

KINDERGARTEN CLASS THIRD GRADING DAILY PLANS
WEEK 23: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: I do many activities in school		
MEETING TIME 1: Message: I do many activities in school I participate in many celebrations. Questions: What are the different things you do in school? What celebrations or special activities do you join and participate in?	MEETING TIME 1:	MEETING TIME 1: Message: I learn many things in school. I need certain things when I play and work. I need many things to learn in school. Questions: What do I learn in school? What are the things I need when I am in school?
WORK PERIOD 1 Teacher-Supervised: Mural: Our Life in School Independent: <ul style="list-style-type: none"> Outline Game: Things we use in School Board Game: I go to School Word Family Flip Book Find a Pair: CVC Words Playdough 	WORK PERIOD 1 Teacher-Supervised: School Activity Quilt Independent: <ul style="list-style-type: none"> Mini Book: Things I Do in School Word Family Flip Book Straw Painting Find a Pair: CVC Words Playdough 	WORK PERIOD 1 Teacher-Supervised: Target Letter: Jj Walk Around the Letter Independent: <ul style="list-style-type: none"> Letter Mosaic Picture-Sound Match Mini-book: Things I Do in School Straw Painting Upper and Lower Case Puzzles
MEETING TIME 2: Questions: Which activities in school do you like best ? Game: Which does not belong?	MEETING TIME 2: Questions: How do you feel when you cannot go to school? What happens if you do not go to school? Song: Paaralan (PEHT page146)	MEETING TIME 2: Questions: How can you help your classmates learn? How can they help you learn ? Game: Stand, Sit and turn (up to 7) Song: Tayo'y Magligpit (PEHT page139) Let's Clean Up Today
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Sampung Magkakaibigan	STORY: Si Tembong Mandarambong	STORY: Pasko sa Klasrum
WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 7) Independent: <ul style="list-style-type: none"> Block Play Playdough Numerals (1-7) Go 7/Draw 7/Find 7/ 7 Concentration It's A Match/ Mixed Up Numbers (1-7) Grab Bag with Partners 	WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 7) Independent: <ul style="list-style-type: none"> Block Play Playdough Numerals (1-7) Go 7/Draw 7/Find 7/ 7 Concentration It's a Match/ Mixed Up Numbers (1-7) Number Train Graph 	WORK PERIOD 2: Teacher-Supervised: Lining Up Snakes (7) Independent: <ul style="list-style-type: none"> Subtraction Cards (2-7) Bingo: Addition (0-7)/Bingo: Subtraction (0-7) Go 7/ Draw 7/ Find 7/ 7 Concentration Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7) Hand Game/Lift the Bowl worksheets (quantities of 7) What Numbers Can You Make
INDOOR/OUTDOOR ACTIVITY: I like to come to school	INDOOR/OUTDOOR ACTIVITY: Follow the Leader	INDOOR/OUTDOOR ACTIVITY: Circle Kick Balls
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
CONTENT FOCUS: Different people help us in school.		
MEETING TIME 1: Message: Parents help the school in many ways. Questions: How do your parents help the school?	MEETING TIME 1: Message: Parents participate in school activities. Questions: What activities do your parents participate in?	
WORK PERIOD 1 Teacher-Supervised: Poster: Our Parents Help our School Walk Around the Letter Independent: <ul style="list-style-type: none"> Block Play: Constructing the school ground Letter Collage Literature-based: Tell Me About Character Literature-based: Storyboards 	WORK PERIOD 1 Teacher-Supervised: Parent Helpers Independent: <ul style="list-style-type: none"> Block Play: Constructing the school ground Letter Mosaic Upper and Lower Case Puzzles Picture-sound Match 	
MEETING TIME 2: Introduce oral segmentation games. Sing "I am Thinking of a Word" Playmates	MEETING TIME 2: Play Syllable Clap Song: Mother's Day Song(PEHT p.181)	
Supervised Recess	Supervised Recess	
STORY: Si Emang Engkantada at ang Tatlong Haragan	STORY: Sa Araw ni Titser	
WORK PERIOD 2: Teacher-Supervised: Hand game (up to quantities of 7; writing number sentences) Independent: <ul style="list-style-type: none"> Block Play Counting Boards (quantities of 7) Subtraction Cards (2-7) Bingo: Addition/ Bingo: Subtraction (0-7) Go 7/ Draw 7/ Find 7/ 7 Concentration Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7) 	WORK PERIOD 2: Teacher-Supervised: Lift the bowl (up to quantities of 7; writing number sentences) Independent: <ul style="list-style-type: none"> Block Play Counting Boards (quantities of 7) Subtraction Cards (2-7) Bingo: Addition/ Bingo: Subtraction (0-7) Go 7/ Draw 7/ Find 7/ 7 Concentration 	
INDOOR/OUTDOOR ACTIVITY: Mother May I?	INDOOR/OUTDOOR ACTIVITY: Going to a Trip	
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	

