.
2. Ask each one to fold their paper into four parts.
3. On each part, have them draw/write a safety rule they need to observe at home,
4. Have them share their posters during Meeting Time 2.
5. Ask them to bring home their posters and put it up where family members can see.

### **Mobiles: Safety Rules in School**

Objectives: identify safety rules in school

Materials: cardboard strips or construction paper, markers, crayons

Number of Participants: 6-8

Procedure:

1. Have children brainstorm on safety rules to observe in school.
2. Distribute cardboard strips and have them draw/write the safety rules on these strips.
3. Put up these signs where appropriate.

### **Community Map: Helpers in our Community**

Objectives: identify community helpers

Materials: manila paper, construction or bond paper, crayons, markers

Number of Participants: 8-10

Procedure:

1. Have children identify helpers in their community. List them down on the board
2. Assign each one to draw a community helper.
3. Show the map you made and have children label the different parts of the community.

- Then let them glue their drawings on the areas where these community helpers work.

### Children's Mural

Materials: art /construction paper, colored magazines, junk materials, markers, glue, scissors

Number of Participant: 6-8

Procedure:

- Have students make a mural showing different images of children. These could include children playing, reading, listening to stories, eating with family members, climbing trees.
- Have them draw these on  $\frac{1}{4}$  sheet of paper and mount on manila paper.
- Invite children to talk about what children need, what they like to do, what makes them happy and sad, what helps them learn.

## **B. OTHER MATH ACTIVITIES**

### Line Them Up

Objectives: to practice problems solving skills



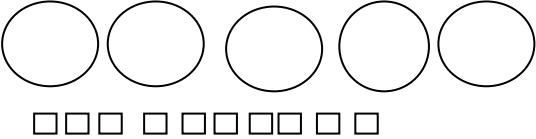
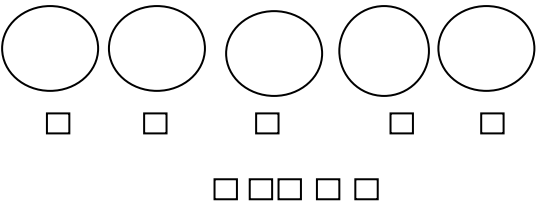
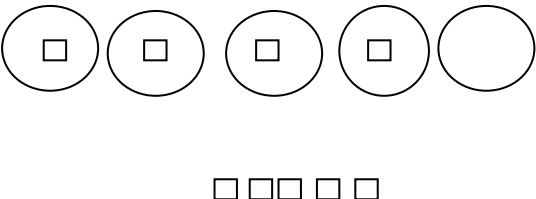
to practice counting groups of equal quantity (beginning multiplication)

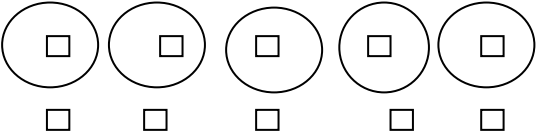
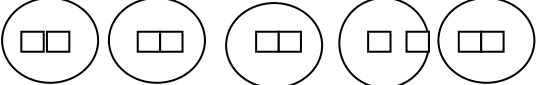
to practice dividing quantities into groups of equal quantity (beginning division)

Materials: counting cups or counting boards, construction paper (for work space) per child, counters

Procedure:

Children follow the teacher's directions, dividing a given number objects in a variety of ways.

TEACHER	CHILDREN
Put two groups of five on your mat.	
Now push them altogether.	
How many cups shall we use for our experiment?	(a child suggests a number) Three
Put 2 cups in a line at the top of your mat.	
When I say, "Line them up" put one counter from your pile in front at the cup. Watch me try it. "Line them up"	 <p>Children watch the teacher demonstrate and then imitate what they have seen.</p>
When I clap my hands, you answer YES or NO. YES means that there is 1 counter in front of each cup. If there is, put each counter inside the cup when you tell me YES. If there is not an object in front of each cup, tell me NO and do not put them in the cups. Ready?  <i>Clap.</i> YES or NO	

	Yes
"Line them up"	 <p>Children line up the counters in front of the cups</p>
Clap. YES or NO	 <p>Yes</p>
Did it come out evenly? Are there any left over? Let's count the counters in each cup together.	<p>Yes No. One, two.</p>
How many are in each cup?	Two.

