

**KINDERGARTEN CLASS THIRD GRADING DAILY PLANS**

**WEEK 30:** \_\_\_\_\_

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<p><b>MEETING TIME 1:</b>  <b>Message:</b> There are places in the community where we can buy food. People buy food and other goods from a sari-sari store.</p> <p><b>Question:</b> What does your family buy from the sari-sari store in your community ?</p>	<p><b>MEETING TIME 1:</b>  <b>Message:</b> Today, we will visit a sari-sari store.</p> <p><b>Question:</b> What rules do we need to follow during a fieldtrip?</p> <p>Introduce the song “ Off We Go to a Sari-sari Store</p>	<p><b>MEETING TIME 1:</b>  <b>Message:</b> People can buy different goods from a sari-sari store. Some goods can be sold in smaller quantities such as oil, eggs, salt, sugar, candies, biscuits.</p> <p><b>Question:</b> What do they sell in a sari-sari store ?</p>
<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised:</b> Target Letter: Yy</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Trip Chart</li> <li>• Letter Poster</li> <li>• Letter/Word Collage</li> <li>• Syllable Sort</li> <li>• Upper and Lower Case Domino</li> <li>• Writer’s Workshop</li> </ul>	<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised:</b> Field Trip</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Form a Letter</li> <li>• Sand Paper Letter</li> <li>• Letter Mosaic</li> <li>• Upper and Lower Case Domino</li> <li>• Construction Toys/Puzzle</li> </ul>	<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised:</b> cont.. Fieldtrip to the Sari-sari Store</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Sari-sari store Collage</li> <li>• Dramatic Play</li> <li>• Playdough : Things That can be bought from the sari-sari store</li> <li>• Go Fish : Upper and Lower Letters</li> <li>• Three-Letter Sort : W, Y, Q</li> </ul>
<p><b>MEETING TIME 2:</b>            Talk about the trip chart. Go over each question and each part of the trip chart and explain how children are expected to accomplish this.</p> <p>Talk about rules to be observed during the fieldtrip.</p>	<p><b>MEETING TIME 2:</b>            Introduce the song “ Ang Tindahan “            Do Snap and Clap Rhymes</p>	<p><b>MEETING TIME 2:</b>            Continue discussion of jobs that people do in a sari-sari store.</p> <p>Play “Round Robin Rhyme “</p>
<p><b>Supervised Recess</b></p>	<p><b>Supervised Recess</b></p>	<p><b>Supervised Recess</b></p>
<p><b>STORY:</b> Kilo of Sugar (Adapted)</p>	<p><b>STORY:</b> Alphabet in the Sari-sari Store</p>	<p><b>STORY:</b> Araw sa Palengke ni May-Tobias Papa</p>
<p><b>WORK PERIOD 2:</b>  <b>Teacher-Supervised:</b> pictograph of preferred products (eg. soap, softdrinks, snack, biscuits)</p>	<p><b>WORK PERIOD 2:</b>  <b>Teacher-Supervised:</b> Fieldtrip to the Sari-sari store (Batch 2)</p>	<p><b>WORK PERIOD 2:</b>  <b>Teacher-Supervised:</b> Subtraction Cards (writing number sentences)</p>
<p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Bingo: Addition/ Bingo: Subtraction (0-9)</li> <li>• 9 Concentration/ Find 9</li> <li>• Roll and Count (up to quantities of 9)</li> </ul>	<p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Bingo: Addition/ Bingo: Subtraction (0-9)</li> <li>• 9 Concentration/ Find 9</li> <li>• Roll and Count (up to quantities of 9)</li> <li>• Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)</li> </ul>	<p><b>Independent:</b></p> <p>Block Play            Bingo: Addition/ Bingo: Subtraction (0-9)            Draw 9/Go 9            Roll and Count (up to quantities of 9)            Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)</p>
<p><b>INDOOR/OUTDOOR ACTIVITY:</b> Build a Castle</p>	<p><b>INDOOR/OUTDOOR ACTIVITY:</b> Gossip</p>	<p><b>INDOOR/OUTDOOR ACTIVITY:</b> To Market To Market</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
<p><b>MEETING TIME 1:</b>  <b>Message:</b> People have different jobs to do at the sari-sari store. There are specific things that are needed in a sari-sari store e.g. containers, weighing scale, refrigerator.</p> <p><b>Question:</b> What kind of work do people do in a sari-sari store ? What things do people use for their work at the sari-sari store ?</p>	<p><b>MEETING TIME 1:</b>  <b>Message:</b> Storeowners get some of their goods from other communities. Sometimes they travel to other places to get these goods. Sometimes these goods are delivered to the sari-sari store.</p> <p><b>Questions:</b> Which goods come from our own community ? Which ones have to be bought from other communities ?</p>	
<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised: Bottle Graph</b></p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• cont.. Sari-sari store Collage</li> <li>• Mobile: Mga Paninda sa sari-sari store</li> <li>• Dramatic Play</li> <li>• Playdough</li> <li>• Triorama: At the Sari-sari store</li> <li>• Sari-sari store Word Sort</li> </ul>	<p><b>WORK PERIOD 1</b>  <b>Teacher-Supervised:</b> Poster: Saan Nanggaling ang mga Paninda sa Sari-sari store</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Dramatic Play</li> <li>• Playdough</li> <li>• Triorama: At the Sari-sari store</li> <li>• Picture a Rhyme</li> <li>• Writer's Workshop</li> <li>•</li> </ul>	
<p><b>MEETING TIME 2:</b>  Play : What's Missing ?</p>	<p><b>MEETING TIME 2:</b>  Song: Twinkle, Twinkle Little Word</p>	
<p><b>STORY:</b> At the Market (Adapted)</p>	<p><b>STORY:</b></p>	
<p><b>Teacher-Supervised:</b> Measures mass using nonstandard tools (home-made balance)</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Bingo: Addition/ Bingo: Subtraction (0-9)</li> <li>• Draw 9/Go 9</li> <li>• Roll and Count (up to quantities of 9)</li> <li>• Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)</li> </ul>	<p><b>Teacher-Supervised:</b> Train Ride  Balloons</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Subtraction Cards (writing number sentences)</li> <li>• 9 Concentration/ Find 6/ Draw 9/Go 9</li> <li>• Roll and Count (up to quantities of 9)</li> </ul>	
<p><b>INDOOR/OUTDOOR ACTIVITY:</b> Relay Game</p>	<p><b>INDOOR/OUTDOOR ACTIVITY:</b> Mother May I</p>	
<p><b>MEETING TIME 3:</b> Dismissal Routine</p>	<p><b>MEETING TIME 3:</b> Dismissal Routine</p>	

