

KINDERGARTEN CLASS SECOND GRADING DAILY PLANS

WEEK 18: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS:		
<ul style="list-style-type: none"> Every person has a family A family is a group of people who care for and love one another. Families differ in many ways e.g. size, composition, living arrangements 		
MEETING TIME 1: Message: Every person is a member of a family. Questions: Who are the members of your family? What do you call your father, mother, siblings?	MEETING TIME 1: Message: Some families are big. Some families are small. Some of us have siblings. Some of us do not have siblings Question: How many people are there in your family?	MEETING TIME 1: Message: Members of our bigger family are called relatives. Our relatives include our grandparents, uncles, aunts, cousins. We call them by specific names. Question: Who are the other members of your bigger family ? Do they live with you ?
WORK PERIOD 1 Teacher-Supervised: Target Letter : Gg <ul style="list-style-type: none"> Letter Mosaic : Gg/ Letter Collage : Gg Independent: <ul style="list-style-type: none"> Name Designs (Different Ways Family Members are called) Family Portrait Dramatic Play Block Play Writer's Workshop 	WORK PERIOD 1 Teacher-Supervised: Graph: How many people are in your family ? Independent: <ul style="list-style-type: none"> Word Poster : Gg Shape Frames: My Family My Family Book Dramatic Play Block Play Letter Lacing Cards 	WORK PERIOD 1 Teacher-Supervised: Let's Write Gg Family Chart Independent: <ul style="list-style-type: none"> Letter Scavenger Hunt We are a Family Dramatic Play Block Play My Family Book Letter Lacing Cards
MEETING TIME 2: Message: People in a family are called by specific names e.g. Tatay, Nanay, Ate, Kuya Questions: How do you call your parents, older siblings and relatives ? Do you have a special name for them ? Do they have a special name for you ?	MEETING TIME 2: Invite children to examine the family graph carefully. Ask questions about the graph. (see questions in the appendix)	MEETING TIME 2: Show the family graph again. Have children continue comparing and analyzing the data. (see questions in the appendix)
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Si Pulong Patago-tago	STORY: Kung Dalawa Kami	STORY: " Sandosenang Kuya"
WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting; up to quantities of 6) Independent: <ul style="list-style-type: none"> Block Play: Building Houses Comparing Quantities: A Game for Partners Lit-based: Sinu-sino ang iba't ibang miyembro ng family ni Pilo na kanyang pinagtataguan? Tapatan 	WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting; up to quantities of 6) Independent: <ul style="list-style-type: none"> Block Play: Building Houses Comparing Quantities: A Game for Partners It's A Mathc/ Mixed Up Numbers/ Number Snap/ Number Concentration/Bingo: Numbers (0-6) Tapatan 	WORK PERIOD 2: Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 6) Independent: <ul style="list-style-type: none"> Block Play: Building Houses Find 6/ 6 Concentration Number Snap/ Mixed Up Numbers (1-6) Number Lotto/ Bingo: Numbers (0-6)
INDOOR/OUTDOOR ACTIVITY: Mother May I?	INDOOR/OUTDOOR ACTIVITY: The Boat is Sinking	INDOOR/OUTDOOR ACTIVITY: Family Relay
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
<p>MEETING TIME 1: Message: Some family members live in the same or different households. ⇒ Some children live with both their parents and siblings. ⇒ Some children live with one parent only. ⇒ Some children live with their grandparents. Question: Who are the family members who live with you ? Do you have family members who are not staying with you ?</p>	<p>MEETING TIME 1: Message: Families may be separated but they still love one another. ⇒ There are different reasons for being apart but the important thing is they care about each other. ⇒ Some families have parents or siblings living or working abroad. ⇒ Some families may family members who have already died.</p>	
<p>WORK PERIOD 1 Teacher-Supervised: Target Letter : Uu Word Poster : Uu ; Family Faces Independent:</p> <ul style="list-style-type: none"> • My Family Book • Letter Collage: Uu • Sand Paper Letters • Dramatic Play • Playdough 	<p>WORK PERIOD 1 Teacher-Supervised: We are a Family Independent:</p> <ul style="list-style-type: none"> • Family Faces • Letter Memory Game • Toss a Letter • Sand Paper Letters • Dramatic Play • Writer's Workshop 	
<p>MEETING TIME 2: Message: People in the family help one another> Questions: How do you help each other in the family?</p>	<p>MEETING TIME 2: Are there relatives of yours who are living away from you? If there are where do they live? How do you communicate with them? How do you feel when you see them after a long time? Activity: Let's Write Uu</p>	
<p>Supervised Recess</p>	<p>Supervised Recess</p>	
<p>STORY: Papa's House, Mama's House</p>	<p>STORY: Ang Nanay Ko ay si Darna</p>	
<p>WORK PERIOD 2: Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 6) Independent:</p> <ul style="list-style-type: none"> • Block Play • Find 6/ 6 Concentration/Go 6/Draw 6 • Number Snap/ Mixed Up Numbers (1-6) • Bingo: Numbers (0-6) • Don't Rock the Boat • Lit-based: Anu-ano ang mga ginagawa ng mga bata sa bahay ni Papa? sa bahay ni Mama? 	<p>WORK PERIOD 2: Teacher-Supervised: Walk the Number Line Independent:</p> <ul style="list-style-type: none"> • Block Play • Find 6/ 6 Concentration/Go 6/ Draw 6 • Number Snap/ Mixed Up Numbers (1-6) • Bingo: Numbers (0-6) • Don't Rock the Boat • Lit-based: Anu-ano ang mga naramdaman ng bata noong malaman na darating na ang kanyang nanay na nagtatrabaho sa ibang bansa? 	
<p>INDOOR/OUTDOOR ACTIVITY: Maria Went to Market</p>	<p>INDOOR/OUTDOOR ACTIVITY: The Boat is Sinking/ Father May I?</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX: WEEK 18

