

**KINDERGARTEN CLASS THIRD GRADING DAILY PLANS**  
**WEEK 24:**

Monday	Tuesday	Wednesday
<b>MEETING TIME 1:</b> <b>Message:</b> There are schools or places of learning in a community. ⇒ A Daycare center is a place for learning for very young children. Some children attend daycare classes before they go to a big school. ⇒ There are public elementary and highschoools for older children. Families do not have to pay to send their children to a public school. ⇒ There are also private schools in some communities. Families have to pay when they send their children to these schools.  <b>Question:</b> Where is our school located? Are there other schools in our community ?		<b>MEETING TIME 1:</b> <b>Message:</b> A Madrasah is a school for Muslim children. Children learn about Allah and His teachings In a Madrasah. They also learn how to speak, read and write Arabic in their Madrasah.  <b>Question:</b> Where else do you know places for learning ?
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Diorama : Different Schools in our Community  <b>Independent:</b> <ul style="list-style-type: none"> <li>Mapping: Home to School</li> <li>Block Play: Schools in the community</li> <li>Word Walls: CVC words</li> <li>Letter Bingo</li> <li>Writer's Workshop</li> </ul>	<b>Teacher-Supervised:</b> Where does your sibling go to school  <b>Independent:</b> <ul style="list-style-type: none"> <li>Block Play: Schools in the community</li> <li>Mapping: Home to School</li> <li>Word Walls: CVC Words</li> <li>Same and Different : Medial sounds</li> <li>Kaya kong – (Draw what on can do in school) PEHT p. 80</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Target Letter : Hh Letter Poster  <b>Independent:</b> <ul style="list-style-type: none"> <li>Literature-based: Story Mobile</li> <li>Literature-based: Picture Walk</li> <li>Same and Different: Medial Sounds</li> <li>Letter Bingo</li> <li>Kaya kong – (Draw what on can do in school) PEH p.80</li> </ul>
<b>MEETING TIME 2:</b> Game: Listen to the Sound ( medial sound)	<b>MEETING TIME 2:</b> <b>Message:</b> Some children go to schools within their community. Some children live in communities where there are no schools so they have to walk to another village just to go to be able to go to school  Poem: I can Do Many Things Everybody Do this	<b>MEETING TIME 2:</b> <b>Message:</b> There are many activities children do in school. Activities can be inside the room, It can be outdoor activities. In can also be in the community, like parade, scouting activities and Alay tanim project.  Activity: Snap and Clap
<b>Supervised Recess</b>	<b>Supervised Recess</b>	<b>Supervised Recess</b>
<b>STORY:</b> Ang Batang Ayaw Gumising (UNICEF)	<b>STORY:</b> Pasan Ko si Bunso	<b>STORY:</b> Sumunod sa Panuto
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Number Stations and Number Books (quantities of 8; using toothpicks or squares) <b>Independent:</b> <ul style="list-style-type: none"> <li>Sand Play</li> <li>Number Lotto (0-8)</li> <li>Bingo: Numbers (0-8)</li> <li>Number Concentration (0-8)</li> <li>Number Domino</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> More Than, Less Than, As Many As (comparing quantities up to 8) <b>Independent:</b> <ul style="list-style-type: none"> <li>Sand Play</li> <li>Playdough Numerals (0-8)</li> <li>Writing Papers (8)</li> <li>Number stations/ number books (quantities of 8)</li> <li>Number Lotto/Bingo: Numbers (0-9)</li> <li>Number Concentration/ It's A Match (1-8)</li> <li>Fishing Game: Numbers</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Hand Game and Cave Game (concrete; quantities of 8) <b>Independent:</b> <ul style="list-style-type: none"> <li>Block Play</li> <li>Playdough Numerals (0-8)</li> <li>Writing Papers (8)</li> <li>Number stations/ number books (quantities of 8)</li> <li>Comparing quantities: A Game for Partners</li> <li>It's A Match (1-8)</li> <li>Who Has More?</li> <li>Which Card is Missing</li> </ul>
<b>INDOOR/OUTDOOR ACTIVITY:</b> Drop the Handkerchief	<b>INDOOR/OUTDOOR ACTIVITY:</b> Body Letters	<b>INDOOR/OUTDOOR ACTIVITY:</b> Hop Relay
<b>MEETING TIME 3:</b> Dismissal Routine Homework: Draw your classroom	<b>MEETING TIME 3:</b> Dismissal Routine Homework: Draw the things you usually do in school.	<b>MEETING TIME 3:</b> Dismissal Routine Homework: List down the things other people in the community do in school

