

KINDERGARTEN CLASS THIRD GRADING DAILY PLANS

WEEK 29: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: Animals need food and shelter.		
MEETING TIME 1: Message: Animals need food to live. Some animals eat plants. Some animals eat other animals. Some animals eat both plants and animals. Questions: What do animals need to live and grow ? What do animals eat ?	MEETING TIME 1: Message: Animals need shelter. Animals live in different homes. Question: Where do animals live ? What animal homes do you see around you ?	MEETING TIME 1: Message: Some animals are cared for by their parents when they are young. Some animals are left to feed for themselves after they are born. Questions: Have you seen animals take care of their young ? How do they take care of their young ?
WORK PERIOD 1 Teacher-Supervised: Animals Eat Too Independent: <ul style="list-style-type: none"> • Animal Mosaic • Animal Masks • What do animals eat ? • Playdough • Sound Bingo • Form a Word 	WORK PERIOD 1 Teacher-Supervised: Animal Pet Graph Independent: <ul style="list-style-type: none"> • Animal Mosaic • Animal Masks • What do animals eat ? • Sand Play: Animal Homes • Form a Word • Construction Toys/Table Blocks 	WORK PERIOD 1 Teacher-Supervised: Poster: How do animals take care of their young ? Literature-based: Story Filmstrip: The Little Red Hen Independent: <ul style="list-style-type: none"> • Animal Lotto (animals and their young) • Literature-based: Story Trail: The Little Red Hen • Animal Clothesline (Animal Habitat) • Sand Play: Animal Shelters • High Frequency Words Box
MEETING TIME 2: Poem: This Little Cow	MEETING TIME 2: Introduce the poem “ Animal Homes “	MEETING TIME 2: Song: Baby Animals Play “ Put It Together “
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Lester The Fat Cat	STORY: The Little Red Hen	STORY: Whose Home
WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 9)	WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 9)	WORK PERIOD 2: Teacher-Supervised: Exploring One Shape at a Time
Independent: <ul style="list-style-type: none"> • Block Play: Building Houses • Playdough Numerals • Go 9/Draw 9/ Find 9/ 9 Concentration • It's A Match/ Mixed Up Numbers (1-9) • Grab bag with Partners 	Independent: <ul style="list-style-type: none"> • Block Play: Building Houses • Playdough Numerals • Go 9/ Draw 9/Find 9/ 9 Concentration • It's a Match/ Mixed Up Numbers (1-9) • Grab bag with Partners 	Independent: <ul style="list-style-type: none"> • Block Play: Building Houses • Subtraction Cards (2-9) • Bingo: Addition (0-9)/ Bingo: Subtraction (0-9) • Go 9/ Draw 9/ Find 9/ 9 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5, 9) • Hand Game/Lift the Bowl worksheets (quantities of 9) • Number Train Graph
INDOOR/OUTDOOR ACTIVITY: Duck, Duck Goose	INDOOR/OUTDOOR ACTIVITY: Animals Run Home	INDOOR/OUTDOOR ACTIVITY: Blend Baseball
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
<p>MEETING TIME 1: Message: We take care of animals at home. Questions: Do you have pets at home ?</p>	<p>MEETING TIME 1: Message: We take care of animals both the parent and their young. Questions: Who takes care of them ? How do you take care of them?</p>	
<p>WORK PERIOD 1 Teacher-Supervised: Target Letter: Ww Poster: How do we take care of our pets ?</p> <p>Independent:</p> <ul style="list-style-type: none"> • Animal Sort • You're My Baby • Letter Poster • Sound Switcheroo • Letter Mosaic 	<p>WORK PERIOD 1 Teacher-Supervised: Let's Write Ww</p> <p>Independent:</p> <ul style="list-style-type: none"> • Animal Sort • You're My Baby • Sound Switcheroo • Letter Collage • High Frequency Word Box 	
<p>MEETING TIME 2:</p>	<p>MEETING TIME 2:</p>	
<p>Poem : Whose Home ? Nine Little Monkeys</p>	<p>Review new poems/songs introduced this week</p>	
<p>Supervised Recess</p>	<p>Supervised Recess</p>	
<p>STORY: Nasaan ang Nanay Ko ?</p>	<p>STORY: The Forgetful Hen</p>	
<p>WORK PERIOD 2</p>	<p>WORK PERIOD 2</p>	
<p>Teacher-Supervised: Hand game (up to quantities of 9; writing number sentences)</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 9) • Subtraction Cards (2-9)B • Bingo: Addition/ Bingo: Subtraction (0-9) • Go 9/ Draw 9/ Find 9/ 9 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5, 9) • Number Train Graph 	<p>Teacher-Supervised: Lift the bowl (up to quantities of 9; writing number sentences)</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 9) • Subtraction Cards (2-9) • Bingo: Addition/ Bingo: Subtraction (0-9) • Go 9/ Draw 9/ Find 9/ 9 Concentration • What Numbers Can You Make 	
<p>Indoor/Outdoor Activity: Animals Run Home</p>	<p>Indoor/Outdoor Activity: Team Sound Off</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX: WEEK 29