APPENDIX: WEEK 23

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Outline Game

Objective: to match object to outline

Materials: outline game board, things found in school

Number of participants/players: 4 - 6 children

Procedure:

1. Lay down the outline board and materials on the table or floor.
2. Players take turns in picking an object and matching this with its corresponding outline on the board.
3. Ask each child to name the object and describe how people use it in class/school.

Board Game: I go to school

Objective: to count in one-to-one correspondence; name parts of the school

Materials: board game, tokens, dice

Number of participants/players: 4 – 6 children

Procedure:

1. Players take turns throwing the die to determine how many spaces a player will move at his/her turn.
2. If the player lands in an area of a school, he/she must identify this part and its function.
3. The first player to reach the end is the winner. Note: Game must continue until all players have reached the end.

School Activity Quilt

Objective: to develop self esteem and creativity

Materials: construction paper, markers or crayons, yarn

Number of participants/players: small group

Procedure:

1. For a quilt, cut squares out of paper.
2. Ask each child to draw a picture of things they do in school.
3. Then put all the squares together and tie them with yarn.
4. Use blank colors to make a border and fillers.

Mini-book: Things I do in school

Objectives: fine-motor coordination, expressive language, representation

Materials: booklets, markers, crayons, pencils

Number of participants/players: small group

Procedure:

1. Distribute individual booklets to children.
2. On each page, ask children to draw things they do in school.

Straw Painting

Objectives: to develop creativity, fine motor coordination

Materials: drinking straw, paper, spoon, paint or food color, glitters (optional)

Number of participants/players: 4 – 6 children

Procedure:

1. Put a spoonful of paint on the paper.
2. Take the straw and blow a design.
3. Let the children label their works.

Variations: Drop several different colors and blow to make “fireworks,” add details to your design with crayons or markers.

Parents Helpers

Objective: to organize data; to develop expressive language skills

Materials: cartolina or manila paper

Prepare a pictograph showing these different activities

Number of participants/players: 6 – 8 children

Procedure:

1. Show the graph to the group. Talk about each activity and ask them if their parents volunteer for any of these activities.
2. Ask each child to paste a strip of paper with her name in it on each column that shows an activity that his/her parent participates in.

Which of these activities do your parents participate in ?			
Emil	Ella	John Fion	
Attend meetings	Cook food for the students	Help clean the school	Make playthings for children

POSTER: OUR PARENTS HELP OUR SCHOOL

Objectives: to identify activities done by parents in school
to express feelings, thoughts and ideas

Number of participants/players: 6 – 8 children

Procedure:

1. Ask children to think of ways parents get involved in the life of the school. What activities do they participate in ? How do they help the school ? Where do they see them in school ?
2. Possible answers may include: having a meeting, cooking food, painting the school fence, etc.
3. List these down on the board.
4. Ask each one in the group to draw a particular activity that parents participate in.
5. Draw an outline of your school.
6. Have children paste their drawings in the appropriate spaces.

Pantomime

Objective: to identify things found in school

Materials: assorted objects or supplies used or found in school

Number of players/participants: small or whole group

Procedure

1. Ready as many different articles as there are players. Take any articles related to school things like - a piece of pencil, a book, an eraser, a bag, a crayon, etc. Do not show all these articles to the players.
2. Write the name of each article on the sheet of paper. Fold up all the sheets of paper so that the players cannot see what is written on them.
3. Each player draws out a sheet of paper. With the help of pantomime the players must show what is written on their sheets of paper.
4. All the rest of the players try to guess what kind of article is represented

B. OTHER MATH ACTIVITIES

Block Play

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

Materials: table or floor blocks

Number of participants/players: 1 – 4 children

Procedure:

Children use table or floor blocks to build structures.