THURSDAY	FRIDAY	NOTES
<b>MEETING TIME 1:</b> Message: The community uses the school in different ways. ⇒ Sometimes schools are used as evacuation centers.  Question: How can the school help evacuees ?	<b>MEETING TIME 1:</b> Message: The community uses the school in different ways. ⇒ Sometimes schools are used for special celebrations in the community. ⇒ Schools are used during election.  Question: How else can the school be used by the community ?	
<b>WORK PERIOD 1</b> Teacher-Supervised: Opposite Words  Independent: <ul style="list-style-type: none"> <li>Literature-based: Story Mobile</li> <li>Literature-based: Picture Walk</li> <li>Find a Pair: Opposite Words</li> <li>Opposite Words Booklet</li> <li>Letter H Designs</li> </ul>	<b>WORK PERIOD 1</b> Teacher-Supervised: <ul style="list-style-type: none"> <li>Let's Write : Hh</li> <li>Poster : The School can be used in different ways</li> </ul> Independent: <ul style="list-style-type: none"> <li>Letter H Designs</li> <li>Opposite Words Booklet</li> <li>Letter Collage</li> <li>Writer's Workshop</li> </ul>	
<b>MEETING TIME 2:</b> Message: People in the community can help the school in many ways. ⇒ They can help clean the school before classes begin ⇒ They can volunteer when something needs to be built or made in the Madrasah. Game: Same and Different Medial Sound	<b>MEETING TIME 2:</b> Message: People in the community can help the school in many ways. ⇒ They can cook food for the children in the Madrasah. ⇒ They can make learning materials for children. ⇒ They can set-up a garden in school. Song This is the Way We Cross The Road	
<b>Supervised Recess</b>	<b>Supervised Recess</b>	
<b>STORY:</b> Fireman Fred (Letterland Handbook)	<b>STORY:</b> Fireman Fred (Letterland Handbook)	
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Hand Game and Cave Game (concrete; quantities of 8) <b>Independent:</b> <ul style="list-style-type: none"> <li>Number stations/ number books (quantities of 8)</li> <li>Comparing quantities: A Game for Partners</li> <li>Number Concentration/ Mixed Up Numbers (1-8)</li> <li>Number Lotto/Bingo: Numbers(0-8),It's a Match</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Measuring Strings  <b>Independent:</b> <ul style="list-style-type: none"> <li>Number stations/ number books (quantities of 8)</li> <li>Comparing quantities: A Game for Partners</li> <li>Number Concentration/ Mixed Up Numbers (1-8)</li> <li>Number Lotto/Bingo: Numbers (0-6); It's A Match (1-8)</li> </ul>	
<b>INDOOR/OUTDOOR ACTIVITY:</b> One Potato (PEHT 231) Count and Turn (up to 8)	<b>INDOOR/OUTDOOR ACTIVITY:</b> People Counting Games Circle Game (up to 8)	
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	



## APPENDIX: WEEK 24

### SMALL GROUP ACTIVITIES

#### A. THEME-RELATED ACTIVITIES

##### **Mapping: Home to School**

Objective: to develop fine motor coordination

Materials: newsprint

Number of players/participants: 6-8 children

Procedure:

1. Give each child a piece of newsprint.
2. Have him draw his house on one end of the paper and his school on the other end.
3. Let him recall the places he would pass by on his way to school and have him draw in the space between his house and the school.
4. Have him describe his drawing or take down dictation if the child has difficulty writing sentences yet.

##### **Diorama: Different Schools in our Community**

Objective: to create a model of different kinds of school in their community

Materials: shoebox, crayons, scissors, glue, cloth/string, masking tape

Number of players/participants: 6-8 children

Procedure:

1. Divide the children into groups of 3 - 4
2. Distribute shoe boxes or any box of similar size for their diorama.
3. Brainstorm with them what can be seen in the school assigned to each group.
4. Using clay or playdough and other junk materials, have them recreate the school that was assigned to them.
5. Cover the box with art or construction paper and draw the natural features of the school.
6. Have them set up their clay and junk models inside the box.
7. Ask children to hang the name of the school or learning center they recreated on the box.

Graph: In what school your sibling go ?

