

**KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS**

**WEEK 33:**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<p><b>MEETING TIME 1:</b>  <b>Message:</b> We bring broken things to a repair shop to have it fixed.</p> <p>People at the repair know how to fix certain things so they can still be used again.</p> <p><b>Questions:</b> What are the usual things people bring to repair shops?</p>	<p><b>MEETING TIME 1:</b>  <b>Message:</b> Carpenters and shoemakers also do repair work.</p> <p>⇒ Carpenters repair broken chairs, tables, roofs, doors and walls.                  ⇒ Shoemakers repair broken shoes.</p> <p><b>Questions:</b> Why is it important to check if a broken thing can be repaired first before throwing it away?</p>	<p><b>MEETING TIME 1:</b>  <b>Message:</b> Carpenters and shoemakers build and make things.</p> <p>⇒ Carpenters build houses                  Shoemakers make shoes.</p> <p><b>Questions:</b> What do carpenters build?                  What kind of footwear do shoemakers make?</p>
<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised:</b> Mural: Time to Repair</p> <p><b>Independent:</b>                  Poster: What kind of repair shops do we have in our community?                  How many syllables?                  Playdough                  Writer's Workshop                  WS: What's wrong with the picture?                  Upper and Lower Case Letter Match</p>	<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised:</b> Field Trip to a Repair Shop</p> <p><b>Independent:</b>                  Literature-based: Shoe Story Strip                  Literature-based: The Elves and the Shoemaker Puppets                  Shoe Designs                  Sequence Cards: Biggest to Smallest Shoes                  Sight Word Go Fish                  Playdough</p>	<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised:</b> Poster: At the Repair Shop</p> <p><b>Independent:</b>                  Shoe Designs                  Sequence Cards: Biggest to Smallest Shoes                  Sight Word Go Fish                  Copying Figures/Designs                  WS. Which does not belong?                  Alike and Different</p>
<p><b>MEETING TIME 2:</b>                  Discuss Message: We are going to visit a repair shop tomorrow.                  We will make our trip chart later</p> <p>Question: What do you think will we see in a repair shop ?</p>	<p><b>MEETING TIME 2:</b>                  Discussion: Inputs given by the resource person.                  Introduce L blends : cl,                  Invite children to think of words that begin with cl and list this down on the board.</p> <p>Play "Team Sound Off "</p>	<p><b>MEETING TIME 2:</b> Discussion:                  fieldtrip. Talk about the things the children saw in the repair shop</p> <p>Play " I Blend and You Guess " Game</p>
<p><b>Supervised Recess</b>  <b>STORY:</b> The Elves and the Shoe Maker</p>	<p><b>Supervised Recess</b>  <b>STORY:</b> Wee Red Shoes</p>	<p><b>Supervised Recess</b>  <b>STORY:</b> A Pocket for Corduroy</p>
<p><b>WORK PERIOD 2:</b>  <b>Teacher-Supervised:</b> Where Does It Go?; Three in A Row</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Exploring Marbles</li> <li>• Shark Attack</li> <li>• Comparing Numbers</li> <li>• Match boxes</li> </ul>	<p><b>WORK PERIOD 2:</b>  <b>Teacher-Supervised:</b> Hand Game (concrete; up to quantities of 10)</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Exploring Marbles</li> <li>• Shark Attack</li> <li>• Comparing Numbers</li> <li>• Match boxes</li> </ul>	<p><b>WORK PERIOD 2:</b>  <b>Teacher-Supervised:</b> Hand Game (connecting; up to quantities of 10)</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Comparing Numbers/Match boxes</li> <li>• Bingo Math: More than, Less than</li> <li>• Where does it go?</li> <li>• Three in a Row</li> </ul>
<p><b>INDOOR/OUTDOOR ACTIVITY:</b> Sasali Ka Ba?</p>	<p><b>INDOOR/OUTDOOR ACTIVITY:</b> Red Light</p>	<p><b>INDOOR/OUTDOOR ACTIVITY:</b> Fun Movements</p>
<p><b>MEETING TIME 3:</b> Dismissal Routine</p>	<p><b>MEETING TIME 3:</b> Dismissal Routine</p>	<p><b>MEETING TIME 3:</b> Dismissal Routine</p>