**APPENDIX: WEEK 30**

**SMALL GROUP ACTIVITIES**

**A. THEME-RELATED ACTIVITIES**

**Trip Chart**

Objective: to record through drawings and words what they see at the sari-sari store

Materials: bond paper or newsprint, pencil

Number of players/participants: individual

Procedure :

1. Give each child 3 pieces of bond paper (teacher-made)
2. Ask the child to fold 1 sheet of bond paper in half (crosswise).
3. On the upper part of the paper tell the children to copy and fill-up the following (teacher can prepare format for children):

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

4. Tell the children that they will use the trip chart to draw and write what they see during trip.
5. At the lower part of page 1 let the children copy the following:

On the way to the sari-sari store I saw...
--

6. On page 2 let the children copy the following:

I saw people at the sari-sari store.
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7. On page 3 let the children copy the following:

I saw many things at at the sari-sari store.
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8. On page 4 let the children copy the following:

These goods come from our own community :

These goods come from other communities:

9. On page 5 let the children copy the following:

People do different jobs at the store

These are the things they need in a sari-sari store:

### **Sari-sari Store Fieldtrip**

Objectives: to observe what happens in a sari-sari store  
to observe that people buy goods that they need or want at a sari-sari store  
to observe that people stay at the sari-sari store to talk with friends and neighbors

Materials: Trip chart, pencil

Number of players/participant: individual

Procedure:

1. Before leaving the classroom, remind the children of
  - a. the rules when going on a fieldtrip
  - b. the purpose of the trip and the importance of drawing and writing on their trip charts
2. While walking ask the children: "What do you see?" "Who do you see?"

