

**KINDERGARTEN CLASS THIRD GRADING WEEKLY PLANS**  
**WEEK 25:** \_\_\_\_\_

Monday	Tuesday	Wednesday
<b>CONTENT FOCUS :</b>		
<b>MEETING TIME 1:</b> <b>Message:</b> A community is a place where a group of families live together. <b>Questions:</b> What is a community? (Draw a web while students answer the question)	<b>MEETING TIME 1:</b> <b>Message:</b> There are different places in the community. <b>Questions:</b> What are the different places in our community? Note: Choose 1-2 places in the community you will focus on each day (ex. school, hospital, church/mosque, police station, fire station, municipal/barangay hall, store, market)	
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Building a Community Word Wall  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Making a Trip Chart</li> <li>• Lacing Cards</li> <li>• Word Sort (High Frequency Words)</li> <li>• *Ang Pamayanan PEHT p.116</li> <li>• Writer's Workshop</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Walking Trip Around the Community  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Playdough</li> <li>• Lacing Cards</li> <li>• Word Sort (High Frequency Words)</li> <li>• Pick a Part</li> <li>• Upper and Lower Case Memory Game</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Walking Trip Around the Community  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play: Reconstruct place in the community visited</li> <li>• Mga Katulong sa Pamayanan (PEHT 115)</li> <li>• Drawing: This is my community.</li> <li>• Pick a Part</li> <li>• Opposite Words Match</li> </ul>
<b>MEETING TIME 2:</b> <b>Question: What places have you gone to in our community?</b>  <b>Introduce the song " It's I Who Build the Community</b> Game: Which does not belong? (Medial Sound)	<b>MEETING TIME 2:</b>  Introduce the poem " All Around the Neighborhood Play " Blend a Word :	<b>MEETING TIME 2:</b> <b>Message:</b> There are natural features in the community. There are plants, animals, mountains, rivers in our community.  <b>Poem:</b> All Around the Neighborhood
<b>Supervised Recess</b>	<b>Supervised Recess</b>	<b>Supervised Recess</b>
<b>STORY:</b> Ang Pambihirang Sumbrero	<b>STORY:</b> The Mayor's Visit	<b>STORY:</b> Si Eman
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Hand Game (connecting; up to quantities of 8) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Comparing Quantities: A Game for Partners</li> <li>• It's A Match/Mixed Up Numbers (1-8)</li> <li>• Number Snap/ Number Concentration (0-8)</li> <li>• Bingo: Numbers (0-8)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Walking Trip Around the Community  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Comparing Quantities: A Game for Partners</li> <li>• It's A Match/ Mixed Up Numbers (1-8)</li> <li>• Number Snap/ Number Concentration (1-8)</li> <li>• Bingo: Numbers (0-8)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Hand Game (connecting; up to quantities of 8) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Find 8</li> <li>• 8 Concentration</li> <li>• Number Snap/ Mixed Up Numbers (1-8)</li> <li>• Number Lotto/ Bingo: Numbers (0-8)</li> </ul>
<b>INDOOR/OUTDOOR ACTIVITY:</b> Head race	<b>INDOOR/OUTDOOR ACTIVITY:</b> Hide the Letter	<ul style="list-style-type: none"> <li>• <b>INDOOR/OUTDOOR ACTIVITY:</b> Who's the person (song and riddle; Community Olympics)</li> </ul>
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine