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Venn Diagram: What do animals eat ?

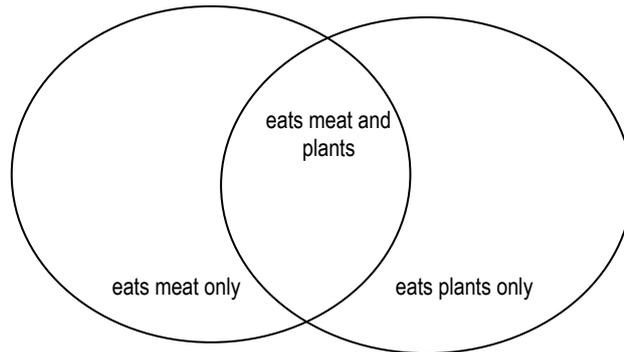
Objectives: to identify that food is a basic need of animals
 to develop fine motor coordination
 to classify animals according to the food they eat

Materials: manila paper, strips of bond paper or newsprint, glue, pencils/ coloring materials

Number of players/participants: small group

Preparation:

1. Prepare a Venn diagram like the one below on 1/4 manila paper:



Procedure:

1. Show the diagram to the children. Read each category to them and explain how the diagram can be used..
2. Ask children to draw animals that eat meat. Ask them where they should paste/glue this pictures in the diagram.
3. Then have them draw animals that eat plants only. Again ask them to figure out where their drawings should be placed in the diagram.
2. Then have them draw animals that eat both plants and animals. Have them glue these on the appropriate space.

Animal Pet Graph

Objectives: to identify animals that can be cared for as pets
 to develop fine motor coordination

Materials: strips of paper, manila paper or cartolina with graphing chart, glue, pencils/coloring materials

Number of player/participants: small group

Procedure:

1. Ask the children which among the animals on the list they choose to take care of as a pet.
2. Give each child a piece of paper where he/she will draw his animal of choice.

Cat	Dog	Fish	Turtle	Snake

3. Have children paste their drawing on the appropriate column.
4. Ask children to look at the graph carefully and answer the following questions:

Which animal was the most popular choice for a pet ?

Which was the least popular ?

Did more people choose cats than dogs ? (note: you can substitute these with other animals. The point is to compare two animals at a time.)

5. How many other children chose the animal you want for a pet ?

Animal Mosaic

Objectives: to identify places where animals live
to develop fine motor coordination

Materials: colored paper or old magazine (from which small pieces of paper can be torn), glue, pencil, oslo paper or cartolina

Number of players/participants: small group

Procedure:

1. Tell the children to choose an animal and draw this animal and its home.
2. Tell the children to use paper cut-outs to cover their drawing to make a mosaic.
3. Tell the children to write a sentence or two to describe their animal and its home.

Note: Teacher can assist children when they do their write-up.

