

KINDERGARTEN CLASS THIRD GRADING DAILY PLANS

WEEK 26:

Monday	Tuesday	Wednesday
CONTENT FOCUS : We see plants in the community		
MEETING TIME 1: Message: There are different kinds of plants in the community Questions: What kinds of plants do you see in the community?	MEETING TIME 1: Message: Plants help us in many ways. Plants have different parts. Each plant part can be used in different ways. Questions: How do plants help people? What are the parts of plants? How do people use each plant part?	MEETING TIME 1:
WORK PERIOD 1 Teacher-Supervised: Target Letter : Kk Letter Poster Independent: <ul style="list-style-type: none"> • Trip Chart • Letter Mosaic • Look, Say, Name, Cover, Write, Check • Word Concentration 	WORK PERIOD 1 Teacher-Supervised: Walking Trip Independent: <ul style="list-style-type: none"> • Letter K Designs • Puzzle – Plant Parts • Leaf Patterns • Flowers for You (PEHT 103-105) • Memory Game: Plant Parts 	WORK PERIOD 1 Teacher-Supervised: Let's Write Kk Independent: <ul style="list-style-type: none"> • Poster: Things We Get from Plants • Leaf Patterns • Flowers for You (PEHT 103-105) • Memory Game: Plant Parts • Letter K Designs
MEETING TIME 2: What kinds of plants did you see? How are plants different? How are they the same? (classify plants: with & without flowers; with & without fruits) Song: Old McDonald Had a Box	MEETING TIME 2: What things in the classroom are made from plants? Song: The Seed Cycle Gulay ay Kailangan	MEETING TIME 2: What parts of plants can be eaten? Game: Put It Together - onset and rime
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Let as plant trees	STORY: Cindy Spider	STORY: The Giving Tree
WORK PERIOD 2: Teacher-Supervised: Walking Trip Independent: <ul style="list-style-type: none"> • Block Play • Playdough Numerals • Go 8 • Draw 8 • Find 8/ 8 Concentration • It's A Match/ Mixed Up Numbers (1-8) 	WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 8) Independent: <ul style="list-style-type: none"> • Block Play • Playdough Numerals • Go 8 • Draw 8 • Find 8/ 8 Concentration • It's a Match/ Mixed Up Numbers (1-8) 	WORK PERIOD 2: Teacher-Supervised: Pictographs: My Favorite Fruit (four groups) Independent: <ul style="list-style-type: none"> • Block Play • Subtraction Cards (2-8) • Bingo: Addition/Subtraction (0-8) • Go 5/ Draw 5/ Find 5/ 5 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8) • Hand Game/Lift the Bowl worksheets (quantities of 8)
INDOOR/OUTDOOR ACTIVITY: One Potato (PEHT p.231)	INDOOR/OUTDOOR ACTIVITY: Potato Carrier's Relay	INDOOR/OUTDOOR ACTIVITY: The Falling Leaves
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
<p>Message: Plants have many needs. All plants need water and sunlight . Some plants need soil.</p> <p>Questions: What do plants need? Do all plants need the same things?</p>	<p>Message: We care for plants in different ways. (Some plants grow in the wild and don't need to be cared for.)</p> <p>Questions: How do people care for plants?</p> <p>Resource person (ex. farmer) talks about how to care for plants</p>	
<p>WORK PERIOD 1</p> <p>Teacher-Supervised:</p> <ul style="list-style-type: none"> • Poster: Plants need ... • Seeds Around Us <p>Independent:</p> <ul style="list-style-type: none"> • Flower Cut-outs (PEHT p118) • Printing (PEHT p105) • Story Banner • Drawing: My Favorite Part • Playdough 	<p>WORK PERIOD 1</p> <p>Teacher-Supervised: Poster: How do we take care of plants ?</p> <p>Independent:</p> <ul style="list-style-type: none"> • Flower Cutouts (PEHT p118) • Printing (PEHT p105) • Seeds Around Us • Playdough • Drawing: My Favorite Part • Writer's Workshop 	
<p>MEETING TIME 2:</p> <p>What happens to plants if it does not get enough water or sunlight?</p> <p>Eight Green Speckled Frogs Eight Little Monkeys Eight Little Fish</p>	<p>MEETING TIME 2:</p> <p>What do you think will happen to the environment if all the plants died because we did not take care of them?</p> <p>Ating Alagaan (Likas na Yaman) PEHT p.179 Farm Chores (Peht P.163)</p>	
Supervised Recess	Supervised Recess	
STORY: Mayroon Akong Alagang Puno	STORY: Ang Huling Puno	
<p>WORK PERIOD 2:</p> <p>Teacher-Supervised: Hand game (up to quantities of 8; writing number sentences)</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 8) • Subtraction Cards (2-8) • Bingo: Addition/ Bingo: Subtraction (0-8) • Go 8/ Draw 8/ Find 8/ 8 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8) 	<p>WORK PERIOD 2:</p> <p>Teacher-Supervised: Lift the bowl (up to quantities of 8; writing number sentences)</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 8) • Subtraction Cards (2-8) • Bingo: Addition/ Bingo: Subtraction (0-8) • Go 8/ Draw 8/ Find 8/ 8 Concentration 	
INDOOR/OUTDOOR ACTIVITY: Potato and Spoon Relay	INDOOR/OUTDOOR ACTIVITY: Potato Carrier's Relay	
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	