THURSDAY	FRIDAY	NOTES
<p><b>Message:</b> There are different places in the community.</p> <p><b>Questions:</b> What are the different places in our community? What are each for ? What do you find in these places.</p> <p>Note: choose 1-2 places in the community you will focus on each day (ex. school, hospital, church/mosque, police station, fire station, municipal/barangay hall, store, market)</p>		
<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised: Community Map</b></p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Poster: At the _____</li> <li>• Dramatic Play</li> <li>• Who is the helper ? /Where's the place ?</li> <li>• Upper and Lower Case Memory Game</li> <li>• Three Sound Word Building</li> <li>• Who are the people in the neighborhood?</li> </ul>	<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised: cont ... Community Map</b></p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Poster: At the _____</li> <li>• Dramatic Play</li> <li>• Who is the helper ? /Where's the place ?</li> <li>• Three Sound Word Building</li> <li>• Look, Say, Name Cover, Write Check</li> <li>• Writer's Workshop</li> </ul>	
<p><b>MEETING TIME 2:</b></p>	<p><b>MEETING TIME 2:</b></p>	
<p><b>Questions:</b> Who are the people who help us in the community ? What do they do for us ?</p> <p>Poem: People Everywhere  Play " Which does not belong ?"</p>		
<p><b>Supervised Recess</b></p>	<p><b>Supervised Recess</b></p>	
<p><b>STORY:</b> The Gingerbread Man</p>	<p><b>STORY:</b> Isang Dosenang Sapatos</p>	
<p><b>WORK PERIOD 2:</b>  <b>Teacher-Supervised:</b> Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 8)  <b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Find 8/ 8 Concentration</li> <li>• Go 8</li> <li>• Draw 8</li> <li>• Number Snap/ Mixed Up Numbers (1-8)</li> <li>• Bingo: Numbers (0-8)</li> </ul>	<p><b>WORK PERIOD 2:</b>  <b>Teacher-Supervised:</b> Weighing and Comparing</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Find 8/ 8 Concentration</li> <li>• Go 8/ Draw 8</li> <li>• Number Snap/ Mixed Up Numbers (1-8)</li> <li>• Bingo: Numbers (0-8)</li> </ul>	
<p><b>INDOOR/OUTDOOR ACTIVITY:</b> People in the neighborhood (PEHT p117)</p>	<p><b>INDOOR/OUTDOOR ACTIVITY:</b> Word Writing Race</p>	
<p><b>MEETING TIME 3:</b> Dismissal Routine</p>	<p><b>MEETING TIME 3:</b> Dismissal Routine</p>	

## APPENDIX: WEEK 25

### SMALL GROUP ACTIVITIES

#### A. THEME-RELATED ACTIVITIES

##### Trip Chart: Our Community

Objectives: to recall what they have seen  
to make a story of what they saw  
to plan and organize

Materials : clean bond paper, pencil,

Number of player/participant: 1 – 6 children

Procedure :

1. Give each child 5 pcs. of clean bond paper (teacher made format)
2. Assign each child a partner.
3. Ask the child to fold one bond paper into 2 (crosswise).
4. On the upper part of the paper tell the children to copy and fill-up the following (teacher can prepare format for children):

My name is _____.
Today is __ ctober __, 2011.
My partner is _____.
We will leave at __:00 A.M.
We will be back by __:30 A.M.

5. During the tour, tell the children to bring at least 3 pieces of clean bond paper or teacher made format (shown below) and pencil. Tell them to draw the things and people they saw in the community (play ground or plaza; church; barangay hall, health center; etc.) on the corresponding column. (see sample below)

People	Things
In the barangay hall	
People	Things
In the church	

6. After the trip, tell the children to compile their drawings (people and things in the community).
7. Talk about the visit.

##### Poster: At The \_\_\_\_\_ (feature different parts of the community)

Objective: identify different areas in the community

Materials: manila paper crayons, pencil, art paper, marker

Number of player/participants : 4-6 children

Procedure

1. Assign a group to make a poster of one place in the community you have visited.
2. Have them draw this place on ¼ size manila paper.
3. Then let them write a short description of the place they drew.
4. Paste their drawings on Manila paper.

### **Build a Community Word Wall**

Objective : to recognize words related to the theme

Materials: sentence strips or index cards, scissors, masking tape, crayons, markers

Number of player/participants : small group or big group

Procedure:

1. Brainstorm with children on words they know that tell something about the community e.g. community helpers, sidewalk, road signs, houses, river, etc.
2. Have them write these words on strips of construction paper.
3. Paste these words on a manila paper or on your bulletin board.

Note: As children progress through the unit, help them add more words to the Wall.