#### B. OTHER MATH ACTIVITIES

##### **Block Play**

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 participants/players: 1 – 4 children

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)

##### **Number Stations (quantities of 8)**

Objectives: to count up to quantities of 8  
to see that despite differences in appearance quantities remain the same (conservation)  
to develop fine motor coordination

Materials: several boxes of toothpicks, paper and pencil

Number of participants/players: small group

Procedure:

1. Teacher chooses a number to work with for the day, in this case 8.
2. Children work together exploring a given quantity of toothpicks, in this case 8, making as many arrangements as possible. Then let the children write the number on their paper.
3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.

Variation: children can explore other materials such as pebbles, popsicle sticks, blocks and others.

##### **Number Books (quantities of 8)**

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Number of participants/players: small group

Procedure:

1. Help your child to draw pictures or glue in pictures from magazines of things that are important to him and write a number caption underneath.

2. It is a good idea to include zero in your book.
3. Try making a book to illustrate a favorite number story or rhyme.

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

### **Number Lotto**

Objective: to match numerals

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

Number of participants/players: 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.

### **Concentration**

Objective: to match numerals

Materials: 2 sets of number cards, 0-8

Number of participants/players: small group

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.

### **Playdough Numerals (0-8)**

Objective: to identify the numerals 0, 1, 2, 3, 4, 5, 6, 7 and 8

Materials: playdough

Number of players/participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them form the numerals 0, 1, 2, 3, 4, 5, 6, 7 and 8.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

### **Writing Papers (8)**

Objective: to learn sequence

to observe the form of each numeral

to develop eye-hand coordination

Materials: writing papers (with number dot patterns for each numeral), crayon

Number of participants: individual

Procedure:

1. Each child is given a writing paper with the numeral he is working on, in this case 8.
2. Children use a crayon to connect the dots of the number pattern.

### **Number Domino**

Objectives: to recognize numbers 1-8

to match numbers that are alike

Materials: set of 28 number dominoes

Number of participants/players: small group

Procedure:

1. All dominoes are placed face down.
2. Each player draws 8 dominoes.
3. A player with a "double" begins to play.
4. Each player in turn says the number names and then plays as in a regular domino game.
5. The winner is the player who has played all dominoes, or the player with the smallest number of dominoes when all players must pass.

### **Number Bingo**

Objective: to match numerals

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

Number of participants/players: 1 or more

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.

### **Fishing Game: Numbers**

Objective: to recognize and identify numerals

Materials: fish cut-outs (that have the numbers 1-8 written on them) with paper clip, fishing rod with magnet

Procedure:

1. Set up a "fishing area" where fish with shapes are placed on the floor.
2. Children take turns using the fishing rod to catch a 'fish'.
3. When a child catches a 'fish' he identifies the number written on the fish.
4. The next child takes his turn.

### **Mixed Up Numbers**

Objectives: to read and recognize number words

to recognize the sequence of numbers

Materials: vocabulary cards of number words

Number of participants/players: small group

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.

### **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 participants/players: 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.

### **More Than, Less Than, As Many As**

Objective: to compare quantities up to 8 using terms of comparison: more than, less than, the same as

Materials: fruits or any objects

Number of players/participants: 8 children

Procedure:

1. Teacher holds a tray with eight apples.
2. Group children into three groups.
3. Each group will be given objects.
  - I- 5 mangoes
  - II- 6 oranges
  - III- 7 bananas
4. Ask questions:
  - Which group has less than the given objects?
  - Which group has more than the given objects?
  - Which group has as many as the given objects?

### **Who Has More?**

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Number of participants/players: small group

Procedure:

1. Put out about six saucers, each with a different number of things in, for example, six toothpicks, five small buttons, four big buttons, three peas, two pebbles, one marble.
2. The child points at two saucers and chooses without counting out, which has more. Child then checks by pairing up the contents of the two saucers.

Variations:

1. Put the same number of things in two of the saucers.
2. Put four big things and four small things in another saucer.
3. Put out bigger number of things.

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

Objective: to compare quantities

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

Number of players/ participants: 3 pairs of children

Procedure:

1. Each player draws a numeral card from a pile of cards.
2. Each player builds the appropriate clothespin stack to match their cards.

- 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.
- They continue to take turns, each accumulating clothespins.
- 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.

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

Objective: to identify missing number in a series of numbers

Materials: number cards with spots drawn on them (0-8)

Number of participants/players: small group

Procedure:

- Put in order a set of number cards.
- While child closes her eyes, hide one of the card and close up the gap.
- 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.