THURSDAY	FRIDAY	NOTES
<b>MEETING TIME 1:</b>	<b>MEETING TIME 1:</b>	
<p><b>Message:</b> People use tools to do their work.</p> <p><b>Questions:</b> What tools do carpenters and shoemakers use in their work?</p>	<p><b>Message:</b> People follow certain steps when making or building things.</p> <p><b>Questions:</b> Can you name some steps involved in building a house or making/repairing shoes?</p>	
<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised: Step on Words</b></p> <p><b>Independent:</b>  Syllable Race  Tool Box  Copying Figures/Designs  WS: Picture-Word Match  Rhyming Words  Blocks: At the Repair Shop</p>	<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised:</b></p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Literature-based: Story Cube</li> <li>• Literature- based: Storyboards</li> <li>• Syllable Race</li> <li>• Tool Box</li> <li>• Writer’s Workshop</li> <li>• Blocks: At the Repair Shop</li> </ul>	
<p><b>MEETING TIME 2:</b>  : Discussion  Play Pictionary – tools carpenters and shoemakers use in their work</p>	<p><b>MEETING TIME 2:</b>  Discussion  Introduce “Segmentation Cheer “ to the class.</p>	
<p><b>Supervised Recess</b></p>	<p><b>Supervised Recess</b></p>	
<p><b>STORY:</b> Rosa Albina</p>	<p><b>STORY:</b> Kapag Tumawid Ako ng Kalsada</p>	
<p><b>WORK PERIOD 2:</b>  <b>Teacher-Supervised:</b> Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 10)  <b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Bingo Math: More than, Less than</li> <li>• Where does it go?</li> <li>• Three in a Row</li> <li>• Find 10</li> <li>• Ten Concentration</li> </ul>	<p><b>WORK PERIOD 2:</b>  <b>Teacher-Supervised:</b> Hat seriation; Feet in a Row  <b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Bingo Math: More than, Less than</li> <li>• Where does it go?</li> <li>• Three in a Row</li> <li>• Find 10</li> <li>• Ten Concentration</li> </ul>	
<p><b>INDOOR/OUTDOOR ACTIVITY:</b> Building in our Town</p>	<p><b>INDOOR/OUTDOOR ACTIVITY:</b></p>	
<p><b>MEETING TIME 3:</b> Dismissal Routine</p>	<p><b>MEETING TIME 3:</b> Dismissal Routine</p>	

## APPENDIX Week 33

### SMALL GROUP ACTIVITIES

#### A. THEME-RELATED ACTIVITIES

##### **Time to Repair! Mural**

Objective: to identify household items that are usually brought to the repair shop for fixing

Materials: art paper, kraft paper, markers, glue

Number of players/participants: 4-5 children

Procedure:

1. As a group, identify household items that are usually brought to the repair shop for fixing. Make a list of all these things.
2. Assist the children in drawing the outline of these items on a large sheet of kraft paper. Make sure that the spaces between the lines are big enough so children can glue pieces of art paper on it.
3. Invite the children to tear up small pieces of art paper, dip it in glue and paste it inside the outline of the household items. Make sure to remind them to stay within the lines and not to tear up large pieces of art paper, as it may be difficult for them to position on the paper.
4. Once the mural is dry, have children write labels next to the household items.

##### **Tool Box: Who Uses What?**

Objective: to identifying and describing tools used by community helpers

Materials: real objects or pictures of items community helpers use in their work (ex. Pencil, hammer, shovel, screwdriver, etc.)

Number of players/participants: 4-5 children

Procedure:

1. Fill a box with a variety of items or pictures of items people might use to do their jobs, such as pencil, stethoscope, hammer, pliers, duct tape, small shovel, spool of thread, computer disk, toy truck, paint brush, and so on.
2. Give one object or picture to each child.
3. Invite each child to name the object and the type of job it could be used for.
4. Record the children's responses on the chalkboard or on chart paper.
5. Ask the class for other ideas about different jobs that might use the same object. For example, a pencil might be used by the teacher, a banker, a doctor, a writer, a carpenter.

##### **Poster: Steps in Making a \_\_\_\_\_**

Objective: to enumerate steps necessary in any given procedure

Materials: kraft paper/manila paper, glue, ¼ sheets of plain paper, coloring materials.