3. At the sari-sari store, ask children to bring out their trip charts.
4. Have them read the first question/statement or read it to the children. Ask them to look around the sari-sari store and then draw the people they saw at the store.
5. Go to the next question and again have them gather information by looking around the store.
6. The last two questions require them to interview the storeowner or helpers in the store.
7. After they have accomplished their trip charts, ask the children if they have further questions they want to ask the people in the store.
8. Before leaving the store, make sure the children thank the owner and the helpers for their time and cooperation.
9. Back in school, give children time to finish their drawings. Assist them as they write words/sentences to accompany their drawings.

### **Bottle Graph**

Objectives: to collect data about favorite beverage or drink  
to analyze results of survey

Materials: 4-5 empty 1.5 softdrink bottles, scoop or ice cream cup, funnel, pail of water

Number of players/participant: small group

Procedure:

1. Line up 4 empty bottles in a row. Label each bottle with a particular beverage e.g. juice, water, softdrink, milk
2. At each turn, ask a child to choose which of these beverages he/she likes best. Once he has identified his favorite drink, have him pour a cup of water into the bottle representing his favorite beverage.
3. When everyone has done this, have them compare the volume of water in each bottle. The one with the greatest amount of water is naturally the most popular beverage among this group of children.
4. Ask them the following questions::  
Which is the most popular beverage ?  
Which is the least popular ?  
Did anyone else choose your favorite beverage ?  
Which bottles have the same amount of water ?

### **Mobile: Mga Paninda sa Sari-sari Store**

Objective: to develop fine motor coordination

Materials: string, glue, cards, crayons, scissors, hanger, blank shape cards

Number of Participants: 4-6 children

Procedure:

1. Have children draw the goods they saw in the sari-sari store on the blank cards.
2. Help children fasten a piece of string to each shape card which in turn will be tied to the hanger. String length should be varied. Encourage children to color their drawings.

### **Sari-sari Store Collage**

Objective: to develop fine motor coordination

Materials: art paper, old magazines, bond paper, markers, crayon, scissors, candy or canned goods wrappers

Number of participants: 4-6 children

Procedure:

1. Have children draw or cut out from magazines examples of goods that are sold in a sari-sari store.
2. Make a collage out of these drawings, magazine-cut-outs and wrappers that you have collected.
3. Have them label the goods shown in the collage.

### **Poster: Saan Nanggaling ang mga Paninda sa Sari-sari store**

Objective: to develop fine motor coordination

Materials: bond paper, art paper markers, crayons, scissors

Number of participants: 4-6 children

Procedure:

1. Have them draw places where storeowners buy the goods that they sell on brown paper bags
2. Encourage children to use crayons to make drawings colorful.

Variation: Children can form a collage of these places instead of simply drawing it.

### **Dramatic Play: Tinda-Tindahan**

Objectives: to recreate real-life situations (buyer, seller)  
to negotiate roles and cooperate to portray a role  
to develop fine motor coordination and practice eye-hand coordination  
to practice visual discrimination skills when putting away props and materials  
to create pictures in one's head about past experiences  
to use language to explain what one is doing  
to ask and answer questions

Materials: toy products or empty boxes or containers of products (ex. soap, toothpaste)  
Paper money

*Note: Teachers can ask children to bring empty containers to help build the 'Sari-sari store'*

Number of players/participant: small group

Procedure:

1. Small groups of children take turns playing at the dramatic play corner.
2. After each time a child plays in this area, he/she can draw what he/she did during this time.

### **Sari-sari Store Collage**

Objective: to make a collage of a sari-sari store

Materials: cartolina, scissors, glue, old magazine, bond paper, pencil, crayon

Number of players/participant: 3 – 5 children

Procedure:

1. Tell the children to talk about and plan how they will draw and set up the sari-sari store – what products they will include in their store, in what part of the store they will put each product.
2. Encourage the children to divide the work among themselves so that they can work in an orderly manner.