APPENDIX: WEEK 16

A. THEME-RELATED ACTIVITIES

Walking Trip

Objective: to classify plants

Materials: Community Surroundings

Number of players/participants: small group

Procedure:

1. The class will visit different places in the neighborhood.
2. Children draw or write down all the plants they see.
3. When the class is back in the classroom the children talk about similarities and differences between the different plants they have seen.

Poster: Things We Get from Plants

Objective: to identify things we can get from plants

Materials: manila paper, 1/8 construction or newsprint, crayons

Procedure:

1. Have children draw different kinds of plants on the manila paper.
2. Then, ask children to draw different things we can get from plants on 1/8 construction or newsprint.
3. Have them paste their drawings on the manila paper.

Plants Mobile

Objective: to identify needs of plants

Materials: cut-out of a big plant, cut-out of circles, crayons or markers

Procedure:

1. Make a 3-D model of a plant.
2. Put a hole on top of it.
3. Have children draw different things that plants need to grow on the shape cut-outs.
4. Then let them thread a piece of string through the hole at the top of each shape and tie a knot.
5. Tie the string into the plant model.

Matching Cards

Objective: to match word-picture of plants

Materials: Word Cards, large picture or drawing of a tree

Number of players/participants: 5 groups of children

Procedure:

1. Teacher places a large picture of a tree on the board and places word cards (branch, leaves, flower, roots, fruits, stem) on the chalk board ledge.
2. Teacher calls on volunteers to identify parts of the tree and match the word cards to each part.

Puzzle (Plant Parts)

Objective: to organize the plant parts in puzzle

Materials: Plant Parts picture (horizontally, vertically cut)

Number of players/participants: Individual

Procedure:

1. Teacher provides puzzle of pieces to different plants which children try to put together.

Seeds Around Us (PEHT p. 112-113)

Objective: to classify seeds based on their characteristics

Materials: Seeds of different kinds

Directions:

1. Ask children to bring different kinds of seeds.
Examples: mango, guava, santol, jackfruit, tamarind, avocado, squash, peanut, beans, mongo, corn and butong pakwan.
2. Put the seeds in a tray or any wide-mouthed container.
3. Let the children group the seeds, according to size, shape, color.

Flower For You (PEHT 103-105)

Objective: to develop fine motor coordination

Materials: old glossy colored magazines or art paper

Procedure:

1. Give each pupil a square-shape of glossy colored magazine or art paper.
2. Fold in half to make a triangle.
3. Fold up diagonally from a bottom point beyond the center.
4. Fold up the other side in the same manner.
5. Turn upside down and fold in the other side.
6. Fold inside corner just formed.
7. Turn over the completed tulip.