Number of players/participants: 4-5 children

Procedure:

1. As a group, ask the children to discuss among themselves certain steps necessary in making/producing/repairing something (ex. Repairing an old shoe, building a sand fort, etc.)
2. Ask them to write down each of the steps on the pieces of paper.
3. Arrange the steps in chronological order and glue it on the left-hand side of the kraft/manila paper.
4. On the right-hand side, each child can make a drawing of how that step ought to be performed/how it looks like.
5. Display the poster in the classroom.

##### **Dramatic Play: Repair Shop**

Objective: to recall details, recreate experiences, develop language skills

Materials: dramatic play area – repair shop set up

Number of players/participants: 4-5 children

Procedure: Children will engage in dramatic play with a repair shop theme. Encourage them to "repair" things their customers bring in for fixing.

##### **Shoe Designs**

Objective: to design designated objects

Materials: art paper, junk materials, scissors, glue, pencil, colored markers

Number of players/participants: 4-5 children

Procedure:

1. Distribute shoe templates for children to design.
2. Have children design their own shoes using assorted junk and art materials.

- Let children take turns showing their shoe designs and describing its features.

**Sequence Cards: Biggest to Smallest Shoes**

Objective: to arrange objects in correct sequence according to size

Materials: shoe cards, pencil, bond paper or newsprint or scratch paper

Number of players/participants: 6-8 children

Procedure:

- Distribute shoe cards to each child.
- Have them arrange the shoe cards in sequence.
- Let them exchange sets of shoe cards.
- Distribute lengthwise bond paper and have them fold this into three parts.  
Have them draw pictures of three different sizes of shoe on each box.

**Poster: What kind of repair shops do we have in our community?**

Objective: to note details; draw figures ; write words

Materials: kraft paper, markers, crayons

Number of players/participants: 5-6

Procedure:

- Have children name repairs shops that can be found in the immediate community,
- Ask each one to choose which repair shop they want to draw.
- Have them write the name of the repair shop on top of the paper.

**B. OTHER MATH ACTIVITIES**

**Where Does It Go?**

Objective: to sequence numbers

Materials: number cards with numerals written on it

Procedure:

- Put a set of number cards in a pile.
- One by one take the card from the top, judge whereabouts in the sequence it belongs and position it on the table accordingly.
- At the end all the cards should be in the correct order, and neither overlapping nor too spread out. Once a card is placed, you may not move it.

**Three In A Row**

Objective: to sequence numbers

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

Procedure:

- Shuffle and deal six cards to each player. (Two or three can play.)
- Put the rest of the cards in a pile face down, then turn over the top card.
- 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.

**Hand game (concrete)**

Objective: to explore different combinations that make a given quantity

Number of players/participants: small group

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

Procedure:

- Children work in small groups.
- Teacher gives each child a given quantity of sticks, in this case 7.
- Children separate counters in different ways and verbalize the combinations that result.

Teacher says:		Children say:
"Place ten sticks in your right hand."		"None and ten is ten." or "Zero and ten is ten."
"Place one stick in your left hand."		"One and nine is ten."

"Place one more stick in your left hand."		"Two and eight is ten."
"Place one more stick in your left hand."		"Three and seven is ten."
"Place one more stick in your left hand."		"Four and six is ten."
"Place one more stick in your left hand."		"Five and five is ten."
"Place one more stick in your left hand."		"Six and four is ten."
"Place one more stick in your left hand."		"Seven and three is ten."
"Place one more stick in your left hand."		"Eight and two is ten."
"Place one more stick in your left hand."		"Nine and one is ten."
"Place one more stick in your left hand."		"Ten and none is ten." or "Ten and zero is ten"

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

**Hand Game (connecting)**

Objective: to explore different combinations that make a given quantity

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

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, 9 in this case.
3. Children separate counters in different ways and verbalize the combinations that result.

Teacher says:		Children say:			
Teacher says:		Children say:	Teacher places these cards on the Hand Game counting board		
"Place nine sticks in your right hand."		"None and ten is ten." or "Zero and ten is ten."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>10</td></tr></table>	0	10
0					
10					
"Place one stick in your left hand."		"One and nine is ten."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>9</td></tr></table>	1	9
1					
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"Place one more stick in your left hand."		"Two and eight is ten."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>2</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>8</td></tr></table>	2	8
2					
8					
"Place one more stick in your left hand."		"Three and seven is ten."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>3</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>7</td></tr></table>	3	7
3					
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"Place one more stick in your left hand."		"Four and six is ten."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>4</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>6</td></tr></table>	4	6
4					
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"Place one more stick in your left hand."		"Five and five is ten."	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>5</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>5</td></tr></table>	5	5
5					
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"Place one more stick in your left hand."		"six and four is ten."	6	4
"Place one more stick in your left hand."		"seven and three is ten."	7	3
"Place one more stick in your left hand."		"eight and two is ten."	8	2
"Place one more stick in your left hand."		"nine and one is ten"	9	1
"Place one more stick in your left hand."		"ten and none is ten." Or "ten and zero is none"	10	0