You're My Baby (memory game)

Objective: to find mother-baby animal pairs

Materials: mother-baby animal cards

Number of player/participants: 2-4 children

Procedure:

1. Lay all the mother and baby animal cards in rows and columns.
2. Children take turns opening 2 cards at a time. If the cards match the child keeps the cards and continues his/her turn. If the cards do not match, the next player takes his/her turn.
3. The player with the most number of cards wins the game.

Animal Lotto

Variation of Letter Lotto (refer procedure in Letter Lotto from previous weekly plans)

Animal Masks

Objective: to develop fine motor coordination; to identify animal features

Materials: paper plate, brown paper bag, glue, art paper, yarn, assorted junk, scissors

Number of player/participants: individual or pairs

Procedure:

1. Have children create animal masks out of paper plate or brown paper bag.
2. Let them think about specific facial features of the animal they are representing and have them show these in the masks they are making.
3. Let children wear the mask during meeting time. Call in each child in front and have the rest of the class guess which animal is being shown.

Animal Clotheslines

Objective: to classify animals according to habitat

Materials: animal pictures, category cards where the following words are printed out: WATER, AIR, LAND, clothesline, clothespin

Number of participants: 6-8 children

Procedure:

Preparation: Set up a clothesline in one part of the room. Divide the clothesline into three parts. Hang one category card on each part.

1. Ask children to look at the pictures carefully and let them figure out which animals live in land, water and air.
2. Have them hang the pictures in the appropriate area along the clothesline.

Sand and Water Play

Objectives: to develop eye-hand coordination
to learn social skills of sharing, negotiation, communication
to develop creative thinking and imagination

Materials: plastic or rubber animal strainer, props they can use for their animal cages/shelters, toy buckets, assorted plastic containers, sponge, funnel, plastic bottles

Number of player/participants: individual or small group

Procedure:

1. Have children to create animals homes/shelters out of sand and assorted containers and other junk materials that can be used as props.
2. Encourage to label their constructions.

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 player/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 (0-9)

Objective: to identify the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9

Materials: playdough

Number of players/participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them to form the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9.
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, 9)

Objective: to write numerals

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

Number of player/participants: small group

Procedure:

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.

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

Lift The Bowl (connecting up to quantities of 9)

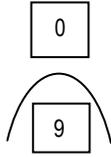
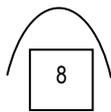
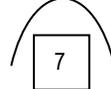
Objective: to explore different combinations that makes a given quantity

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

Number of player/participants: 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 nine blocks under the bowl."		"None and nine is nine." or "Zero and nine is nine."	
"Place one block under the bowl."		"One and eight is nine."	
"Place two blocks under the bowl."		"Two and seven is nine."	

"Place three blocks under the bowl."		"Three and six is nine."	
"Place four blocks under the bowl."		"Four and five is nine."	
"Place five blocks under the bowl."		"Five and four is nine."	
"Place six blocks under the bowl."		"Six and three is nine."	
"Place seven block under the bowl."		"Seven and two is nine."	
"Place eight blocks under the bowl."		"Eight and one is nine."	
"Place nine blocks under the bowl."		"Nine and none is nine." Or "nine and zero is none"	

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 player/participants: small group

Procedure:

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

Teacher says:		Children say:	Children write:
"Place nine sticks in your right hand."		"None and nine is nine." or "Zero and nine is nine."	$0 + 9 = 9$
"Place one stick in your left hand."		"One and eight is nine."	$1 + 8 = 9$

"Place one more stick in your left hand."		"Two and seven is nine."	$2 + 7 = 9$
"Place one more stick in your left hand."		"Three and six is nine."	$3 + 6 = 9$
"Place one more stick in your left hand."		"Four and five is nine."	$4 + 5 = 9$
"Place one more stick in your left hand."		"Five and four is nine."	$5 + 4 = 9$
"Place one more stick in your left hand."		"Six and three is nine."	$6 + 3 = 9$
"Place one more stick in your left hand."		"Seven and two is nine."	$7 + 2 = 9$
"Place one more stick in your left hand."		"Eight and one is nine."	$8 + 1 = 9$
"Place one more stick in your left hand."		"Nine and none is nine." Or "Nine and zero is nine."	$9 + 0 = 9$