For the stem:

1. Cut 6" squares into quarter lengthwise. Each strip makes one stem. Give one to each pupil.
2. Fold lengthwise in half.
3. Fold in half again.
4. Combine two leaves.
5. Do many flowers you want and give to your parents.

See Seeds Grow (PEHT p. 112)

Objective: to identify what plants need in order to grow

Materials: plastic cups, tissue paper, water and mongo seeds

Procedure:

1. Group the class by 5s.
2. Have each group :
 - Place a wad of moistened tissue paper in a plastic cup.
 - Put about 10 piece of mongo seeds on top of the tissue paper.
 - Place the cup in different places of the room.Examples: in a dark corner, on the window sill.

Printing (PEHT p105)

Objective: to show one's creativity

Materials: spool, bottle caps, leaves, cork, a piece of woven material, water color or dye, white paper, newspaper

Procedure:

1. Give each child a white paper.
2. Let the child select the materials for printing (example: spool).
3. Place sheet of newspaper under the paper to be printed. Have another sheet of paper on which to try the design and to ascertain whether or not too much water color or dye is being used.
4. Cover the surface of the spool with water color and make a trial print on the other sheet of paper to eliminate excess color. One or two prints may be tried so that too much water color is not being used.
5. Start printing.
6. Several different colors may be applied. If these colors are also applied to different areas of the spool, interesting prints may result.

Flower Cutouts (PEHT p118)

Objective: to show one's creativity

Materials: crayon, bond paper, scissors, paste

Procedure:

1. Prepare flower templates.
2. Children make pattern of dots using crayons on a ¼ size bond paper.
3. Vary the sizes and colors of the dots.
4. Trace the flower template on the dot pattern.
5. Cut-out the flower, arrange them on a bond paper and paste.

B. OTHER MATH ACTIVITIES

Block Play: Places in the Community

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

Materials: table or floor blocks

Number of players/participants: 1-4 children

Procedure:

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

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 Numerals (0,1, 2, 3, 4, 5, 6, 7, 8)

Objective: to write numerals

Materials: lined paper (blue-red-blue lines), numeral cards

Preparation: Draw the numerals on a piece of card board. The first part of the numeral is drawn with the purple crayon and the second part with green. The purple and green marks will help children determine which stroke to do first.

Number of players/participants: 1-6 children

Procedure:

1. Provide each child with numeral cards and lined paper.
2. Let each child practice writing the numerals on lined paper.

It's A Match

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -8

one set of cards with dots (corresponding to the numerals)

Number of players/participants: pairs or small group

Procedure:

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

Mixed Up Numbers

Objectives: to read and recognize number words

to recognize the sequence of numbers

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

Number of players/participants: small group

Procedure:

1. Place the word cards at random in the chalk tray.
2. Ask the 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 child's – are then invited to join in. Continue until all are standing in the appropriate number.

Draw 8

Objective: to explore different combinations that makes 8

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

Number of players/participants: 3-5 children

Procedure

1. One card is drawn from the deck and is set aside throughout the game, so that there will be an odd card without a mate at the end of the game. All the other cards are dealt.

2. Each player goes through the cards received trying to find pairs that make 8. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding her cards like a fan and letting the child to her left draw one of them without looking at them. If the child who draws the card can use it to make 8 with one of the cards in her hand, she discards the pair in the middle of the table. If she cannot use it, she has to keep it. She then holds all her cards like a fan so that the child to her left can draw one of them by chance.
4. Play continues until one child is left holding the odd card and loses the game.

8 Concentration

Objective: to explore different combinations that makes 8

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

Number of players/participants: 1-4 children

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 8. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person who collects the greatest number of pairs is the winner.