**Lift the bowl (concrete)**

Objective: to explore different combinations that make a given quantity

Number of players/participants: small group

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

Procedure:

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

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

**Peek thru the wall (concrete)**

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 ten blocks."		"None and ten is ten." or "Zero and ten is ten."
"Wall off nine blocks."		"One and nine is ten."
"Wall off eight blocks."		"Two and eight is ten."
"Wall off seven blocks."		"Three and seven is ten"
"Wall off six blocks."		"four and six is ten."
"Wall off five blocks."		"Five and five is ten."
"Wall off four blocks."		"Six and four is ten."
"Wall off three blocks."		"four and three is ten."
"Wall off two blocks."		"Five and two is ten."
"Wall off one blocks."		"Six and one is ten."
"Wall off no blocks."		"ten and none is ten." or "ten and zero is ten."

### **Hat Seriation**

Objective: to arrange objects by size

Materials: hats of various sizes

Players: small group or whole class during meeting time

Procedure:

1. Ask children to bring hats of different sizes.
2. Place a set of 3-10 hats on a table or in front of the class.
3. Ask the children which of the hats is the biggest (or smallest)
4. Ask the children to arrange the hats by size – biggest to smallest or smallest to biggest.

### **Feet in a Row**

Objective: to sequence objects based on length

Materials: cut outs of children's right (or left) foot

Players: small group or whole class during meeting time

Procedure:

1. Ask children to trace their right or left foot on a sheet of bond paper. Cut out the traced foot.
2. Ask the children which of the feet is the biggest (or smallest).
3. Ask the children to arrange the feet by size – biggest to smallest or smallest to biggest.

### **Exploring Marbles**

Objective: to counts up to quantities of 10

Materials: marbles and counting cups

Number of players/participants: 5-6

Procedure:

1. Each takes a handful of marbles and divides the marbles into counting cups so that each cup holds the quantity being explored.
2. Expect to see the children creating a wide variety of combinations, anything that totals five or ten, in this case is correct.
3. When all the marbles are divided into 2-5 groups, the children sort the cups according to the combinations formed.

### **Comparing numbers**

Objectives: to compare quantities

Number of players/participants: 2-4 players

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

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.

### **Match Boxes**

Objective: to compare quantities up to 10

Materials: match boxes

Number of players/participants: 5-6

Procedure:

1. A group of children work together with a given quantity of 10 or less match boxes.
2. They will make 2-5 arrangements of match boxes as possible.
3. The teacher encourages the children to describe the various arrangements.

### **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 children

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, write 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 children

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.

### **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.

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

### **Team Sound-Off (for Meeting Time 2)**

Objective: to blend phoneme to phoneme  
to develop gross motor coordination

Materials: none

Number of participants: small group

Procedure:

1. Divide the group into teams of three or four children.
  2. Assign each team a sound, such as /s/.
  3. Then call to the front of the classroom three children, for example one child from the /s/ group, one child from the /a/ group, and one child from the /t/ group.
  4. Have the three children sequence their sounds to form a word. Then they should say the sounds and ask the rest of the group to blend together the sound to form the word.
  5. Teams take turn answering, and each team that guesses correctly gets one point.
- Letter Poster : Words that begin with \_\_\_\_ (bl, cl)

### **How Many Syllables?**

Objective: to break up sounds in words according to syllables

Materials: 25-30 picture cards of words that have 1,2 and 3 syllables. Three shoe boxes/small boxes (labeled 1, 2 and 3)

Number of players: 4-5 children

Procedure:

1. Prepare picture cards of words that have 1, 2 and 3 syllables.
2. Give each child 5-6 assorted picture cards. Ask a child to get one card and say the word out loud.
3. Next, ask him how many sounds he can hear in the word. Ask him to clap out the sounds which he can hear (for example – ‘elephant’ – “e/le/phant” – 3 claps).
4. If he is able to get the number of syllables correctly, he can put that card in the corresponding number box (ex. ‘Elephant’ – goes inside Box #3 because the word has three syllables).
5. If the child guesses incorrectly, ask the group to clap it out together so he can put that card in the right box. The game ends when all of the cards are in their right boxes.