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 player/participants: small group

Procedure:

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

Teacher says:		Children say:	Children write:
"Place nine blocks under the bowl."		"None and nine is nine." or "Zero and nine is nine."	$\begin{array}{r} 0 \\ + 9 \\ \hline 9 \end{array}$
"Place one block under the bowl."		"One and eight is nine."	$\begin{array}{r} 1 \\ + 8 \\ \hline 9 \end{array}$
<i>Continue until</i> "Place 9 blocks under the bowl."		"Nine and none is nine." or "Nine and zero is nine."	$\begin{array}{r} 9 \\ + 0 \\ \hline 9 \end{array}$

Mixed Up Numbers

Objectives: to read and recognize number words
to recognize the sequence of numbers

Materials: vocabulary cards of number words

Number of player/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.

It's a Match

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -9, 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.

- Place the corresponding dot pattern cards in the chalk tray.
- Call on a child to get a card from the box and place it over the equivalent card in the chalk tray.
- If correct, the child may choose the next player.

Grab Bag with Partners (up to quantities of 9)

Objective: to practice addition skills

Materials: clothespins, paper sack, individual chalkboards

Number of player/participants: pairs

Procedure:

- Partner A fills the bag with 9 clothespins (or depending on what number is being worked with).
- Partner B reaches into the bag and takes out some clothespin, showing Partner A what has been removed.
- They predict how many clothespin they think are left.
- Then they check their predictions, and each child records the equation on a chalkboard or a sheet such as the one below.

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

Subtraction Cards (quantities of 9)

Objective: to subtract quantities

Materials: subtraction cards, counters

Number of player/participants: individual or pairs

Procedure:

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

Addition Bingo

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:

- Provide each player with a bingo card.
- Assign a student to call out what is written on calling cards.
- 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.

Subtraction Bingo

Objective: to practice subtraction

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

Number of players/participants: 1-4 children

Procedure:

- Provide each player with a bingo card.
- Assign a student to call out what is written on calling cards.
- 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.

Find 9

Objective: to explore different combinations that makes 9

Materials: 6 sets of numeral cards (1- 9)

Number of players/participants: small group

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 9, 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.

Draw 9

Objective: to explore different combinations that makes 9

Materials: 6 sets of numeral cards (1- 9)

Number of players/participants: small group

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 9. 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 9 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.

Nine Concentration

Objective: to explore different combinations that makes 9

Materials: 6 sets of numeral cards (1- 9)

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 9. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left..
4. The person who collects the greatest number of pairs is the winner.

Variation: This game can be varied by increasing the number of cards placed on the table. A 5 x 5 or 6 x 6 arrangement may be more interesting.

Go 9

Objective: to explore different combinations that makes 9

Materials: 6 sets of numeral cards (1- 9)

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 9 in front of himself, face up.
3. 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."
4. The person who makes the greatest number of pairs is the winner.

Number Train Graph (up to quantities of 9)

Objective: to practice addition skills

Materials: clothespin (2 colors), Manila or kraft paper

Number of participants: individual or small group

Procedure:

1. The children try to find all the possible arrangements for the combinations that make up 9
2. As they find the arrangements, place it in the appropriate column of the Manila paper. (The links can be labeled with the labeled possible combinations, or the children can label the links as needed.)

What Numbers Can You Make (up to quantities of 9)

Objective: to practice addition skills

Materials: clothespin, crayons,

Number of participants: individual or small group

Procedure:

1. The children make clothespin links (each link made with different color clothespin and no stack more than nine clothespins long). There can be more than one link of any particular number. The object is to try to make each of the numbers from one to nine in as many ways as possible.
2. The children are allowed to use more than one link to make any number, but they may not break any links apart. If they can't make a number, they are to cross it out. If they can make the number, they 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.

Exploring One Shape at a Time

Objective: to explore characteristics of a shape

Materials: shape cut outs (one shape at a time)

Number of players/participants: small group

Procedure:

1. Allow children to focus on particular attributes of a shape. Ask:
What can you make using only circles? Only squares?
What new creations can you make if you can cut the circles (or squares) apart?