## **B. OTHER MATH ACTIVITIES**

### **Train Ride**

Objectives: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of players/participant: small or whole group

Procedure:

1. Divide the group into 2.
2. The first player in each group goes to the chalkboard and draws a train engine. As directed the leader writes a numeral, for example 8, on the drawing of the train.
3. The second player then comes up to draw a coach, on which he writes a combination that names the number selected for the engine, such as  $6 + 2$ .
4. Continue in order until a member of the group thinks that all combinations have been shown.
5. The team whose train shows all combinations for the engine number wins.

### **Balloons**

Concept: Addition-Subtraction

Objectives: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of players/participant: individual, small or whole group

Procedure:

1. Draw pictures of balloons on the chalkboard and write an addition or subtraction combination on each.
2. Players take turns by trying to "pop the balloons" by giving answers to the combinations. Children may indicate the popping of balloons by clapping hands

Variation: Instead of drawing balloons, flowers, leaves and other more familiar objects can be drawn.

### **How Heavy?**

Objectives: to measure the weight of objects using a home-made balance or weighing scale  
to compare weights

Materials: home-made balance, common objects, cubes

Number of players/participant: pairs small group

Procedure:

1. Ask a child to estimate the weight of an object: How many cubes heavy is your object?
2. Let the child place this object on one side of the balance and measure its weight using the cubes.
3. Determine if his/her estimate is close or too far from the actual weight.

### **Equation Dice Toss**

Objective: to practice addition skills

Materials: 1 die with dots, 1 die with numeral, recording sheet

Number of players/participant: individual, pair or small group

1	2	3	4	5	6	7	8	9

Procedure:

1. Child rolls both dice.
2. Child read the numbered die and adds the dotted die number.
3. Once the child finds the total he/she writes the equation in the appropriate column.
4. The child continues until a column is completed.

### **Subtraction Cards** (quantities of 9)

Objective: to subtract quantities

Materials: subtraction cards, counters

Number of players/participant: individual or pairs

Procedure:

1. Child 1 reads the total on the card, for example 9.
2. Child 2 get 9 counters.
3. Child 1 says "take away three".
4. Child 2 gets the subtraction card and lifts the right hand flap that indicates 3 dots.
5. Child 1 counts remaining dots and say "six".
6. Both children write the equation:  $9 - 3 = 6$

### **Seesaw**

Objectives: to master addition fact  
to compare whole numbers

Materials: 4 dice, SEESAW game board, score sheet

Number of players/participant: 2 players

Procedure

1. Each player rolls two dice on the same turn. Put the pairs of dice on opposite sides of the seesaw.
2. If the equation is true, say, "SEESAW!" The first to say it (and be correct) wins the first round.
3. If the sums are unequal, player 1 has two choices:
  - Switch the two outside numbers
  - Re-roll any one of the four dice
4. If the new value balances the equation, say, SEESAW!" to win.
5. Keep taking turns until the equation balances. Write the final equation on the score sheet. Write the winner's initials next to it.
6. Player 2 starts the next round. The first player to win seven rounds wins the game.

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

For Meeting Time 2:

### **Snap and Clap Rhymes**

Objective: to identify words that rhyme

Materials: none

Number of players/participant: whole class during circle time or in half groups

Procedure:

1. Begin with a simple clap and snap rhythm.
2. Get more complex as children move along in rhyming.

Clap Clap	Snap fall	Clap Clap	Snap ball
Clap Clap	Snap hall	Clap Clap	Snap small

### **Picture a Rhyme**

Objective/: supply words that rhyme

Materials: none

Number of players/participant: any number of children (small group activity)

Procedure:

1. Have children fold a piece of paper in half.
2. Ask them to draw pictures of two things whose names rhyme. For example, a hat and a bat.
3. Help children label the picture names. For children struggling with this activity, provide them with the name of one item such as a star, pan, pig, pen or coat.
4. Gather the drawings and bind them into a book entitled "A Rhyme book "
5. Display the book they made so they can browse through it during reading time.

### **Round Robin Rhyme**

Objective/Competency: supply words that rhyme

Materials: none

Number of players/participant: 8-10 participants (small group)

Procedure:

1. Have the children sit in a circle. Tell them that you are going on an imaginary trip. You will say one item that you want to take on the trip.
2. The children are to repeat the item and the name another item name that rhymes. For example, if you say, "I'm going to the park, I'm taking a **mat**," The next child in the circle might say " I'm taking a **mat** and a **hat**."
3. Continue around the circle until no more rhyming names can be found.