Continue exploring other quantities other than 10. If children are more confident, the teacher can explore quantities larger than 10. Children do not need to know how to count the total quantities beyond 10 since they are required to count groups of equal quantities (ex Show me five groups of three. – children only need to know how to count 3 and 5 and not 15.)

### **Clothespin Trains**


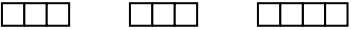
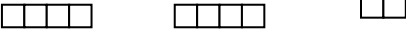
Objectives: to practice problem-solving skills

to practice breaking a train of clothespins into smaller equal groups (beginning division)

Materials: clothesline pins, construction paper (work mat)

Procedure:

1. Make a train of 10 clothespins
2. Children explore dividing a group of objects into groups of equal number.

TEACHER	CHILDREN
Can you break the train into 2 groups of equal number?	Yes 
How many clothespins are there in each group?	Five
Can you break the train into 3 groups of equal number?	No. 
Why not? What happens	<p>If we break the train into 3 groups then 2 groups will have 3 and one group will have 4 clips.</p> <p>No. </p> <p>I have two groups of 4 clothespins each and 1 group with 2 clips.</p>

3. Continue dividing the train of 10 clips into different number of groups.
4. Try out different quantities such as dividing a train of 9 clips into 2 groups, 3 groups and so on.

### **Bingo Math: 3-dimensional Shapes**

Objective: to match an picture of a three-dimensional shape (sphere, triangular prism, rectangular prism, square pyramid, cube, cone, cylinder) with the picture on the bingo mat

Players: 1 or more

Materials: bingo card for each player, calling card, 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.

### **Building 3-D Shapes**

Objectives: to build three-dimensional geometric shapes

Players: small group

Materials: clay or playdough, toothpicks, samples of 3-dimensional containers like boxes

Procedure:

1. Review the three dimensional shapes that students have been introduced to. Remind students that three-dimensional shapes have basic shapes in them. For example, a pyramid has triangles as its sides and a square as its base.
2. Using clay or playdough children try to construct one of the shapes. Encourage children to think aloud as they are doing so and ask students for ideas. Show how to insert toothpicks into the playdough to form a corner of a shape. Remind students to use toothpicks carefully and keep them away from their eyes.

Variation: Use soft candy, gum or marshmallows instead of playdough. Children can eat their shapes after they have had these checked.

### **Number Name Lotto**

Objective: to match numerals 1-10 with their number names

Materials: 6 sets number name cards, 4-6 pieces numeral boards (w/ random numbers between 1-10)

Number of players/participants: 4-6

Procedure:

1. Explain to the children that they are going to play a lotto game. Give each child a numeral board. Shuffle the six sets of number name cards and place it in the middle of the table.
2. Each child will take turns opening the top card and saying the numeral name out loud. If that number is found on his board, he takes that card and uses it to cover the space where that number is. If not, he returns it to the bottom of the pile.
3. The first person to finish covering his board with the right numeral-number name matches wins the game.

### **Number Name-Numeral Concentration**

Objective: to match numerals and number words

Materials: 1 set of number cards, 0-10 and 1 set of number words, 0-10

Procedure:

1. Lay the cards down in rows and columns.
2. Take turns turning over 2 cards.
3. If the cards match (number name and numeral), you win them. If not, turn them face down again.
4. Player with most number of cards wins.

### **Writing Numerals and Number Names**

Objective: to write number names and numerals

Materials: 1 set of number cards, 0-10 and 1 set of number words, 0-10

Procedure:

1. Place the set of number cards and number words face down.
2. Children take turns getting a card.
3. If a child gets a number card, he writes the corresponding number name. But if a child gets a number name, he writes the corresponding numeral

### **Shark Attack**

Objectives: to compare quantities

to use the more than or less than symbols to show the relationship between quantities

Players: 2 to 4

Materials: Shark Attack game board, 2 number cubes, paper and pencil

Procedure:

1. Review the symbols for greater than ( $>$ ), less than ( $<$ ), and equal to ( $=$ ) with players.
2. Players take turns rolling the number cubes. In each turn, a player rolls one cube first and then the second cube. Based on the numbers on the first and second cubes, the player decides in which shark to place the cubes in the order rolled. For example: Say a player rolls a 1 with the first number cube and a 6 with the second number cube. He or she would put the 1 in the first square of the less than shark and the 6 in its second square.
3. A player gets 1 point for each correct placement. The first player to earn 10 points wins.