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

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

Playdough Numerals (0-7)

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

Materials: playdough

Number of participants/players: 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 and 7.
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)

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 participants/players: small group

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 -7

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

Number of participants/players: pairs or small group

Procedure:

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

Mixed Up Numbers

Objectives: to read and recognize number words

to recognize the sequence of numbers

Materials: vocabulary cards of number words (1-7)

Number of participants/players: small group

Procedure:

1. Place the word cards at random in the chalk tray.
2. Ask the students to say each word with you.
3. Ask the children to help you place them in correct sequence.
4. Tell the children to hide their eyes while a mischievous kitten (you) comes and change the order of the cards.
5. The children close their eyes and lower their heads on their desk.
6. The teacher switches cards and then calls on a pupil to return them to the correct places.

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. These students are then invited to join in. Continue until all are standing in the appropriate number.

Draw 7

Objective: to explore different combinations that make 7

Materials: 4 sets of numeral cards (0 –7)

Number of participants/players: 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 7. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding her cards like a fan and letting the person to her left draw one of them without looking at them. If the person who draws the card can use it to make 7 with one of the cards in her hand, she discards the pair in the middle of the table. If she cannot use it, she has to keep it. She then holds all her cards like a fan so that the person to her left can draw one of them by chance.
4. Play continues until one person is left holding the odd card and loses the game.

7 Concentration

Objective: to explore different combinations that make 7

Materials: 4 sets of numeral cards (0-7)

Number of participants/players: 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 7. 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 7

Objective: collect pairs of cards

Materials: 4 sets of numeral cards (0-7)

Number of participants/player: 3-5 players

Procedure

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.
2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 7, 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 7

Objective: to explore different combinations that make 7

Materials: 4 sets of numeral cards (0-7)

Number of participants/players: 1 – 4 children

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 6 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.

Bingo: Addition (up to quantities of 7)

Objective: to match an addition fact with its correct sum

Materials: bingo card for each player calling cards tokens

Number of participants/players: 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 7)

Objective: to practice subtraction up to quantities of 3

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

Number of participants/players: 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 7)

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 participants/players: 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.

Hand Game

Objective: to explore different combinations that makes a given quantity

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

Number of participants/players: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 7.
3. Children separate counters in different ways and verbalize the combinations that result.
4. While playing the game, children write the equations or number sentences that represent each combination.

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

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

Lift The Bowl


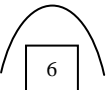
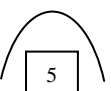
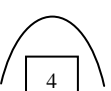
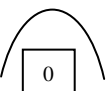
Objective: to explore different combinations that make a given quantity

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

Number of participants/players: small group

Procedure:

1. 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 seven blocks under the bowl."		"None and seven is seven." or "Zero and three is seven."	<div style="text-align: center;">0 </div>
"Place one block on the bowl."		"One and six is seven."	<div style="text-align: center;">1 </div>
"Place two blocks on the bowl."		"Two and five is seven."	<div style="text-align: center;">2 </div>
"Place three blocks on the bowl."		"Three and four is seven."	<div style="text-align: center;">3 </div>
Continue until...			
"Place seven blocks on the bowl."		"Seven and none is seven." Or "Seven and zero is seven."	<div style="text-align: center;">7 </div>

2. 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

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 participants/players: small group

Procedure:

1. Game proceeds as Hand Game but bowls are used for separating quantities.
2. Children write equations or number sentences that represent each combination.

Teacher says:		Children say:	
"Place seven blocks under the bowl."		"None and seven is seven." or "Zero and seven is seven."	$\begin{array}{r} 0 \\ + 7 \\ \hline 7 \end{array}$

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

Subtraction Cards (7)

Objective: to subtract quantities

Materials: subtraction cards, counters

Number of participants/players: individual or pairs

Procedure:

1. Child 1 reads the total on the card, for example 7.
2. Child 2 get 7 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 "four".
6. Both children write the corresponding equation: $7 - 3 = 4$

Grab Bag with Partners (up to quantities of 7)

Objective: to practice addition skills

Materials: clothespins, paper sack, sheet of paper for recording

Number of participants/players: pairs

Procedure:

1. Partner A fills the bag with 7 clothespins (or depending on what number is being worked with).
2. Partner B reaches into the bag and takes out some clothespin, showing Partner A what has been removed.
3. They predict how many clothespin they think are left.
4. Then they check their predictions, and each child records the equation on a sheet such as the one below.