### **Who are the people in the neighborhood ?(PEHT 117)**

Objective: to identify the letter that represents the sound heard

Materials: manila paper or newspaper, cutout of stars, pictures of community helpers, bean bag or small object to toss.

Number of players /participants: small group

Procedure:

1. Draw a pathway on manila paper. Divide the paths into sections. Print the beginning letters of the community helpers in each section.
2. Let the children recite:  
Who are the people in the neighborhood?  
In the neighborhood, in the neighborhood  
Please tell me so, tell me so. (2 times)
3. Ask one child to toss the bean bag to any section of the path, then hop from the starting point to the letter where the bean bag fell.
4. While the child is hopping, let the children say:  
What G (If the bag is on letter G) is one of the people in the neighborhood?  
Please tell me so, tell me so. (2 times)
5. Ask the child on the path to name the community helper whose name begins with letter G.  
Example: garbage collector
6. If the child gives the correct answer give him a star.
7. Repeat activity.

Community Helpers:

Barangay official

Doctor

Fireman

Street sweeper

garbage collector

mailman

nurse

teacher

policeman

vendor

### **Mga katulong sa Pamayanan (PEHT p. 115)**

#### **Ang Pamayanan (PEHT p. 116)**

#### **Where's the Place ?**

Objective: to identify areas in the community

Materials : 3 pcs of 9" x 12" sheets of cardboard; Transparent plastic wrapper; Marking pens

Pictures of structures and places in the community (example: church, barangay hall, health center, school, plaza, etc.)

Number of players /participants: small group

Procedure:

1. Tape the sheets of cardboard together.
2. Draw /paste pictures on each one depicting different job environment.
3. Paste pictures of workers, tools, etc. on the small cardboard.
4. Cover with transparent plastic.

How to play:

- The child sorts the pictures under appropriate categories
- The children can paste the workers and tools on a specific job environment.

Variation: The children can tell something about the worker and the tool, the child can also describe the job environment. They can also relate their mother or father's work and match them with the pictures of the workers.

#### **Who is the helper ?**

Objective: to identify community helpers

Materials: community helpers board game and picture cards

Number of players /participants: small group

Procedure:

1. Let the children take turns reading the clues on the board.
2. Have them guess which community helper is being described in each section.
3. Ask them to pick out the appropriate picture card and place this on the box.

**Variation: Use these cards to play:**

**a. "Go Fish. ""**

How to play Go Fish:

1. Divide the group into pairs.
2. Each pair uses one set of cards.
3. Partners take turns requesting cards from each other, matching workers with needs and trying to get as many pairs as possible.

**b. Memory Game**

How to play:

1. Lay cards facedown.
2. At each turn, player turns over two cards at a time to try to match needs with workers.

### **Pantomime**

Objective: to show the different people and services rendered

Materials: none

Number of players/participants: 5 -7 children

Procedure

1. Tell the children to act out one community helper and the services they give without talking or making sound.
2. Ask the other members of the group to identify what he/she is acting out.

## **B. OTHER MATH ACTIVITIES**

### **Block Play : Places in My Community**

Objectives: to explore the attributes of 3-dimensional or space figures

to understand the relationship between figures

to build structures using blocks

Materials: table or floor blocks

Number of players/participants: 1-4 children

Procedure:

1. Children use table or floor blocks to build structures.
2. While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)
3. Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

### **Number Lotto (0-8)**

Objective: to match numerals

Materials: lotto boards, 2 sets of number cards, 0-8

Number of players/participants: 1-4 children

Procedure:

1. Give each player a lotto board.
2. Players take turns to pick up a card from the deck.
3. If the number appears on their board they use this to cover the number up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a bingo game. She holds up the number cards and players have to shout out the name of the number in order to claim it to put on their board.

### **Bingo: Number (0-8)**

Objective: to match numerals

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

Number of players/participants: 2 or more children

Procedure:

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

### **Number Concentration (0-8)**

Objective: to match numerals

Materials: 2 sets of number cards 0-8

Number of players/ participants: 2-4 children

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.