A. THEME-RELATED ACTIVITIES

Name Designs: Different Ways Family Members are called

Objective/Competency: vocabulary building, fine-motor coordination

Materials: 1/5 construction paper, glue, colored markers

Number of Players/Participants: 8 children

Procedure:

1. Brainstorm on terms used to call different members of the family. Ex. tatay, ama, itay ; nanay, inang, Mama
2. Ask children to write these terms on individual strips of construction paper.
3. Have them design each name card using junk materials e.g. seeds, twigs, buttons, yarn

My Family Book

Objective/Competency: to use vocabulary for comparison when describing their place in the family

Materials: booklets with 5-6 pages, crayons, markers, pencil

Procedure

1. Provide paper or booklets for each child. On each page write different headings such as "In my family, I am older than my...", "I am younger than my...", "I am taller than my..." Have children fill out these statements on each page or dictate their responses.
2. Then let them accompany these with drawings

Source: Working with Young Children

We are a Family

Objective: develop awareness for different family compositions

Materials: picture cards

Preparation:

Cut out pictures depicting a variety of family compositions (couples without children, single parent with a child or children, grandparents with grandchild, male head-of-household, traditional family). Glue each picture on a card for ease of handling.

Number of Participants: 6-8 students

Procedure:

Present the picture cards to children with directions for classifying them into groups that are alike in some way. If children have difficulty with this task, provide them with pictures of individuals and tell them to form family groups. Provide cards, as described above, or pictures they can glue onto paper.

Source: Working with Young Children

Family Faces

Objective: fine-motor coordination

Materials

Preparation:

Cut out pictures of individual people from magazines or other sources. Separate the heads from the bodies of the figures

Number of Participants: 6-8 .

Procedure:

1. Present these to children using a tray for heads and a tray for bodies. Tell them to put together people in the funniest way they can think of.
2. Provide paste and colored paper for individual projects or a mural-sized paper for a group poster. (Note: More experienced children will benefit from cutting the figures out and apart themselves.)
3. Give children opportunities to tell why they think their figures are funny.

Source: Working with Young Children

Family Portrait

Materials: paper plates, yarn, colored markers/crayons, pencil

Participants: 8 children

Procedure:

1. Let the children create a picture of their family on the inside of the plate.
2. Then put holes in the sides of the plate and thread the yarn through it.
3. Hang this on the wall.

Shape Frames: My Family

Materials: shape cut-outs, glue, crayons/colored markers, pencils

Participants: 8 children

Procedure:

1. Distribute shape cut-outs to the children.
2. Have them design a frame using these shape cut-outs.
3. Ask them to draw their family portrait inside the frame.