VARIATION: If you want students to practice with larger numbers, white out the numbers on the cubes and fill in numbers from the tens or hundreds families before reproducing the cubes.

### **Bingo Math: More than/Less than**

Objective: to practice comparing quantities using the more than, less than symbol

Materials: bingo cards for each player, tokens, calling cards

Number of players/participants: 3-4

Procedure:

1. Provide each player with a number bingo card (with any six numbers from 1-10 written on it).
2. Assign a child to be a caller with the job of picking a calling card and announcing what is written on it. The calling cards have "more than (number)" or "less than (number)" written on it.
3. When the caller reads what is written on the calling card (for example, "more than 7" or '< 7'), the other players will select a number that is more or less than what is written on the card and cover it with a token.
4. First one to cover all spaces wins.

### **Which Card Is Missing?**

Objective: to identify missing number in a series of numbers

Materials: number cards with spots drawn on them (0-10)

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.

### **Three In A Row**

Objective: to sequence numbers

Materials: two to three sets of number cards 0 to 10

Procedure:

1. Shuffle and deal six cards to each player. (Two or three can play.)
2. Put the rest of the cards in a pile face down, then turn over the top card.
3. The aim of the game is to make up a set of three numbers in sequence by taking turns picking up a card and throw one away. First to get a set of three wins.

### **Find 10**

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

Procedure:

1. 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.
2. 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 10, 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.
3. The player who collects the most number of pairs wins.

### **Tens Concentration**

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

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 10. 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.

Variation: This game can be varied by increasing the number of cards placed on the table. A 5 x 5 or 6 x 6 arrangement may be more interesting.



**Subtraction Cards** (quantities of 10)

Objective: to subtract quantities

Materials: subtraction cards, counters

Players: individual or pairs

Procedure:

1. Child 1 reads the total on the card, for example 10.
2. Child 2 get 10 counters.
3. Child 1 says "take away three".
4. Child 2 gets the subtraction card and lifts the right hand flap that indicates 3 dots.
5. Child 1 counts remaining dots and say "seven".
6. Both children write the corresponding equation:  $10 - 3 = 7$

**Grab Bag with Partners (up to quantities of 10)**

Objectives: to practice addition skills

Materials: clothespins, paper sack, individual chalkboards

Number of participants: pairs

Procedure:

1. Partner A fills the bag with 10 clothespins (or depending on what number is being worked with).
2. Partner B reaches into the bag and takes out some clothespin, showing Partner A what has been removed.
3. They predict how many clothespin they think are left.
4. Then they check their predictions, and each child records the equation on a chalkboard or a sheet such as the one below.

Name _____	
I played a game today.	
These are the equations I made.	

**Number Train Graph (up to quantities of 10)**

Objective: to practice addition skills

Materials: clothespin (2 colors), Manila or kraft paper

Number of participants: individual or small group

Procedure:

1. The children try to find all the possible arrangements for the combinations that make up 10
2. As they find the arrangements, place it in the appropriate column of the Manila paper. (The links can be labeled with the labeled possible combinations, or the children can label the links as needed.)

**What Numbers Can You Make (up to quantities of 10)**

Objective: To practice addition skills

Materials: clothespin, crayons,

Number of participants: individual or small group

Procedure:

1. The children make clothespin links (each link made with different color clothespin and no stack more than ten clothespins long). There can be more than one link of any particular number. The object is to try to make each of the numbers from one to ten in as many ways as possible.
2. The children are allowed to use more than one link to make any number, but they may not break any links apart. If they can't make a number, they are to cross it out. If they can make the number, they write the equation that describes the trains used.
3. The game can be played over and over, as it will be a new experience each time the numbers used changes.

### **Draw 10**

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

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 10. 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 10 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.