### **It's A Match**

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals 0-8,  
one set of cards with dots (corresponding to the numerals)

Number of players/participants: pairs or small group

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray.
3. Call on a child to get a card from the box and place it over the equivalent card in the chalk tray.
4. If correct, the child may choose the next player.

### **Mixed Up Numbers**

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

Materials: vocabulary cards of number words (1-8)

Number of players/participants: small group

Procedure:

1. Place the word cards at random in the chalk tray.
2. Ask the children 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 child with the corresponding card is invited to stand. "Neighbors" – those whose numbers are one less or one more than this child's card, are then invited to join in. Continue until all are standing in the appropriate number.

### **Comparing Numbers – A Game For Partners**

Objective: to compare quantities

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

Number of players/participants: 3 pairs

Procedure:

1. Each player draws a numeral card from a pile of cards.
2. They each build the appropriate clothespin stack to match their cards.
3. One child turns the more/less spinner. If it lands on less, the partner whose stack has lesser clothespins wins both stacks. If the spinner lands on more, the partner with more clothespins wins both stacks.
4. They continue to take turns, each accumulating clothespins.
5. When the time is up or the children decide to end the game, they snap together all the clothespins. They turn the spinner to see if the person who has accumulated more or less clothespins is the winner.

### **Hand game (connecting level up to quantities of 8)**

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 8.
3. Children separate counters in different ways and verbalize the combinations that result.

Teacher says:		Children say:	Teacher places these cards on the Hand Game counting board		
"Place eight sticks in your right hand."		"None and eight is eight." or "Zero and eight is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td><td>8</td></tr></table>	0	8
0	8				
"Place one stick in your left hand."		"One and seven is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td><td>7</td></tr></table>	1	7
1	7				
"Place one more stick in your left hand."		"Two and six is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>2</td><td>6</td></tr></table>	2	6
2	6				
"Place one more stick in your left hand."		"Three and five is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>3</td><td>5</td></tr></table>	3	5
3	5				
"Place one more stick in your left hand."		"Four and four is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>4</td><td>4</td></tr></table>	4	4
4	4				
"Place one more stick in your left hand."		"Five and three is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>5</td><td>3</td></tr></table>	5	3
5	3				
"Place one more stick in your left hand."		"Six and two is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>6</td><td>2</td></tr></table>	6	2
6	2				
"Place one more stick in your left hand."		"Seven and one is eight."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>7</td><td>1</td></tr></table>	7	1
7	1				
"Place one more stick in your left hand."		"Eight and none is eight." or "Eight and zero is eight"	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>8</td><td>0</td></tr></table>	8	0
8	0				

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

**Lift the bowl (concrete, up to quantities of 8)**

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: small group

Procedure:

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

Teacher says:		Children say:
"Place seven blocks under the bowl."		"None and eight is eight." or "Zero and eight is eight."
"Place six block under the bowl."		"One and seven is eight."
"Place five blocks under the bowl."		"Two and six is eight."
"Place four blocks under the bowl."		"Three and five is eight."
"Place three block under the bowl."		"Four and four is eight."
"Place two blocks under the bowl."		"Five and three is eight."
"Place one block under the bowl."		"Six and two is eight."
"Place no blocks under the bowl."		"Seven and one is eight."
"Place no blocks under the bowl."		"Eight and none is eight." or "Eight and zero is eight"

**Peek thru the wall (concrete, up to quantities of 8)**

Objective: to explore different combinations that makes a given quantity

Materials: a wall made of plastic with tape around the edges, any kind of counters

Number of players/participants: small group

Procedure:

1. Game proceeds as Hand Game but walls are used for separating quantities.

Teacher says:		Children say:
"Wall off eight blocks."		"None and eight is eight." or "Zero and eight is eight."
"Wall off seven blocks."		"One and seven is eight."
"Wall off six blocks."		"Two and six is eight."
"Wall off five blocks."		"Three and five is eight."
"Wall off four blocks."		"Four and four is eight."
"Wall off three blocks."		"Five and three is eight."
"Wall off two blocks."		"Six and two is eight."
"Wall off one blocks."		"Seven and one is eight."
"Wall off no blocks."		"Eight and none is eight." or "Eight and zero is eight"

### **Find 8**

Objective: to explore different combinations that make 8

Materials: 4 sets of numeral cards 0, 1, 2, 3, 4, 5, 6, 7 and 8

Number of players/participants: 1-4 children

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 8, 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.