B. OTHER MATH ACTIVITIES

Block Play

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

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

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

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Walk The Number Line

Objective: to sequence numbers

Materials : chalk, number cards 0 to 6

Procedure:

1. Chalk a line outdoors, long enough to include all the numbers 0 to 10 one step apart
2. Make a mark where each number will come but don't actually write them in.
3. Shuffle a set of number cards
4. Take it in turns to take a number card and walk along the line from the start, stepping on the markers and counting out loud as you do so.
5. When you get to the correct spot for your number, put the card on the ground.
When all the cards are in position, turn them face down. Ask your child to walk slowly along the line from the beginning until you shout "stop". Then see if she can tell you which number she is on. Check by turning the card over.

Number Lotto (0-6)

Objective: to match numerals

Materials: lotto boards, 2 sets of number cards, 0-6

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 (0-6)

Objective: To match numerals

Players: 2 or more

Materials: bingo card for each player calling cards tokens

Procedure:

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

Number Concentration (0-6)

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-6

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

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.

Number Snap

Objective: to match numerals

Number of Players/ Participants: 2-4
 Materials: 3 sets of number cards, 0-6
 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.

Comparing Numbers – A Game For Partners

Objective: Compares quantities

Number of Players/ Participants: 3 pairs

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

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

Hand Game (connecting level up to quantities of 6)

Objective: to explore different combinations that make a given quantity

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

No. of Participants: small group

Procedure:

1. Teacher gives each child a given quantity of sticks, in this case 6.
2. 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 six sticks in your right hand."		"None and six is six." or "Zero and six is six."	<table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 2px 10px;">0</td><td style="border: none; padding: 0 20px;"></td><td style="border: 1px solid black; padding: 2px 10px;">6</td></tr></table>	0		6
0		6				
"Place one stick in your left hand."		"One and five is six."	<table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 2px 10px;">1</td><td style="border: none; padding: 0 20px;"></td><td style="border: 1px solid black; padding: 2px 10px;">4</td></tr></table>	1		4
1		4				
"Place one more stick in your left hand."		"Two and four is six."	<table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 2px 10px;">2</td><td style="border: none; padding: 0 20px;"></td><td style="border: 1px solid black; padding: 2px 10px;">4</td></tr></table>	2		4
2		4				
"Place one more stick in your left hand."		"Three and three is six."	<table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 2px 10px;">3</td><td style="border: none; padding: 0 20px;"></td><td style="border: 1px solid black; padding: 2px 10px;">3</td></tr></table>	3		3
3		3				
"Place one more stick in your left hand."		"Four and two is six."	<table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 2px 10px;">4</td><td style="border: none; padding: 0 20px;"></td><td style="border: 1px solid black; padding: 2px 10px;">2</td></tr></table>	4		2
4		2				
"Place one more stick in your left hand."		"Five and one is six."	<table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 2px 10px;">5</td><td style="border: none; padding: 0 20px;"></td><td style="border: 1px solid black; padding: 2px 10px;">1</td></tr></table>	5		1
5		1				
"Place one more stick in your left hand."		"Six and none is six." or "Six and zero is six."	<table style="display: inline-table; border: none;"><tr><td style="border: 1px solid black; padding: 2px 10px;">6</td><td style="border: none; padding: 0 20px;"></td><td style="border: 1px solid black; padding: 2px 10px;">0</td></tr></table>	6		0
6		0				

Lift The Bowl (concrete, 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:
"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."

Peek Through The Wall (concrete, up to quantities of 6)

Objective: to explore different combinations that make a given quantity

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

Procedure:

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

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

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

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 3, 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.

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.

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.

Don't Rock the Boat

Materials: playing board, counters, dice

Procedure:

1. Players roll the dice to travel back and forth inside the "boat".
2. The player who lands in the center with an exact roll is the winner.

Variation: For a solitaire, place markers on all the twelve outer spaces. Each time the player lands on a space, he or she collects the marker. The object is to collect as many markers as possible before landing in the center.

C. OTHER LANGUAGE ARTS ACTIVITIES

Please refer to instructions for the following activities to previous appendices : Letter Mosaic, Letter Collage, Letter Lacing Cards Word Poster, Sand Paper Letters, Letter Memory Game, Toss a Letter

Letter Scavenger Hunt

Objective: letter-sound correspondence

Materials: varied materials that begin with the target letter for the day that are scattered in different parts of the classroom

Number of Participants:

Procedure:

1. Divide children into pairs.
2. Have each pair collect different objects in the classroom that begins with a given letter.
3. The pair who collect the most number of objects wins the game.
4. Have each pair draw the objects they collected.
5. Let them paste their drawings on manila paper.
6. Write the target letter on top.