### **Sight Word Go-Fish**

Objective: to match sight words

Materials: 2 sets of 26 word cards:

- Away, again, been, best, done, day, each, even, first, from, gave, going, have, how, just, know, laugh, light, make, much, only, once, place, pretty, would, which

Number of players/participants: 2-4 children

Procedure:

1. Mix up the cards and deal eight to each player. Spread out the remaining cards facedown in the center of the table. This is the “fish pond”.
2. Players look at their cards, remove word pairs, and place each pair of words facedown in front of them on the table.

3. Play as you would Go Fish. The first player asks the player to his left for a specific word that would make a pair with a word he or she already has. If the asked player has the card, he or she gives it to the first player. (If not, he or she says, "Go fish" and the first player takes a card from the fish pond. That ends his turn.) The first player then asks any other player for another card until the asked player does not have the requested card.
4. The player who said "go fish" asks the player to his left for a card.
5. Continue playing until one player has found pairs for all his cards.

### **High-Frequency Word Races**

Objective: to alphabetize high-frequency words

Materials: 26 word cards, timer

- Are, back, cold, did, each, funny, get, has, its just, kind, like, myself, now, other, part, quiet, read, said, through, use, very, wish, x-ray, you, zoo

Number of players/participants: two teams with 2-3 players each

Procedure:

1. Give each team one set of word cards, randomly shuffled. Set the timer for one minute.
2. Each group arranges the 26 cards in alphabetical order.
3. After one minute, groups will stop what they are doing and the adult will count how many words were arranged alphabetically. Words that are not in their correct alphabetical order are removed.
4. The group with the most number of correctly alphabetized words will win the game.

### **Storyboard**

Objective: to retell events in a story

Materials: tag board or cartolina, paper, glue, ruler, pencil/markers

Number of Participants: small group

Procedure:

1. List at least six important story events.
2. Think through what happened in the events. Draw a picture of each event.
3. Write a short sentence underneath each drawing explaining the scene.
4. Glue the scenes to a piece of tag board or cartolina and share your storyboards with friends.

### **The Elves and the Shoemaker Puppets**

Objective: to identify story elements through puppetry

Materials: old cardboard, tongue depressors/barbecue sticks, tape, scissors, coloring materials, pencils

Number of players/participants: 3-4 children

Procedure:

1. Ask the children to identify 1) the characters in the story, 2) the important things or objects that appeared in the story, and 3) the setting in which the story took place. List these down on a piece of paper.
2. If there are more than twelve items on the list, invite each child to choose two items and make stick puppets that depict the characters/items they have chosen.
3. As for the setting, one or two students can work cooperatively by drawing the background setting on a large piece of paper.
4. The children can use the puppets in a dramatic play activity later in the day/week or they can stage their own rendition of The Elves and the Shoemaker, to be presented to the other classes in their school at a later time.