### **8 Concentration**

Objective: to explore different combinations that make 8

Materials: 4 sets of numeral cards 0, 1, 2, 3, 4, 5, 6, 7 and 8

Number of players/participants: 1-4 children

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 8. 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

### **Draw 8**

Objective: to explore different combinations that makes 8

Materials: 4 sets of numeral cards (0 –8)

Number of players/participants: 3- 5 children

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 8. 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 8 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 8**

Objective: to explore different combinations that makes 8

Materials: 4 sets of numeral cards (0-8)

Number of players/participants: 1-4 children

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 7 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.

### **Number Snap**

Objective: to match numerals

Materials: 3 sets of number cards 0-8

Number of players/ participants: 2-4 children

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.

### **Weighing and Comparing**

Objectives: to weigh objects and compare objects according to their mass  
to arrange objects according to their mass

Materials: common objects to be weighed; scale (made of milk carton or small box and rubber band), paper

Number of players/ participants: 2-4 children

Procedure:

1. The children select three items to weigh on the milk carton scale. As each item is weighed, they record the name of the item on the paper behind the scale on a line with the bottom of the milk carton.
2. When they finish, they have recorded the three items in order from lightest to heaviest on their paper.
3. Other children can check this by repeating the experiment and signing their name indicating if they agree or disagree.

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

### **Which Does Not Belong? (Meeting Time 2)**

Objective: to recognize/identify different medial sounds

Materials: set of words with different medial sounds

Number of players/ participants: big group

Procedure:

1. Ask children to listen carefully to the words you are going to say. Have them identify the word that has a different medial sound as the rest.
2. Slowly say "man, ten, bat". Ask "What is the first sound that you hear in the first word? in the second word? in the third? Which word has a different medial sound?"
3. Repeat the procedure using other sets of words.  
cake, lake, bike  
ban can, pin  
cone, lone, mine  
pet, met, fan  
mine, line, cane

### **Blend a Word (Meeting Time 2)**

Objective: to blend sounds orally

Materials: set of words

Number of players/ participants: big group

Procedure:

1. Say "I'm going to say a word very slowly, sound by sound. Then I'll say the word a bit faster. Finally I'll say the word the way it is usually said. For example, if I hear the word parts /m/ /a/ /t/, I can blend them together like this: mmmmaaaat, mmaat, mat."  
Initial words to blend : mat, sat, fat, rat  
Sam, fan, let, men

Note: Begin with CVC words that start with continuous sounds such as m, s, l, r.  
To help children visually note when you change from sound to sound as you blend the word, add movements. For example, you might move your hands from right to left as you change from sound to sound.

### **Word Sort (High Frequency Words) – refer to instructions in Weeks 23-24.**

#### **Pick a Part**

Objective: to blend 3-letter sounds

Materials: individual letter cards, word segment cards, any box or plastic container

Number of players/ participants: small group

Procedure:

1. Place the individual consonant letter cards into one bowl. Put the word segment cards (an, ap, at) into another bowl. Take turns drawing one card from each bowl. If you can make a real word with your cards, keep it. If you can't, return them. Cooperate to make as many real words as you both can.

### **Upper and Lower Case Memory Game ( played like Letter Memory Game only but this time involving matching upper and lower case letters**

#### **Opposite Words Match ( refer to instructions in Week 24)**

#### **Three Sound Word Building**

Objective: to blend 3-4 letter sounds to form a word

Materials: letter cards

Number of Participants: 8-10 children

Procedure:

1. Lay out the letters for the child to blend.
2. Have her blend each word..
3. After all letter cards have been placed, have her say each sound as you point to its letters in sequence. Once all the letters have been placed, have her map the word on a piece of lined paper. When mapping she should say one sound at a time as she writes the letter. Mapping should be clear, concise, and completely segmented.