### **Go 10**

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

Procedure:

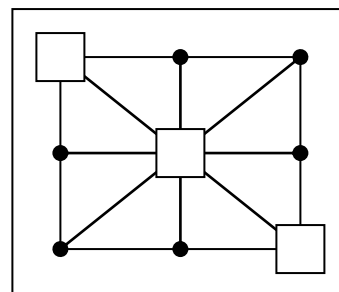
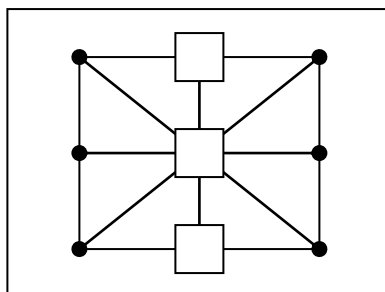
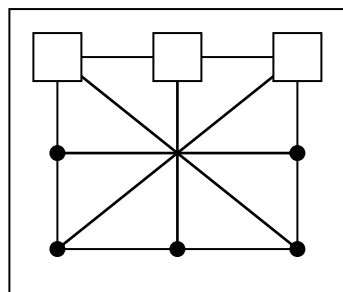
1. All the cards are dealt.
2. The players take turns asking specific people for specific cards in a way similar to the card game Go Fish. For example, John may say to Carol do you have a 1?" If Carol has a 1, she has to give it up to John. John then lays this 1 and a 9 in front of himself, face up. 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.

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

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

Procedure:

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



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

### **Odd One Out**

Objective: to identify the word which does not end with the same final sound.

Materials: cardboards/ old folders cut into approximately 3 by 8 inches, permanent markers, bond paper/art paper (optional)

Procedures:

1. Distribute 4- 5 cards to each child.
2. Tell them to choose the word that has a different final sound from the four words written on each card.
3. After some time, have them exchange cards.
4. The teacher may assist children having difficulty in identifying the word with the different final sound.
5. The teacher may join the game and allow students to give her cards so she may have a turn at spotting the odd one too.

Odd One Out Card:

Hat	Lap	Sit	Pet
-----	-----	-----	-----

Sample words:

- |    |     |      |      |       |
|----|-----|------|------|-------|
| 1. | car | ship | bear | sour  |
| 2. | bun | beam | pan  | thin  |
| 3. | day | air  | play | toy   |
| 4. | cow | low  | show | stand |
| 5. | run | seam | gum  | clam  |

### **Initial Sounds Word Puzzle Making**

Objective: to reinforce their understanding of initial sound of words through writing and art.

Materials: cardboards with a dotted line to separate the initial sound from the rest of the word, Markers, safety scissors, crayons, pencils

Procedure:

1. Give each child the reproduced puzzle pattern shown below

2.		let students draw on this portion (side) and the rest of
3.		
4.		

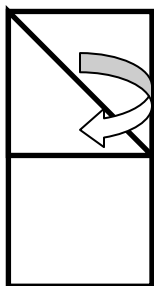
### **Triorama Story Settings**

Objectives: to identify/describe the setting of the story by making a triorama

Materials: construction papers, glue, safety scissors, 15 or more pairs of cards for matching

Sample Procedure:

1. To make a Triorama, you will need one sheet of 12 x 18 inch construction paper for each student. The paper is folded with a Taco style fold to create a square. The excess paper rectangle can be cut off, or used for writing a summary of the scene.

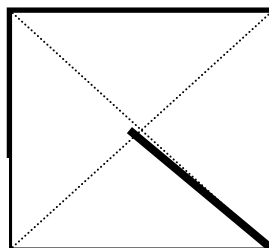


**Taco Fold**

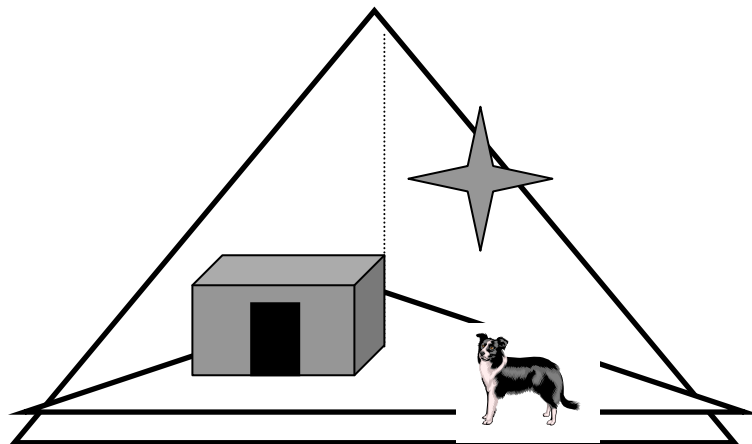
The remaining square of paper should be folded so that the folds extend from corner to corner.



Cut along the fold from one of the corners to the center point where both folds cross.



Holding the paper so that the bottom two “legs” are pointed toward the floor, cross the “legs” so that they overlap. This will form an open pyramid shape. Have students draw and color their background before gluing their “legs” together. Once they have glued the “legs” they will finish the Triorama by cutting and gluing stand-up figures.