Name _____	
I played a game today.	
These are the equations I made.	

Number Train Graph

Objective: to identify number combinations that make up 7

Materials: clothespin (2 colors), Manila paper, clothespin train outlines, crayons

Number of participants/players: small group

Procedure:

1. The following activity can be worked on by a group of children without direct involvement.
2. The children try to find all the possible arrangements for the combinations that make up a number being worked with, in this case 7.
3. As they find the arrangements, they color a number train outline and place it in the appropriate column of the butcher paper. (The columns can be labeled with the labeled possible combinations, or the children can label the columns as needed.)

What Numbers Can You Make? (7)

Objective: to combine numbers that make up 7

Materials: clothespin, crayons, sheet of paper

Number of participants/players: small group

Procedure:

1. The children make clothespin stacks (each stack made with different color clothespin and no stack more than seven clothespins high). There can be more than one stack of seven. The object is to try to make each of the numbers from one to seven in as many ways as possible.
2. The children are allowed to use more than one stack to make any number, but they may not break any stacks apart. If they can't make a number, they are to cross it out. If they can make the number, they draw the clothespins using crayons (of the same color as clothespins used) and write the equation that describes the trains used.
3. The game can be played over and over, as it will be a new experience each time the numbers used changes.

Lining Up Snakes

Objectives: to measure length using nonstandard tools

to order objects from longest to shortest

Materials: rubber or plastic snakes of different sizes, playdough, string for measuring

Number of participants/players: small group

Procedure:

1. Read the poem Snake Time.

Snake Time

The snakes lined up
On measuring day,
I measured each one
Before they could play.
They got in a row
In an orderly way,
Then shortest to longest
They slithered away.

2. Discuss lengths of the 4 rubber or plastic snakes. Ask children which snake is longest, the next longest, the next longest then the shortest.
3. Ask children to measure the snakes using yarn or paper clips (or other nonstandard tools) to verify their answers.
4. Provide play dough so that each child can mold 4 of their own snakes. Naming the snakes can make this activity even more personal.
5. Have children compare the lengths of their snakes and line them up in order.
6. Again, children may use a variety of measuring tools to measure the length of their snakes.

C. OTHER LANGUAGE ARTS ACTIVITIES

Which Does Not Belong? (see attachments for Weeks 21 and 22

Oral Segmentation Games (for Meeting Time 2)

Syllable Clap

Objective: to orally segment words

Materials: none

Number of players/participant: whole or half groups

Procedure:

1. Ask them to clap with you as you say these words:

sunshine

vacation

delicious

furniture

alphabet

transportation

school

wonderful

playground

Note: you may also begin with clapping the names of your students, things in the classroom and school

Tell Me About the Character

Objective: describe characters

Materials: crayons, pencil, paper

Number of players/participants: -5-6 children

Procedure:

1. Distribute a piece of paper to each child.
2. Have them draw things they know about the character - what he does in the story, what he likes and does not like and how he felt at different parts of the story.

Picture-Sound Match

Objective: letter-sounds correspondence

Materials: cardboard, pictures to represent the sounds of the initial alphabet letters

Preparations:

1. Divide a piece of cardboard or heavy paper into six sections.
2. Draw or cut out three pictures and glue them on the top three sections of the card.
3. On the bottom, three sections write (in random order) the letters that correspond to the pictures above. Laminate the card or cover with a scotch tape.

Procedure:

1. Let the children match the pictures to their appropriate initial letters by using an erasable marker to draw connecting lines

Variation: Set the game up so that the pictures represent ending consonant sounds, or digraphs (sh, th, wh, ch), or blends (br, bl, sw).

Upper and Lower Case Puzzles

Objective: identifying and matching upper and lower case letters

Materials: cardboard pieces

Preparation: Cut each cardboard in the shape of two puzzle pieces. On one piece write the upper case letters and on the other, write the lower case letters. Prepare at least a set of 7 letters at a time and then put them inside a plastic bag.