#### **Look, Say Name Cover Write Check**

Objective: to read and write high frequency words

Materials: high frequency words

Number of player/participants: 8-10 children

Procedure

1. Distribute one word card to each student.
2. Have the children look at their cards, read it, name the letters of the word.
3. Ask them to turn over the word so the word cannot be seen.
4. Let them turn their cards again to show the word and check it against what they wrote.

## **D. STORIES**

### **Ang Pambihirang Sombrero**

Unlocking of difficulties: naghalungkat, baul, kandelabra, palamutian

Questions before reading:

- Ano ang ginagamit ninyong panangga kapag mainit ang araw habang kayo ay naglalakad sa labas?
- Bakit kaya kakaiba ang sombrero sa ating kwento ?

Questions after reading:

- Ano ang hilig ni Mia? Ano ang kanyang nakita sa baul ng kanyang Lola ?
- Anu-anong lugar ang pinuntahan ni Mia ?
- Bakit kakaiba ang sombrero ni Mia?
- Kung ikaw si Mia, ano ang iyong mararamdaman ? Bakit?

### **The Mayor's Visit**

Questions before reading:

- What do mayors do?

- Why did the Mayor visit the school?

Questions after reading?

- What does the principal advise her teachers and pupils?
- What tools do they use in cleaning the school?
- What was the impression of the visitors?
- What was the prize received by the school?
- As a student, how can you help your school maintain cleanliness?

### **Si Eman (PEHT page 200-202)**

Questions before reading:

- Nakasama ka na bang mamasyal ng iyong pamilya?
- Saan ba namamasyal ang pamilya?

Questions after reading:

- Ano ang ginawa ng mag-anak isang araw ?
- Ano ang nangyari habang namamasyal ang mag-anak ?
- Saan niya natagpuan ang kanyang Tatay at Nanay ? Bakit ?
- Kung ikaw si Eman, magtatampo ka ba a iyong Tatay at Nanay dahil ikaw ay naiwan ? Bakt?
- Anu-ano ang magagandang katangian ng Tatay ni Eman ?
- Kanino siya nagsori ? Nagpasalamat ?
- Tama ba ang ginawa ng Tatay ni Eman na magsori sa kanya ? Bakit ?

### **The Gingerbread Man**

Questions before reading:

- Do you know the story about Gingerbread Man?
- What is your idea on why we call him a gingerbread man?

Questions after reading:

- What happened to the gingerbread boy?
- What should the gingerbread boy have done?

### **RHYMES/POEMS/SONGS**

#### **THE Carpenter (PEHT 164)**

This is the way he saws the wood  
(right hand saws left palm)  
Sawing, sawing, sawing  
This is the way he nails a nail  
(pound right fist on left palm)  
Nailing, nailing, nailing  
This is the way he paints the house  
(right hand paints left palm)  
Painting, painting, painting

#### **It's I Who Build Community**

It's I, it's I, It's I who build community  
It's I, it's I, it's I who build community  
It's I, it's I, it's I who build community  
It's I ... It's I ..., it's I who build community.

Roll over the ocean, roll over the sea  
Roll over the ocean in the deep blue sea,  
Roll over the ocean, roll over the sea  
Roll over the ocean in the deep blue sea.

#### **Five Police Officers (PEHT 165)**

Five strong Police Officers standing by a store,  
(hold up one hand)  
One became a traffic cop, then there were four.  
(hold up four fingers)  
Four strong Officers watching over me,  
One took a lost boy home, then there were three  
(hold up three fingers)  
Three strong Officers all dressed in blue,  
One stopped a speeding car and then there were two.  
(hold up two fingers)  
Two strong Police Officers, how fast they can run,  
One caught a bad man and then there was one.  
(hold up one finger)

#### **All Around the Neighborhood (Poem)**

All around the neighborhood,  
People help each other.  
The driver on the bus,  
Helps a girl and her mother.