Students will need heavy paper on which to draw their characters. They will also need to put a small tab on the bottom of the character, with which to glue it to the Triorama. Four of the trioramas may be glued together to tell a complete story in 4 scenes.

Source: White, D. 2007. [wvde.state.wv.us/strategybank/documents/TrioramaDirections.doc](http://wvde.state.wv.us/strategybank/documents/TrioramaDirections.doc). retrieved may 5,2010

2. Help students make their triorama of the different settings in the story. You may assign one setting for each group.
  - Setting 1 : Natagpuan ng mga palaka ang bata sa basket sa may tabing ilog.
  - Setting 2: Dinala nila ang bata sa mag-asawang kambing na kumakain ng damo.
  - Setting 3. Dinala nila ang bata sa uwak na nakadapo sa puno , malapit sa kanyang pugad.
  - Setting 4: Dinala nila ang bata sa gubat kung saan nandoon ang leon, ahas at mag-asawang kwago
  - Setting 5: Natagpuan ng mag-asawa ang bata sa basket na lumulutang sa ilog.

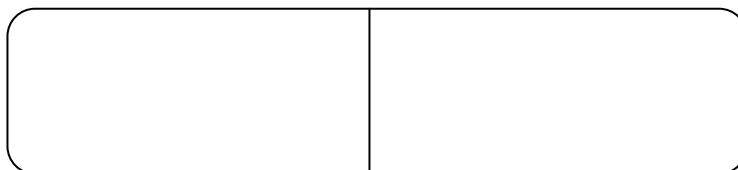
### **Rhyming Words Puzzle Making**

Objective: to give cvc words that rhyme.  
to encourage critical thinking

Materials:cardboards with a line to separate them into two Markers or crayons, safety scissors, crayons

Procedures:

1. Give each child a reproduced pattern of the puzzle shown below.



2. Ask the children to think of two words that rhyme.
3. Let them write the first word on the first half and the second word on the other half.
4. Have them write their name at the center of the back of the card.
5. Let them cut the card into two following the line.

Example of Rhyming CVC Words:

hat – mat run – sun lid – kid

sip – dip

wet – set

### **Rhyming Words Puzzle Game**

Objectives: to match words that rhyme by playing the puzzle game

Materials:rhyming words cards prepared by the students in the previous days

Procedures:

1. Place all of the cards face up in front of the players.
2. Mix the pairs thoroughly.
3. At the word “go”, the children will pull out matching pairs and place them in front of them.
4. When all the cards are in pairs, check to see that they are correctly matched.
5. Children read the words from the pairs of cards.
6. The child with the most pairs wins.

### **Story Map Train**

Objectives: to identify the beginning, middle and ending of the story

Materials: manila paper, bond paper, pencil, crayons, safety scissors, glue materials that could be recycled like buttons, beads, twigs, leaves, etc.

Procedures:

Children will recall the beginning, middle and end of the story. They may draw the scenes or make a collage of the scene they will be assigned to make. The teacher should guide the students in recalling the events by posing questions or showing again the pictures used in the story.

Recall Questions:

- Sino si kapitan Ding? Saang baryo siya namumuno?
- Ano ang ginawa niya ng malamang may paparating na bagyo?
- Ano ang nangyari sa baryo matapos ang bagyo?

### **Initial Sound Puzzle Matching Game**

Objectives: to connect the initial letter with its correct pair to form a meaningful word

Materials: initial sound word puzzles made by the students two trays

Procedures:

1. Place the initial letter puzzle face down in the first tray.
2. Place the corresponding part in the other tray.
3. Call on a child to get one from the 1st tray and look for its partner in the next tray.
4. The child then reads the word that was formed and says its initial sound.
5. If correct, the child may choose the next player.

### **Word Ladder**

Objective: form a new word by substituting the first letter of the word

Materials: paper

Number of players: 8-10

Procedure:

Draw a ladder on ½ newsprint or pad paper. On the first step, write a word. Then ask the child to change one letter in the word to form a new word. Have him write the new word on the second step. Let children continue until the ladder is completed.

### **Change a Letter (meeting time 2)**

Write an incomplete sentence on the board such as " I like to play with my \_\_\_\_ . " Then write a word that is one letter away from being the correct answer such as **cab**. Ask a student to change one letter in the word to form a word that will complete the sentence. Have the student write the word on the blank( **cat**). Continue with other incomplete sentences and change-a-letter words.