### **Three Little Pigs Story Cube**

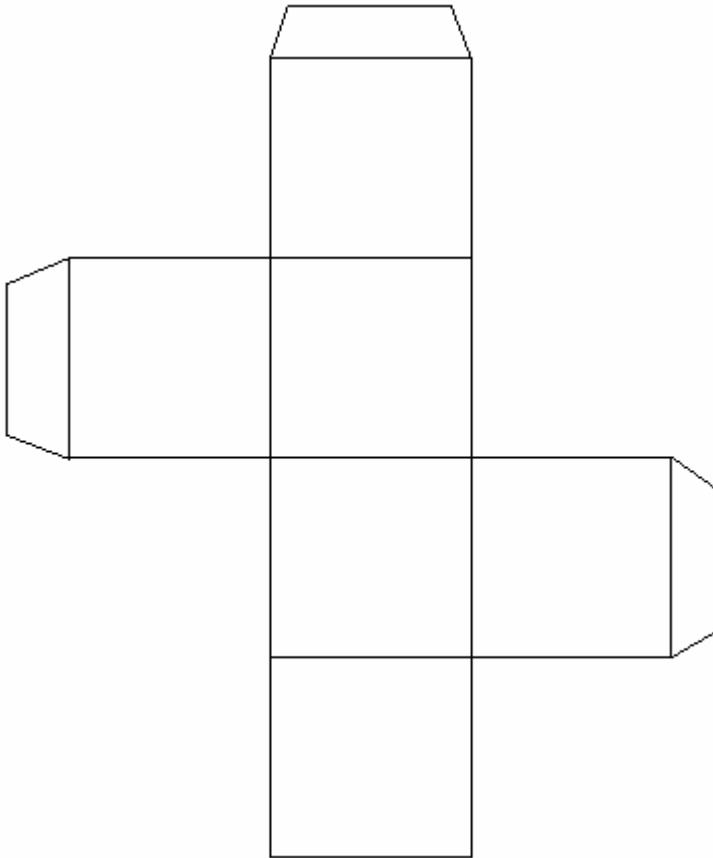
Objective: to identify story settings

Materials: story cube template, coloring materials, scissors, tape, old cardboard

Number of players/participants: 4-5 children

Procedure:

1. Give each child a story cube template:



2. Ask each child to fill up the squares with scenes from the story. Ask him to color his work.
3. When all the squares have been filled up with scenes, ask the child to number each scene in chronological order.
4. Cut the story cube and paste it onto a piece of cardboard for fortification. Cut it out again, and fold along the lines. Seal the ends with tape or glue.

### **Shoe Story Strip**

Objective: recall story events in sequence

Materials: shoe cut-outs

Number of participants: 4-6 children

Procedure:

1. Ask children to recall what happened from the beginning to the end of the story.
2. Choose 6 key events and have children draw each of these events on the shoe cut-outs.
3. Ask them to write 1-2 sentences about the story event assigned to them or take down dictation if necessary.

## STORIES

### Wee Red Shoes

#### Questions before Reading

- What kind of shoes are you wearing today? Is it your favourite pair?
- What color is your favorite? Describe your favourite pair of shoes.

#### Questions while Reading

- What did the wee red shoe do for fun?
- What do you think will happen to it?

#### Questions after Reading

- Who first tried to wear the wee red shoe? What happened?
- Who tried it on after the speckled Hen? What happened?
- What happened when dog negro tried it?
- Who finally tried and loved it? Where are they going?

### The Elves and the Shoemaker

#### Questions before Reading

- What do you want to be when you grow up?
- Do you know what a shoemaker does?

#### Questions while Reading

- What did the couple find out in the morning after they've left the leather?
- What do you think will happen after that?
- Who do you think made the pair of shoes?

#### Questions after Reading

- What was the problem of the shoemaker?
- What did the shoemaker do to solve his problem?
- Who helped him? Describe the elves.
- What did the couple do to find out who is helping them?
- What did they do to thank the elves?
- Will you have done the same thing? What would you have done?

### Kapag Tumawid Ako ng Kalsada

#### Questions Before Reading

- Marunong ba kayong tumawid sa kalsada?
- Inihahatid pa ba kayo ng nanay o tatay sa pagtawid sa kalsada?

#### Questions While Reading:

- Ano kaya ang makikita ng bata sa pagtawid niya sa kalsada sa araw ng Miyerkoles?
- Sa inyong palagay, ano kaya ang itinuro ng tatay niya upang matuto siyang tumawid sa kalsada?

#### Questions After Reading:

- Ano ang nakikita ng bata kapag tumatawid siya ng kalsada kung Lunes? Martes? Miyerkoles? Huwebes? Biyernes?
- Sinu-sino ang mga kasama niya kung Sabado at Linggo?
- Kung tatawid ka ng kalsada, tumitingin ka ba sa kaliwa at sa kanan? Bakit?
- Ano ang iyong gagawin kapag pula ang kulay ng ilaw trapiko? Kapag berde? Kapag dilaw?

### A Pocket for Corduroy

#### Questions before Reading:

- Do you have a favourite toy? What is it?

#### Questions while Reading:

- What did Corduroy want?
- What did Corduroy first saw after it slid off the chair?
- What do you think will happen next?