Procedure:

1. Ask each child to form a letter using the puzzle pieces.
2. Let children state the name of each letter as they match them.

Walk Around The Letter (With Teacher)

Objective: teaches letter recognition

Material: masking tape

Procedure:

1. Put masking tape on the floor in the shape of the letter "N" (Nutrition).
2. With the children, say the letter and think "N" words.

3. Point out to the children that the letter "N" has a round part and a straight part.
4. Walk around the letter and sing this song to the tune of "London Bridge is Falling Down."
 Walk around the letter N, letter N, letter N
 Walk around the letter N,
 My fair lady.
5. Try this game with other letters.

Word Family Flip Book

Introduction: Teach children various decoding strategies such as chunking, blending sounds, using picture clues and context, and recognizing sight words and watch reading confidence soar! Try any of these ideas below to help children manipulate letters and make new words. Young children can manipulate only two "chunks" of information at a time in their brain. That's why word family "chunking" is such a powerful decoding strategy for beginning readers.

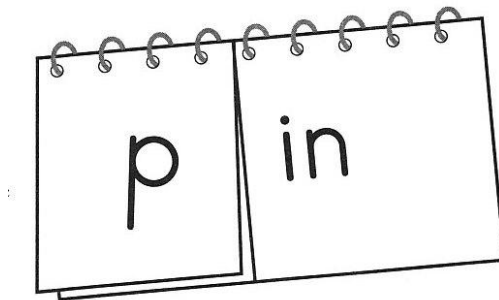
Objective: understand that words are made up of letters

Materials: index cards with words, spiral spring from old notebook

Number of participants/players: small group, 1 – 2 children

Procedure:

1. Cut through all the cards in a spiral-bound index card notebook.
2. Write consonants, blends, and digraphs on the left section, and rimes on the right section.
3. Prepare at least 2 sets with different words
4. Challenge the children to form read words.
5. The flip book can also be played by partners.



Letter Mosaic/Letter Collage (refer to instructions in previous weeks)

STORIES

Sampung Magkaibigan By Kristine Canon

Questions before reading the story

- Mayroon ba kayong mga kaibigan dito sa paaralan?
- Ano ang pakiramdam kapag hindi kayo isinasali sa mga laro?

Questions after reading the story:

- Sinu-sino ang sampung magkakaibigan?
- Anu-ano ang kanilang gustong gawin pag sila'y magkakasama?
- Kung kaibigan nyo si Karlo, gagawin nyo rin ba ang hindi pagsali sa laro? Bakit?
- Ano sa palagay nyo ang naramdaman ni Karlo?

Si Tembong Mandarambong : Mahilig Sa Walis Pero Tamad Maglinis **ni: Susan Dela Rosa Aragon**

Questions before the story

- Ano-ano ang iyong ginagamit sa paglilinis ng bahay ?

- Bakit kaya tinawag na mandarambong si Tembong?

Questions after reading the story:

- Bakit kakaiba ang Baryo Walis?
- Bakit tinangay ng hangin ang palasyo ni Tembong?
- Sa pagbalik ni Tembong sa Baryo ano ang napansin niya?

Pasko sa Klasrum

Questions before reading:

- Ano-ano ang iyong mga nakikita kapag malapit na ang pasko?

Questions after reading:

- Anong regalo ang kanyang ibinalot para sa kriz kringle?
- Ano ang naramdaman ni Lina nung binuksan ang kanyang regalo?
- Kung ikaw si Susana, ikinahihiya nyo rin ba ang inyong regalo? Bakit?

Si Emang Engkantada at ang Tatlong Haragan ni Rene Villanueva

Questions before reading the story

- Ano ang itsura ng bakuran ng bahay ninyo?

Questions after reading the story:

- Bakit itinuring na haragan ang tatlong bata?
- Ano ang inyong maitutulong upang mapanatiling maganda ang isang bakuran? Magbigay ng mga halimbawa.

Sa Araw ni Titser

Questions before reading the story:

- Kayo ba'y nakapaghandog o nakapagbigay na ng regalo sa iyong mga mahal sa buhay?