### **Rhyme book**

Objective: to supply words that rhyme

Materials: pieces of paper, scissors, glue

Number of players/participant: 6-8 children

Procedure:

1. Create a rhyme book.
2. Paste a picture at the top of a page.
3. Have children draw pictures of objects whose names rhyme or find pictures in magazines.
4. Then gather the pictures and bind them into a class book.

### **Word Concentration**

Objective: to recognize high-frequency words

Number of players: 6

How to play:

1. Place the word cards face down.
  2. Have children take turns flipping over two cards.
  3. Have them read the words that they turn over and see if they have a match. (If they do, they remove those cards)
- Once all the matches have been made, the game is over.

## STORIES

### Tiktaktok At Pikpakbum

Before Reading:

- Sino sina Tiktaktok at Pikpakbum?
- Bakit kaya sila laging nag-aaway?

While Reading

- Bakit sakitin si Pikpakbum?
- Paano naligtas si Pikpakbum sa pagkalason?

After Reading

- Kung ikaw si Pikpakbum, gagawin mo ba ang ginagawa niya?

### Ang Bata Sa Basket

Questions before reading

- Tingnan ang larawan. Ano ang nakikita ninyo?
- Mahuhulaan ba ninyo ang pamagat ng ating kwento sa pamamagitan ng larawan?

Questions while reading

- Sino ang nakatagpo sa batang nasa basket?
- Bakit kaya umiiyak ang bata?
- Kani-kanino dinala ng tatlong palaka ang mga bata?

Questions after reading

- Sang-ayon ka ba na ang mag-asawa ang dapat mag-alaga sa kanya?
- Kung lumapit sa iyo ang tatlong palaka para alagaan ang bata, tatanggapin mo ba siya?

*Tuwing mababanggit ang salitang palaka, ang isang pangkat ng mga bata ay sabay sabay na sasagot ng kokak kokak.  
Uwak- aakk, aakk      Kambing—mee, mee      Ahas—hiss, hiss      Unggoy- ik ik ik*

### Ang Buhay Ng Isang Bumbero

Mga Inaasahang Tanong:

- Ano po ang gawain ng isang bumbero?
- Ano ang isinusuot ng bumbero?
- Bakit ganito ang inyong ginagamit?
- Mahirap po ba ang maging bumbero? Bakit?
- Paano kung naubusan na ng tubig ang tangke at may sunog pa rin?
- Paano kung hindi makadaan ang trak?
- May mga pagkakataon ba na may hindi sila nailigtas?
- May pagkakataon ba na sila ay muntik nang mapahamak sa kanilang pagtupad sa tungkulin.

### Si Kapitan Ding, Ang Pinunong Magiting

Questions before reading:

- Nakaranas na ba kayo ng bagyo o lindol?
- Ano ang inyong naramdaman?
- Sino ang mga tumulong sa inyo upang kayo ay maging ligtas?

Questions while reading:

- Sino si Kapitan Ding?
- Saan siya namumuno

Questions after reading

- Bakit tinawag na pinunong magaling si Kapitan Ding?
- Sino-sino pa ang mga tumutulong sa atin kapag may bagyo o baha o kalamidad?

## **Sa Bagong Planeta**

Questions before reading:

- Sa anong planeta tayo nakatira?
- Ano ang masasabi mo dito? ( Magpapakita ang guro ng larawan ng mundo)

Questions while reading:

- Sino ang nakatagpo ng bagong planeta?
- Ano ang itinawag nila sa planetang ito?
- Bakit sinasabing ang lahat ay natuwa, maliban sa mga bata?

Questions after Reading:

- Ano ang ginawa ng mga matatanda upang sumaya ang mga bata?
- Ano ang mga bagay o pagkakataong nakapagpapasaya sa iyo?

## **SONGS/POEMS/RHYMES**

### **Sampung Batang Malusog At Masaya**

( to the tune of Ten Little Indians)

Isa, dalawa, tatlong mga bata,  
Apat, lima, anim na mga bata,  
Pito. Walo, siyam na mga bata  
Sampung batang malusog at masaya.