Variation: Children may state aloud items which names begin with the same sound. For example, " I'm going to the park and I'm taking a **ball**, a **bat**, a **basket**, a **blanket**, and a **banana**."

### **What's Missing ?**

Introduce this chant below:

If your Mom is "Om" and your dad is "Ad"), it must be Missing Sound Day. Can you figure out what a grown-up wants if he says " Bring me an :

encil (Pencil)

up (cup)

ork (fork)

ubber band (rubber band)

able (table)

aper (paper)

### **Syllable Sort**

Objective: identify number of syllables in a word

Materials: assorted objects or pictures

Number of players/participant: 6-8 children

Procedure:

1. Gather toys and objects or pictures. Make a graph with 3 columns. Write 1 on the first, 2 on the second and 3 on the third column.
2. Children take turns picking an object or picture. At each turn, a child names the object, clap the number of syllables, write down the word and paste this on the appropriate column in the graph.

**Letter Poster .Letter/Word Collage** - refer to instructions in previous weeks

**Upper and Lower Case Domino** ( played like letter domino but instead of connecting identical letters, you connect upper case form with the lower case form of a particular letter

**Go Fish : Upper and Lower Letters ( Note: played like Go Fish letters but instead of matching identical letters, you match upper and lower case letters)**

### **Three-Letter Sort : W, Y, Q**

Objective: to classify words according to their initial letter

Materials: ¼ manila paper divided into three parts, glue, strips of paper, crayons, marker

Preparation: Divide the manila paper into three parts. Write W on top of the first column, Y on the second and Q on the third column.

Number of participants: 6-8 children

Procedure:

1. Have children draw pictures of objects, people or places that begin with each of the target letters.
2. Let them paste these on the appropriate column

### **Sari-sari store Word sort**

Objective: to classify words in multiple ways e.g. according to beginning letter, number of letters in a word

Materials: 2 x 4 blank cards

Number of participants: 6-8 children

Procedure:

1. Brainstorm on words related to a sari-sari store. These can include goods that are sold in the sarisari store, things that they use in the store, people who work there, places where they buy their goods , signs and labels you see in a store. As they name each word, teacher lists down these words on the board.
2. Have children copy these words on the blank cards.
3. After all words have been written down, have them sort these words in different ways.

## **STORIES**

### **Alphabet In The Sari-Sari Store**

Questions before telling the story:

- Have you ever been to a supermarket?
- What can you see in the supermarket?

Questions during the storytelling:

- What did he see in the supermarket?
- What does Mom buy together with leaves?

Questions after the storytelling.

- What is the difference between a sari-sari store and a supermarket?
- What can you buy from both places? What are found in the supermarket that are not sold in a sari-sari store?

### **Araw Sa Palengke Ni May** ni Tobias Papa

Questions before telling the story:

- Nakarating ka na ba sa palengke? Ano ang nakikita sa palengke?
- Bakit pumupunta ang mga tao sa palengke?

Questions during the storytelling:

- Bakit gumising ang bata?
- Ano ang bilin ni Nanay bago pumunta sa palengke? Bakit?

Questions after the storytelling.

- Saan nagpunta ang nanay at ang kanyang anak ? Ano ang kanilang dala-dala papuntang palengke ?
- Ano-ano ang bilin ng Nanay sa kanyang anak ?
- Ano-ano ang napansin ng bata sa palengke ?
- Bakit hindi nagustuhan ng bata ang amoy sa palengke ?
- Anong magandang katangian ng bata ang ipinakita sa kwento kahit siya ay pagod na at nang Makita niya ang munting palayok ?
- Ikaw, pinipilit mo ba ang iyong nanay na bilhin ang nagustuhan mo sa mall o sa palengke kahit may bilin siya na huwag kang magtuturo o magpapabili? Bakit ?

### **At The Market** (Adapted)

Questions before telling the story:

- Who has been to the market?
- What did you do in the market?
- What do people do in the market?

Questions during the storytelling:

- Why did Jenny and Brenda wake up early?
- What will they do in the market?

Questions after the storytelling.