Questions after reading the story:

- Ano-ano ba ang inihandog o binigay ng mga bata sa titser?
- Ano ang naramdaman ni titser Dela Cruz?

RHYMES/POEMS/SONGS

LOOK AT ME

(Tune: If You're Happy and You Know It)

If you're ready for a snack look at me
If you're ready for a snack look at me
If you're ready and you know then your face will surely
show it
If you're ready for a snack look at me.
(Change the words to fit what you want the children to
do; such as, "If you want to hear a story sit down
please," or "If you want to go outside line up at the
door.")

Note: This can be done before reading a story

For Story Time

Sometimes my hands are at my side
hold hands at side
The behind my back they hide
put hands behind back
Sometimes I wiggle my fingers so
wiggle your fingers
Shake them fast, shake them slow
shake fingers fast and slow
Sometimes my hands go clap, clap, clap
clap hands
Then I rest them in my lap
Now they're quiet as can be.
sit down and rest hands in lap

Good Morning Teacher

Good morning dear teacher
We are glad to see you here
Let us sing together
Good morning.

Mother's Day Song

by F. Santiago

Mother dear, I love you
And you love me too
You're the dearest playmate
That I ever know.

Let's Clean Up

(Tune : "Farmer In the Dell")

Let's clean up today
Let's clean up today
We've had our fun
Our day is done.
So, let's clean up today.

Playmates (Finger Play)

Begin with closed fists
From a window in this house
open one fist, fingers point up
From a window in this house
other fist open, fingers point up
Playmates wave at each other
close fists, then thumbs wag at each other
They jump
hands go up and down quickly
And have such fun!
hands together and clap

Tayo'y Magligpit

Tayo na't magligpit
Magsaya't, umawit
Mga kagamitan,
Ay ating hugasan

Laging iingatan
Ang anumang bagay
Huwag sanang mabasag
Nang di masugatan

This Is The Way

(Tune: "This Is The Way You Brush Your Teeth")

This is the way we clean our things
Clean our things (2x)
This is the way we clean our things
And put these all together.

GOODBYE SONG

(Tune: "Are You Sleeping")

We are going, 2x
Now goodbye. 2x
See you all tomorrow. 2x
Now goodbye. 2x

Paalam Na Sa 'Yo

Paalam na sa 'yo? 2x
Bukas babalik 2x
Paalam na sa 'yo? 2x
Bukas babalik

GOODBYE MY TEACHER, GOODBYE

Goodbye my teacher, goodbye (2x)
We will all come back again (2x)
Goodbye my teacher, goodbye

I'm Thinking of a Word
(Sung to the Tune of "The Wheels on the Bus")

Teacher Sings:

I'm thinking of a word named /t/ /e/ /n/, /t/ /e/ /n/, /t/ /e/ /n/,

I'm thinking of a word named /t/ /e/ /n/,

What is my word?

Students Sings Back:

Is the word that you're thinking called ten, ten, ten, ten, ten, ten, ten, ten?

INDOOR/OUTDOOR ACTIVITIES

Roll Ball

Children sit in a circle with their legs stretched out. The teacher takes a beach ball or sponge ball and rolls it to a child saying, "I roll the ball to _____, and he rolls it back to me." Continue rolling the ball to all the children in the circle. The children then take turns calling a name and rolling the ball to that person. (You can play a similar game

Follow The Leader

The class lines up behind a chosen leader. Whatever the leader does, the rest of the class must follow. The leader may hop, march, skip, crawl under a table, or perform other actions. Give several children a turn to play leader. (This is also fun to play outdoors.)

Circle Kick Ball

The children stand in a circle and join hands. One child begins by trying to kick a ball between the legs of another player or two players. The children continue to kick the ball around the circle. If the ball is kicked out of the circle the player or players who let it out are eliminated. If a child kicks the ball over the heads of other players, the child who kicked the ball is eliminated. The game continues until there are only two children left.

Going On A Trip

The children sit in a circle. The first one says, "I'm going on a trip. And I'm taking (names anything)." The second repeats what the first person said and adds one new item. This continues until a child forgets the items, and then the game starts over. (For older children, have them name items in alphabetical order, such as A-apples, B-books, (c-cap, 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."