### **Hand Game (concrete, up to quantities of 8)**

Objective: to explore different combinations that make a given quantity

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

Number of participants/players: small group

Procedure:

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

Teacher says:		Children say:
"Place seven sticks in your right hand."		"None and seven is eight." or "Zero and seven is eight."
"Place one stick in your left hand."		"One and seven is eight."
"Place one more stick in your left hand."		"Two and six is eight."
"Place one more stick in your left hand."		"Three and five is eight."
"Place one more stick in your left hand."		"Four and four is eight."
"Place one more stick in your left hand."		"Five and three is eight."
"Place one more stick in your left hand."		"Six and two is eight."
"Place one more stick in your left hand."		"Seven and one is eight"
"Place one more stick in your left hand."		"eight and none is eight." or "Eight and zero is eight."

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

### **Measuring Strings**

Objectives to measure lengths using non standard tools

to compare lengths of objects

Materials: 5 lengths of string labeled with a colored dot on a strip of masking tape

5 objects marked along one edge with a length of masking tape and a letter

Number of participants/players: small group

Procedure:

- Tell the children to take the strings and match them with the masking tape, trying to find the appropriate length of string to measure each object.
- The children make a record of which string matches each item.
- Repeat the activity if you change the items to be measured. At the start measurements should be quite different but as the children gain skill the measurements should become less differentiated, requiring more accurate measurements

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

### **Listen to the Sound (for Meeting Time 2)**

Objective: to identify medial sounds

Materials: none

Procedure:

1. Ask children to listen to the following set of words: man, can, ban
2. Point out that all these words have the same medial sound. This sound is /a/.
3. Tell them that you want them to listen carefully to each new set of words you say and then tell you what the medial sound is
4. Finally ask them to provide other words that have the same medial sound.

Ask them what medial sounds do they hear in each set of words :

Other set of words:	cap, map, tap	hot, pot, not
	bet, let, set	fin, sin, bin

### **Same and Different (Meeting Time 2)**

Objective: identify medial sounds

Materials: none

Procedure:

1. Tell the class you will read out pairs of words. Ask them to listen carefully and tell you if the words have the same or different medial sounds.
2. Read out each set of words. Ask the class to identify which word has a different medial sound.

man, can, pen

sam, Pam, him

set, met, fat

men, hen, fun

nag, lag, beg

### **Word Wall – CVC words**

#### **Letter Bingo**

#### **Same and Different**

Objective: to identify words with the same medial sounds

Materials: CVC word cards with different medial sounds, category cards

Preparation:

1. Prepare pairs of picture cards. Some pairs should have the same medial sound while others should have different medial sounds.
2. Prepare two category cards and write the word same on one and DIFFERENT on the other.

Procedure:

1. Lay the category cards on the table
2. Show each pair of picture cards.
3. Ask children if the words have the same medial sound. . If they do, have them place the card under the category card "SAME" . Let them identify the medial sound and give its corresponding letter name.
4. If the words don't have the same medial sound, have them place it under the category card " DIFFERENT " .
5. Continue until all the words have been sorted.

#### **Opposite Booklets**

Objective: to identify words with opposite meanings

Materials: blank booklets

Number of participants/players: 6 - 8 children

Procedure:

1. Distribute blank booklets to children.
2. On each page, have them write words or draw pictures that show opposite meanings.

#### **Find a Pair (opposite meanings)**

Objective: to identify words with opposite meanings

Materials: word cards with opposite meanings

Number of participants/players: 4 – 6 children

Procedure:

1. Spread out words on the table.
2. Ask each child to pick out two words with opposite meanings.
3. Talk about these words. Have them practice using these words in a sentence.
4. Continue the game until all words with opposite meanings have been located.

#### **Word Walls –CVC words**

Objective: to identify medial sounds

Materials: manila paper, 1/8 strips of paper, marker

Number of participants/players: 6 - 8 children

Procedure:

1. Have children think of words containing a given word chunk or word family e. g – an words (pat, sat, cat)
2. Let them write each word on 1/8 sheet of paper.