- Who took a bath at the open well?
- Who goes with Jenny in the market?
- What did Jenny buy in the market?
- What did Brenda ask Jenny to buy for her?
- Why did Brenda feel so happy?

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

#### **Ang Tindahan** (to the tune of bahay kubo)

Ang tindahan, kahit munti  
Ang paninda doon ay sarisari  
Tinapay at biskwit  
Karne norte't sardinas  
Toyo, suka, mantika  
Asukal at asin  
Patis at bagoong  
At saka meron pa  
Walis at panlinis  
Sibuyas, kamatis, bawang at luya  
Sa paligid ligid ay puno ng paninda.

#### **The Worker in the Store**

( to the tune of The Farmer in the Dell)

The workers in the store  
The workers in the store  
Hi-ho the workers yo!  
The workers in the store

\*The workers can be change to cashier,  
guard, seller, owner.

#### **Shopping Song**

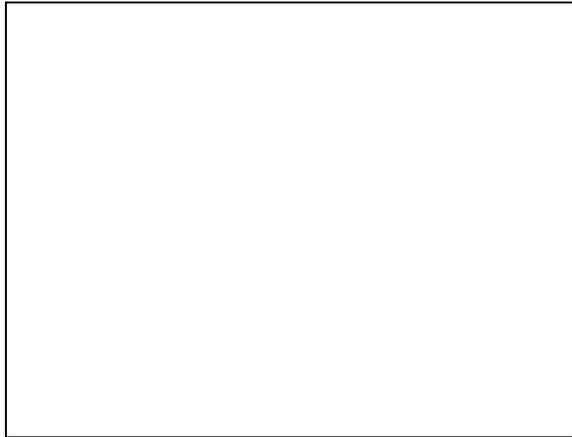
(to the tune of Row, Row Your Boat)

Go, go here we go  
In the sari-sari store  
Buy, buy we will buy  
Get your bag and go.

Twinkle, Twinkle, Little Word  
(Sung to the tune of "Twinkle, Twinkle, Little  
Star")

Twinkle, twinkle, little word

What's the new word to be heard?  
If I take off the FIRST sound



What new word will now be found?  
Take the /sh/ right off of shout.  
Now the new word sounds like...  
\_\_\_\_\_. (out)  
Twinkle, twinkle, little word  
What's the new word to be heard?  
If I take off the LAST sound  
What new word will now be found?  
Take the /er/ right off of hammer.  
Now the new word sounds like...  
\_\_\_\_\_. (ham)

## **INDOOR/OUTDOOR ACTIVITIES**

### **Build a Castle**

Two people hold a jump rope so that it is touching the ground. The children line up single file and jump over the rope one at a time. After every child has jumped, the rope is lifted a few inches above the ground. Continue lifting the rope as the children jump over it. When a player can no longer jump the height, they are out of the game.

### **Gossip**

Children sit in a circle. The leader or teacher whispers a sentence in one child's ear. He or she whispers what they have heard to the next person and so on around the circle. The last child must tell everyone what he/she has heard. The leader then repeats what was really said.

### **To Market To Market**

Choose one child to be the "pig." The "pig" stands at one end of the room. Choose another child to go to the market who will stand at the opposite end of the room. The other children chant the rhyme.

To market, to market to buy a fat pig.  
Home again, home again, rig-a-jig-jig.

The child who is going to the market hops across the room to get the pig. He takes the "pig's" arm and together they hop to the door. Choose another pair to act out the rhyme.

### **Relay Game**

Divide the class into teams with five or six players each. Have players line up single file, and one at a time run to a designated point and go back. The first player tags the second player who then runs the distance. The first team to have all players run is the winner. You can also do ball relays, animal relays, hopping or skipping relays, a back-to-back relay using partners; a dressing relay where children put on and take off clothes, etc.

### **Mother May I**

Children line **U** with their backs to the wall. One person is chosen to be "mother" and stands about 20 feet in front of them. One at a time "mother" names a child and tells them a motion they must perform, such as three baby steps or four scissors steps, or two giant steps. The child must remember to ask, "Mother May I?" before performing the movement or they must go back to the starting line. The first one to reach "mother" becomes "it."