Questions after Reading:

- Who are the characters in the story?
- Can you describe Corduroy?
- What was the problem of Corduroy? How about Liza?
- What happened at the first part of the story?
- What happened in the middle part?
- What happened at the end of the story? **SONGS/POEMS/RHYMES**

### **The Barber and Beautician**

Sung to: "Here we go round the Mulberry Bush"

*This is the way the beautician washes,  
Scrub, scrub, scrub.*

*This is the way the barber shaves,  
Buzz, buzz, buzz.*

*This is the way the beautician cuts,  
Snip, snip, snip.*

*This is the way the barber cuts.  
Clip, clip, clip*

\*children can make actions

### **The Mail Carrier's Song**

Sung to: "Row, Row, Row Your Boat"

*Write, write, write your cards.  
And lots of letters, too.  
I will bring them to your friends.  
And they will write back soon*

### **Carpenter**

*This is the way he saws the wood  
(making saw motion)  
Sawing, sawing, sawing.*

*This is the way he nails the nail  
(making hammering motion)  
Nailing, nailing, nailing.*

*This is the way he paints the house  
(making a brushing motion)  
Painting, painting, painting.*

### **Firefighter Song**

Sung to: "I'm A Little Teapot"

*I'm a firefighter, my name is John  
I put my boots and helmet on  
I hurry to the fire and give a shout.  
With a burst of water,  
The fire is out.  
Ten Little Firemen  
Ten little firemen  
Sleeping in a row  
Ding-dong goes the bell  
And down the pole they go  
Off on the engine oh! oh! oh!  
Using the big hose so, so, so  
When the fire is out, home sooo slow  
Back to bed all in a row.*

### **Ikot-Ikot**

*Ikot, ikot ikot ikot (spin fists in a circle)*

*Ikot ikot*

*Hila, Hila, (pretend to pull a threaded needle through cloth)*

*Pok pok pok (pound fists one on top of the other, alternating)*

*(x2)*

*Gupit ng gupit (make cutting motion – like you are holding a pair of scissors and cutting a piece of cloth)*

*At tahi ng tahi (pretend to pull a threaded needle through cloth)*

*(x2)*

*Ikot, ikot ikot ikot (spin fists in a circle)*  
*Ikot ikot*  
*Hila, Hila, (pretend to pull a threaded needle through cloth)*  
*Pok pok pok (pound fists one on top of the other, alternating)*

## **INDOOR/OUTDOOR ACTIVITIES**

### **Sasali Ka Ba?**

1. Pangkatin ang mga bata.
2. Ang guro ang unang magiging "IT."
3. Sasabihin ng guro ang pangalan ng laro (Sasali Ka Ba?).
4. Tutukoy ang guro ng isang lugar at itatanong kung ano ang makikita o ginagawa ng mga tao sa lugar na tinukoy. (Hal. Ospital – ano/sino ang makikita natin sa ospital?)
5. Sasagot ang mga bata, mangagamot- at ipakikita ang aksyon ng manggagamot.
6. Tatapik ang guro ng isang bata, kung sinong tinapik ng guro, siya naman ang magsasabi ng "Sasali Ka Ba?" pupunta ako sa \_\_\_\_\_
7. Ipakikita ng mga bata ang aksyong ginawa sa lugar na tinukoy ng IT

### **Fun Movements**

Directions:

1. Tell the children they are going to play follow-the-leader as they pretend to go to different places.
2. Tell them where they are going and ask them to imitate what you do along the way.

*Go to the post office and mail a letter.*

*Go to the supermarket and buy some groceries.*

*Go to the hospital and look for a doctor.*

*Go outside and get on a school bus.*

3. You can play this game for as briefly or as long as you choose.

### **Building in Our Town**

1. Make a chart with the children's names listed vertically on the right-hand side.
2. Across the top of the chart draw buildings or glue pictures of buildings that the children have visited like health center, post office, police station or barangay hall or any place in the community that provide services.
3. At group time, ask the children what buildings have they visited.
4. Mark the sites for each child.

### **Red Light**

Material: a whistle to signal

Directions:

1. Arrange the player in a line.
2. Appoint one of the players (X) in the center of the line.
3. At the blowing of the whistle, X counts out loud to ten and concludes by saying: "No talking; No laughing; No moving; Red light" and turns about.
4. In the meantime, other players have turned and run away from him.
5. On the signal "Red light," all "freeze" in their positions.
6. If X does not see the player talk, laugh or move, he turns back and counts again, repeating until the player does it.
7. When he sees a player doing any of the forbidden acts, he calls out that player's name and chases him until he tags him.
8. This player becomes X for the next game.