3. Ask them to paste/glue this on the manila paper.

### Literature-based: Story Mobile (refer to previous instructions)

#### Literature-based: Picture Walk

Title:

Objective:

Materials/preparation:

Number of players/participants:

Procedures:

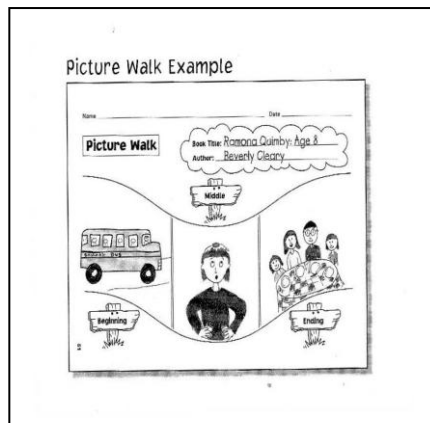
Picture Walk

Your book

Picture Walk sheet

Crayons or markers

1. Write the title and author.
2. Think about how to retell the story in pictures.
3. Decide on three key events. They should retell the beginning, middle, and ending.
4. Draw a picture for each event in the order they happened.



Source: Reading-Writing Connections

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

#### **Snap And Clap**

Objectives: to count backward  
to develop body coordination  
to learn one-to-one correspondence  
to develop a sense of rhythm

Materials: none

Number of players/participants: whole or small group

Procedure:

The children clap together in rhythm, counting forward, "One, two, three, four" and then snap their fingers counting backward, "four, three, two, one." Repeat this over and over again without losing a beat between the last clap and the first snap.

#### **I Can Do Many Things** PEHT – p.162

Sung to the tune of Bahay Kubo

#### **BATANG MUNTI**

Ako'y batang munti  
Na may laging mithi  
Maganda ang ugali  
Mabuti ang gawi  
Kahit batang munti

#### **BISIG**

Itong ating bisig  
Matatag, makisig  
Kung magkakabigkis  
Lahat makakamit  
Dito sa daigdig

#### **BALIKAT**

Sukatan ng lakas  
Ang ating balikat  
Kung may binubuhat  
Bagay na mabigat  
Dito sumasadlak

#### **BUHOK**

Itong ating buhok  
Tuwid man o kulot  
Sa ulo ay suklob  
Pampagandang lubos  
Kaloob ng Diyos

#### **Everybody Do This**

Everybody do this (do an action such as shaking one hand or tapping one's shoulder)

Do this, do this

Everybody do this

Just like this

*Song is repeated each time a new action is done*

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

### **Count And Turn**

Objectives: to count in sequence  
to develop body coordination  
to develop a sense of rhythm  
to learn one-to-one correspondence

Materials: none

Number of players/participants: whole or small group

Procedure:

1. The children stomp their feet as they count, throwing their arms up in the air to emphasize the last number in the sequence. The children change directions without losing the beat, counting "one" as they turn.

One, two, three, four, five, six, seven, eight  
(turn) one, two, three, four, five, six, seven, eight  
(turn) one, two, three, four, five, six, seven, eight....

### **People Counting Games (8)**

Objectives: to count in sequence  
to learn one-to-one correspondence  
to develop body coordination  
to develop a sense of rhythm

Materials: ball or jump rope

Number of players/participants: whole or small group

Procedure:

**Bouncing ball/:** "One, two, three, four, five, six, seven, eight" (bounce a ball/ jump rope)  
**Jumping rope** "one, two, three, four, five, six, seven, eight" (bounce a ball/ jump rope)

### **Circle Game (8)**

Objectives: to count in sequence  
to learn one-to-one correspondence  
to develop body coordination  
to solve problems  
to predict outcomes

Materials: chairs for each player

Number of players/participants: 6 - 8 children

Procedure:

Children stand in a circle with their chairs behind them. One child is designated to start the counting, and this child wears a hat to clearly delineate his or her from the others. The starter begins the counting and each child counts off in sequence. The child who says the last number in the sequence sits down. The children go around and around the circle, skipping over those sitting down, until only one child is left standing.

Repeat the activity exactly, starting with the same child and going in the same direction, using the same sequence, and neither adding nor removing any children. Ask the children to predict who they think will be the last one standing.

### **Title: BODY LETTERS**

Objective: to be able to form letters through body simulations.

Materials: Letters of the Alphabet

Number of players/participants: 3-5 children in each group

Procedure:

1. Divide the class into groups of three to five students.
2. Assign each group a letter to form with their bodies. They might form the letter individually (each child forming it), or use the entire group to form it, e.g., four children might lie on the floor to form letter E).