*Could be done with fingers. When they sing Sampung Batang Malusog at Masaya, they should wave their hands , or turn around while waving their hands, or do the action of the song the more we get together.  
Variation: They may form a circle and form a chain and shake hands as they sing the song. When they sing the last line they should hug the child beside them.*

### **Halina At Sumama**

(to the tune of Paru-parong Bukid)

Halina't sumama, tayo nang mamasyal.  
Nang ating makilala,  
Silang mga bida.  
Narito si Nanay , pati na rin si Tatay.  
Sila ay magkatulong sa akin ay gabay.  
Natutong bumasa uy! kay gurong matiyaga.  
At kung may karamdaman,  
Doktor ay nariyan.  
Ang mga bumbero wsshhh!  
sunog pinapatay.  
Sa ating kaligtasan, pulis maaasahan.

*This is an action song. Teacher may assign some students to act out the roles depicted in the lines of the song.*

### **A Fireman**

(A fingerplay)

This brave fireman is going to bed  
*hold up right thumb*  
Down on the pillow he lays his head  
*right thumb on left palm*  
Wraps himself in his blanket tight  
*curl fingers around thumb*  
And plans to sleep this way all night  
*close eyes*  
But the fire alarm rings! He opens his eyes!  
*open eyes*  
Quickly he's dressed and down the pole he slides  
*right hand slides down left arm in a grip from elbow to wrist*  
Then he climbs on the truck to go, go, go.  
*hands manipulate imaginary steering wheel*

### **Ako ay Isang Bata, Kailangan ng Kalinga**

( Porsch Soriano)

Ako ay isang bata, kailangan ko ay kalinga.  
Buhay ko ay matiwasay  
Dahil pagmamahal  
sa akin ay ibinibigay.  
Salamat po, salamat po  
Sa buhay kong ligtas at payapa  
Asahan po ninyong,  
Ako'y magiging mabuting bata.

## **INDOOR/OUTDOOR ACTIVITY**

### **Spoon Pass Along**

Give each player a spoon and place a plate of four different items or toy food items in front of the first player( probably the oldest in the group) . She begins by using the spoon to pass each object, from largest to smallest to the classmate on her right, who receives it with spoon and passes it along to the next player. The object is to try to get all four objects back to the starting plate without dropping any of them.

### **Find Your Flock**

Children will be asked to pick out a chip from a bowl. Explain to them that each chip represents an animal. At the word go, they will have to look for their flock by sounding off the sound of that animal. When they are complete, they have to sit down. The first group to be complete wins.

Different animal sounds may be taken from the story read to them (Ang Bata sa Basket). The teacher may also introduce other animal sounds for children to imitate.

### **Night Train Game**

Tell the children that they are going to pretend to be a train, bringing toys for children who live in a town or another barangay. But the train is moving at night and only the engine has a light to see.

One child may volunteer as the engine and three or four others as the cars. Other children will be buildings, houses or trees who are not supposed to move but can make an oops sound if the train or any of its car is about to bump into them. The cars line up behind the engine and hold onto the waist of the person in front of them.

Stand on the other side of the classroom and tell them that you are the town to reach them. When they are ready, tell them to begin.

### **Obstacle Relay**

Materials will be arranged in such a way that for each obstacle, the child has to do something. (e.g. feed the doll baby, wash the baby's clothes, make him sleep) Then when they reach the end, they will find a box containing pictures of people in the community. They will post them on the board. To make it more challenging, the teacher may write the label/ community helper while students will have to post them on top of the correct label.

### **Pass the Basket**

Children will line up, one behind the other. The children will pass the basket ( with a baby doll inside) through their legs to the back of the line. When the basket reaches the last person, she starts passing it forward over her head. They should make sure however that the baby does not fall off the ground. They should pass the basket faster but carefully each time they repeat the game.

### **Red Light Stop**

This activity will orient children on what the traffic lights are for and how these lights make us safe when we cross the streets or when we travel.

Instruct the pupils to pretend that they are out in the streets and that they will have to stop when they see the red light(as shown by the teacher) and go when they see the red light.

Children will line up and continue walking, moving about, following their leader as they sing

### **Twinkle, Twinkle Traffic Light.**

At the end of the song, the teacher will flash the traffic light and pupils will have to either stop or go.

### **Blind Trust:**

Pairs of children take turns to be blindfolded. The sighted partner leads the blindfolded partner around the room, then they reverse roles. Afterwards they discuss their feelings about how it felt to be blindfolded and how it felt to have responsibilities as a leader.