D. RHYMES/POEMS

My Family

(tune: twinkle, twinkle)

I love mommy. . .she loves me
We love daddy. . .yes sir e
He loves us and so you see
We are a happy family

I love grandma. . . she loves me
We love grandpa. . .yes sir e
He loves us and so you see
We are a happy family

I love sister, she loves me
We love brother. . . Yes sir e
He loves us and so you see
We are a happy family

The Family's in the House

_(to the tune of "The Farmer in the Dell")

The father's in the house
The father's in the house fa. . la. . La. . La la la la
The father's in the house

The father takes the mother (one student grabs hand of another)
The father takes the mother fa. . la. . La. . la la la la
The father takes the mother

The mother takes the brother (one student grabs hand of another)
The mother takes the brother fa. . la. . La. . la la la la
The mother takes the brother
The brother takes the sister
The brother takes the sister fa. . la. . La. . la la la la

The sister takes the baby
The sister takes the baby fa. . la. . La. . la la la la
the baby takes grandma
the baby takes grandma fa. . la. . La. . la la la la
Grandma takes grandpa
Grandma takes grandpa fa. . la. . La. . la la la la

Mahal Ko Ang Tatay at Nanay

Mahal ko, Mahal ko
Mahal ko si Nanay
Mahal ko Mahal ko
Mahal ko rin si TaTay

SONGS Masayang Pamilya

Sa lahat ng oras
Kami ay Masaya
Laging nagtutulungan

Sila nga ay mahal ko't
Iginagalang, humahalik ako ng kamay

Sa hirap at ginhawa

Laging magkasundo
Si Inay at Itay
Kami'y maligaya
Sa loob ng bahay

Daddy is Special

sung to "Where is Thumbkin?"

Daddy is special, daddy is special,
Yes he is, yes he is,
Daddy is special, daddy is special,
Yes he is, yes he is.

Replace Daddy with other family members

Lima ang Daliri

Lima ang daliri ng aking kamay
Si tatay, si nanay, si Kuya, Si Ate
At sino ang bulilit
Ako, ako
Lima ang daliri ng aking kamay

E. INDOOR/OUTDOOR ACTIVITIES

Mother/Father, May I? Traditionally, this game is played outdoors but may be adapted to an indoor space, such as a hallway or driveway. The leader, or "mother/father," stands at one end, while the other players line up beside one another at the other end of the area. (Using a real or imaginary "starting line" helps children know where to begin) Mother/father issues directions to one player at a time.

"Bong, you may take (number and type of steps)." The child responds: "Mother/father, may I? Mother/father responds: "Yes, you may or "NO, you may not." Take ____ steps instead." Upon receiving a positive response, the designated child follows the directions. If the child moves without permission, he or she must return to the starting line. The object of the game is for the players to reach the leader. Older children enjoy an additional part of the game. When close enough, the player tags mother/father, and they race for the starting line. If mother/father tags the player, that person becomes the leader for the next round. With younger children, focus on their physical movements. The daycare worker should model the leader role for a while until children gain experience.

- baby steps: on tiptoe
- giant step: as big as possible
- split: slide one foot forward as far as possible
- side gallop: move sideways
- fire engine/police car: run until mother/father says "stop!"
- umbrella step: place forefinger on top of head and spin around once
- frog leaps: two-footed jump
- rabbit steps: one-footed hop

In addition, children may enjoy creating their own steps.

Family Relay

Players : 6 per team

1. Each team forms a line.
 2. The first player runs towards a designated post, moves around it and runs back to the starting line.
 3. Upon reaching the starting line, he takes the hand of the next player and together they run to the post again and then back.
1. Game continues until the last player has ran with his team.
 2. The first team to get back to the starting line wins the game.

The Boat is Sinking

Players: any number

The object of the game is to have children group themselves into the number called out by the "IT". For example, the IT calls out "The boat is sinking, group yourselves into 3's." The students then group themselves into 3. The "IT" tries to join anyone of the groups. The one who cannot join any group becomes the next "IT".