Find 8

Objective: to collect pairs of cards

Materials: 4 sets of numeral cards (0-5)

Number of players/participants: 3-5 children

Procedure

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.
2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 5, 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 8

Objective: to explore different combinations that makes 8

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

Number of players/participants: small group

Procedure:

1. All the cards are dealt.
2. The players take turns asking specific people for specific cards in a way similar to the card game Go Fish. For example, John may say to Carol do you have a 1 ?" If Carol has a 1, she has to give it up to John. John then lays this 1 and a 7 in front of himself, face up.
A player can continue asking for a card as long as he gets the card he requested. If he does not get the card he asked for, the turn passes to the person who said, "I don't have it."
3. The person who makes the greatest number of pairs is the winner.

Subtraction Cards

Objective: to subtract quantities up to 8

Materials: subtraction cards, counters

Number of players/participants: 1-4 children

Procedure:

1. Teacher reads the total on the card, in this case 8.
2. Children get 8 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "seven".
5. Teacher shows the group the seven remaining dots on the subtraction card.

Bingo: Addition (up to quantities of 8)

Objective: to match an addition fact with its correct sum

Materials: bingo card for each player calling cards tokens

Number of players/participants: 1-4 children

Procedure:

1. Provide each player with a bingo card.

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.

Bingo: Subtraction (up to quantities of 8)

Objective: to practice subtraction up to quantities of 8

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

Number of players/participants: 1-4 children

Procedure:

1. Provide each player with a bingo card.
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.

Counting Boards (concrete, up to quantities of 8)

Objective: to explore different combinations that makes a given quantity

Materials: counting boards & counters (example: webs & spiders, rivers & fish, stores & hats, tables & chairs, sinks & plates)

Number of players/participants: small group

Procedure:

1. Give each child one counting board.
2. Have the children take the number of counters being worked with for the day and decide what they want to represent.
3. Take turns in telling a story to go with the counters.

Ex: Three fish were swimming. Three more came. That makes six fish swimming.

I saw seven mangoes in the tree. I climbed the tree and got two mangoes. Five mangoes were left.

Lift The Bowl (connecting, up to quantities of 8)

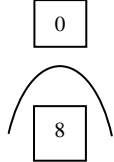
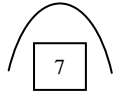
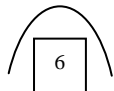

Objective: to explore different combinations that makes a given quantity

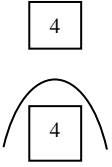
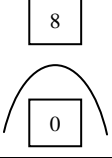
Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

Number of players/participants: small group

Procedure:

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

Teacher says:		Children say:	Teacher places these cards on the Lift the Bowl counting board
"Place eight blocks under the bowl."		"None and eight is eight." or "Zero and eight is eight."	
"Place one block on the bowl."		"One and seven is eight."	
"Place two blocks on the bowl."		"Two and six is eight."	
"Place three blocks on the bowl."		"Three and five is eight."	

"Place four blocks on the bowl."		"Four and four is eight."	
Continue until you reach...			
"Place eight blocks on the bowl."		"Eight and none is eight." or "Eight and zero is eight."	

Hand Game (symbolic, up to quantities of 8)

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: 8 children

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, for example 3.
3. Children separate counters in different ways and verbalize the combinations that result.
4. Children write a number sentence to represent number combinations.

Teacher says:		Children say:	Children write:
"Place eight sticks in your right hand."		"None and eight is eight." or "Zero and eight is eight."	$0 + 8 = 8$
"Place one stick in your left hand."		"One and seven is eight."	$1 + 7 = 8$
"Place one more stick in your left hand."		"Two and six is eight."	$2 + 6 = 8$
"Place one more stick in your left hand."		"Three and five is eight."	$3 + 5 = 8$
"Place one more stick in your left hand."		"Four and four is eight."	$4 + 4 = 8$
"Place one more stick in your left hand."		"Five and three is eight."	$5 + 3 = 8$
"Place one more stick in your left hand."		"Six and two is eight."	$6 + 2 = 8$
"Place one more stick in your left hand."		"Seven and one is eight."	$7 + 1 = 8$
"Place one more stick in your left hand."		"Eight and none is eight." or "Eight and zero is eight"	$8 + 0 = 8$

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

Lift The Bowl (symbolic; up to quantities of 8)

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: 8 children

Procedure:

1. Game proceeds as Hand Game but bowls are used for separating quantities.
2. Children write a number sentence to represent number combinations.