The girl and her mother,  
See the butcher for meat.  
The butcher gives a letter,  
To the carrier down the street.

The carrier asks the barber,  
To trim his mustache.  
The barber sweeps the hair up,

One strong Police Officer saw a smoke one day,  
He called a firefighter who put it out right away.

And puts out all the trash.

The trash collector stops,  
When a fire truck clangs its bell.  
Firefighters join the police,  
Who make sure all is well.

All around the neighborhood,  
There's lots that people do.  
All around the neighborhood,  
Who helps you?

In your own little way you can help too  
Clean the environment  
Take care of plants and animals around you  
Be responsible in everything you do.

### **People Everywhere (Poem)**

Who are the people I see everyday?  
The people who work all around me?  
I see them always, here and there  
There are people everywhere.

Who are these people, these people shall I see?  
Those people that I see  
Coming to and fro, here and there  
There are people everywhere.

Where do they go to work everyday?  
The people going to and fro  
Wearing a rainbow of uniforms here and suits there  
There are people everywhere.

The doctor, the postman and the baker too  
The teacher, the firefighter and the police officer  
with you  
They are always here and there  
They are the people everywhere.

### **Magwalis**

Magwalis, magwalis  
Upang paligid ay malinis  
Walisin, walisin  
Lahat ng kalat natin.

## **E. INDOOR/OUTDOOR ACTIVITIES**

### **Head race**

Materials : balloons or books or balls

Number of player/participants: small to large groups

Procedure :

1. Organize players so that they're into pairs and each team receives a partially inflated balloon.
2. When the game starts, teams must race to a finish line carrying a balloon between their heads (a book or ball), remember don't use your hands.
3. On hot days try it with water balloons or through a sprinkler.
4. You can even try an obstacle course.

### **Hide the Letter Game**

Materials : flash cards (3" x 5") of community words

Number of player/participants: 10 and more children

Procedure:

1. Divide the children into 2 or 3 groups.

2. Ask the group to identify the letter to be flashed by the teacher.
3. Cover first letter of a word (related to community) in a "3 x 5" flash card.
4. Ask for the class to read the text again and see if they can guess the missing letter. Ask them to say the sound of the beginning letter. If they guess the missing letter and able to say the letter sound correctly. Then ask them to read again the word aloud.
5. The first group to say the letter sound correctly wins a point. Another point for the group to read and say the word correctly.

**Who's the person** (song and riddle)  
(to the tune of "where's is thumbman?")

Who's that person, who's that person?  
Teaching in the school, teaching in the school  
Writing on the blackboard, writing on the blackboard  
Who is it, who is it?

Who's that person, who's that person?  
Baking the bread, baking the bread  
Working in a bakery, working in a bakery  
Who is it, who is it?

Who's that person, who's that person?  
Keeping us safe, keeping us safe  
Catching the criminals, catching the criminals  
Who is it, who is it?

Who's that person, who's that person?  
Keeping us well, keeping us well  
He treats us when we're sick, he treats us when we're sick  
Who is it, who is it?

**Community Olympics**

Materials: pictures of community places

Number of player/participants: 8-10 children

Procedure:

1. Divide the group into teams of 8-10 players and give each team pictures of community places. Each team will complete several series of different relays using their picture card. Here are some ideas for those relays.
  - The picture under their armpit and hopping on one leg down a field and back.
  - Place the picture card between the knees and hop down a field and back.
  - Two teammates tossing the card and forth down the field and back.
  - Place the card on the ground and each teammate must roll across the card.
  - Teammates line up in leapfrog formation and first player hops over players while holding card and then tosses card to next player in line to do the same.
  - After the game, talk about and ask them who and where they will go of the actions they played. What do people in the community do in this places.

**Word Writing Race**

Divide children into two teams. Have them stand in 2 rows behind a starting line. Write or post words about community and services in the community on the board. Stand back and call out the word. Each child on each team gets a chance to race to the board. The first team to circle the letter called out gets a point. The two children who raced go to the back of the line and those now in front do the next race.