Teacher says:		Children say:	Children write:
"Place five blocks under the bowl."		"None and eight is eight." or "Zero and eight is eight."	$\begin{array}{r} 0 \\ + 8 \\ \hline 8 \end{array}$

"Place one block under the bowl."		"One and seven is eight."	$\begin{array}{r} 1 \\ + 7 \\ \hline 8 \end{array}$
"Place one block under the bowl."		"Two and six is eight."	$\begin{array}{r} 2 \\ + 6 \\ \hline 8 \end{array}$
"Place one block under the bowl."		"Three and five is eight."	$\begin{array}{r} 3 \\ + 5 \\ \hline 8 \end{array}$
"Place one block under the bowl."		"Four and four is eight."	$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$
"Place no blocks under the bowl."		"Eight and none is eight." or "Eight and zero is eight.."	$\begin{array}{r} 8 \\ + 0 \\ \hline 8 \end{array}$

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

Hand Game – Worksheet

Objectives: to write addition equations involving quantities of 4
to conserve number

Materials: counters, Hand game work mat, Hand game worksheet, pencil

Number of players/participants: small group

Procedure:

1. Instruct children to play the Hand game as before.
2. Tell them to record or write equations that represent their concrete manipulations on the Hand game worksheet

If worksheets are not available, teacher can simply write the combinations

$$0 + 5 = \underline{\quad} \quad 1 + 4 = \underline{\quad} \quad 2 + 3 = \underline{\quad} \quad 3 + 2 = \underline{\quad} \quad 4 + 1 = \underline{\quad} \quad 5 + 0 = \underline{\quad}$$

$$5 - 0 = \underline{\quad} \quad 5 - 1 = \underline{\quad} \quad 5 - 2 = \underline{\quad} \quad 5 - 3 = \underline{\quad} \quad 5 - 4 = \underline{\quad} \quad 5 - 5 = \underline{\quad}$$

Lift the Bowl - Worksheet

Objectives: to write addition equations involving quantities of 4
to conserve number

Materials: counters, Lift the Bowl work mat, Lift the Bowl worksheet, pencil

Number of players/participants: small group

Procedure:

1. Instruct children to play the Lift the Bowl activity as before.
2. Tell them to record or write equations that represent their concrete manipulations on the Lift the Bowl worksheet.

If worksheets are not available, teacher can simply write the combinations in the following vertical position

$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$

$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$

C. OTHER LANGUAGE ARTS ACTIVITIES

Refer to instructions from previous weeks for the following activities: Letter Poster, Letter Mosaic, Look, Say, Cover, Say Word Concentration Letter K Designs

Draw Your Favorite Part

Objective: to make personal connections to the story

Materials: storybook, newsprint, crayons or colored markers

Number of player/participants: small group

Procedure:

1. Draw a picture of your favorite part of the book.
2. Write a few sentences describing your favorite part.
3. Write a few sentences telling why this was your favorite part.

Story Banner

Objective: to identify story details

Materials: manila paper/kraft paper

Number of player/participants: 6-8 children

Procedure:

1. Talk about the story you have just read.
2. Discuss what possible details they can include in the banner.
3. Have the students write details about the story in small strips of paper.
4. Paste this on the 1/8 manila paper.
5. Invite children to design the banner.

D. STORIES

Let Us Plant Trees

Questions before reading:

- How do trees help us?

Questions after reading:

- How are trees different from one another?
- What are the different uses of wood?
- What do you think will happen if there were no trees in our neighborhood?

E. RHYMES/SONGS/POEMS

The Seed Cycle(PEHT p.161) (sung to the tune of Farmer in Dell)

The farmer sows his seeds.
The farmer sows his seeds
Hi-ho the dairy-o
The farmer sows his seeds.

- 2 – The wind begins to blow.
- 3 – The rain begins to fall.
- 4 – The sun begins to shine.
- 5 – The seeds begin to grow.
- 6 – The plants grow big and tall.
- 7 – The farmer cuts them all.
- 8 – He puts them in his barn.
- 9 – He's happy in the farm.

Farm Chores (PEHT P.163)

Five little farmers woke up with the sun
(hold up hand, palm forward)
It was early morning and the chores must be done
The little farmer went out to milk the cow
(hold up hand, point to the thumb)
The second little farmer though he'd better plow.
(hold up hand, point to index finger)
The third little farmer cultivated weeds
(point to middle finger)
The fourth little farmer planted more seeds.
(point to the fourth finger)
The fifth little farmer drove this tractor round.
(point to last finger)
Five little farmers, the best that can be found.
(hold up hand)

Gulay ay kailangan

Saluyot at petsay
Kangkong at malungay
Mga dahong gulay
Sagana sa mineral.

Kulitis, sili at saluyot
Pagkaing pampalusog
Karot at dilaw na kalabasa
Sagana sa bitamina A.

Mga bitaminang taglay
Ng mga dahong gulay
Nagpapalusog, nagpapalakas
Ng ating katawan

Eight Little Fish

Eight little fish swimming in the water
Swimming in the water,
Swimming in the water
Eight little fish swimming in the water,
Bubble, bubble, bubble, bubble, splash!!!
(On the word splash, "one child in each group falls to the ground.)

Repeat the rhyme until no fish are left.

Eight Green Speckled Frogs

Eight green speckled frogs
Sat on a speckled log
Eating the most delicious bugs, "Yum, yum!"
One jumped into the pool where it was nice and cool
Then there were seven green speckled frogs
Repeat until no more frogs are left on the log.

Eight Little Monkeys

Eight little monkeys sitting on a tree
Teasing Mr. Crocodile, "You can't catch me, no you can't catch me!"
Along came Mr. Crocodile hungry as can be and SNAP!
Seven little monkeys sitting on a tree teasing Mr. Crocodile,
"You can't catch me, no you can't catch me!"

Repeat until no more monkeys are left on the tree.

F. INDOOR/OUTDOOR GAMES

One Potato (PEHT p. 231)

Procedure:

1. Have the children sit in a circle.
2. Ask them to close their fists with both hands and hold them in front of their bodies.
3. Choose a leader to tap the fists of each child while everybody is reciting the rhyme:

One potato, two potatoes
Three potatoes, four.
Five potatoes, six potatoes
Seven Potatoes, more.

4. The first that is tapped on the word "more" goes behind the back or is out.
5. Start the game again and continue until only one child remains.
6. That child becomes the leader for the next game.

The Falling Leaves

1. Take the class outside the classroom.
2. Let pupils collect leaves of different sizes.
3. When inside the classroom, pupils trace the leaves on a cardboard, color then cut.
4. Teacher asks the children :
 Show me a big leaf
 Show me a small leaf.
 Show me a leaf that is not green.

Potato and Spoon Relay

Materials: one spoon and one potato for each team

Two meters in front of each team there is a circle with a piece of potato in it; at the turning line there is another circle, empty. Give a spoon each to the first player of each team. At the signal, he runs to the potatoes, picks it up in the spoon without the use of the other hand, runs to the second circle, deposits the potato in it returns to the starting line, and gives the spoon to the second player. This player runs to the potatoes, picks it up, and brings it back to the first circle, and so on.

Potato Carrier's Relay

Materials: one basket and eight potatoes per team

In front of each team's position is a row of eight circles with a potato in each basket. The first player runs down the course, picks up all the potatoes continue until all have run