Note: Observe how children work.

How do the children proceed with the task?

Do they just start building/ constructing with little or no obvious planning?

Do they randomly place the pieces with little or no attention to symmetry?

Do they build first and then decide what it is they made? Or do they start with an idea and build toward it?

Do they seem to know what they need to follow through on their idea?

Do they add details to their creations?

Do they find unusual ways to create these details?

Are the relative sizes of their creations appropriate or not?

Do they seek out materials to work with that will help them create whatever they have in mind?

Do they see potential in items that might otherwise be thrown away, and then create something based on that potential?

Are they able to copy ideas from others successfully?

When given a model to copy, do they need to have the model close in order to see what to do, checking and rechecking to make sure they are doing it as in the model? Or do they see the model once and then go to work without checking back?

C. OTHER LANGUAGE ARTS ACTIVITIES

Put it Together (for Meeting Time 2)

For this activity you say words in parts. Children should listen carefully and orally blend the parts to say the word as a whole. For example, if you say /m/ /a/ /n/, children are to respond with man.

Literature-based: Filmstrips:

Objective: to arrange story events in correct sequence

Materials: pencil, markers, black art paper

Number of players/participants: 6-8 children

Procedure:

1. Write the title of the story in strip # 1.
2. Let children make borders around each strip using tiny cut-out of black art paper. The borders must resemble the holes in the old-fashion camera films.
3. Children recall story events and choose which ones they will illustrate in the filmstrip.
4. Each child gets to draw one story event.
5. After all strips have been completed, glue them together and hang on the wall.

Sound Switcheroo

(Source: Blevins, W, Phonics from A to Z, A Practical Guide, Scholastic Professional Books, p. 41)

Objective: to identify initial/middle/final sounds

Number of players/participants: small group

Procedure:

1. Explain to the children that you want them to listen carefully to the sounds in the word you're going to say.
2. Tell them you'll play switcheroo (change one sound in the word- the beginning, middle or ending sound) with one of these sounds.

3. Children should then tell you which sound was switched. For example, if you say *mat* and then *saf*, children should respond that /m/ was switched with /s/. Continue with these and other word pairs:

- | | | |
|-------------|-------------|-------------|
| • man/pan | • fan/fat | • run/sun |
| • hat/hot | • pick/pack | • ball/bell |
| • leaf/loaf | • pig/pin | • fish/dish |
| • gate/game | • tap/tape | • van/ran |
| • zip/lip | • cup/cap | • hot/hop |

High-Frequency Box

Objectives: to read high frequency words
to develop fine motor coordination

Materials: shoe-box, targeted high-frequency words, pocket chart

Number of players/participants: small group

Procedure:

1. Place a set of high-frequency word cards in a shoe box.
2. Children take turns in picking out a card. At each turn, a child leads the group in spelling aloud the word, reading it and using it in a sentence.
3. The rest of the group must write the word on a sheet of paper as they say each letter aloud.
4. Then display it in a pocket chart.
5. At different times of the day, let the class read the words in the pocket chart.
6. By the end of the week, this small set of words will have been reviewed many times.

Form a Word (animal words)

Objective: to form animal words

Materials: letter cards, individual cards bearing animal names

Number of participants: individual or small group

Procedure:

1. Have each child pick out a word card.
2. Let him form this word on his own by using the letter cards.

SONGS/RHYMES/POEMS

Nine Little Monkeys

Nine 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!
Eight 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.

Nine Green Speckled Frogs

Nine 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 eight green speckled frogs

Repeat until no more frogs are left on the log.

Nine Little Fish

Nine little fish swimming in the water
Swimming in the water,
Swimming in the water
Nine little fish swimming in the water,
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.

Oh, Mr. Postman (sing to the tune "Oh, Susana")

(Source: Fehl, M and Williams, B, Math Learning Songs and Activities, p. 18-19)

Oh, Mr. Postman
Now watcha got for me?
I have 6 letters,
I'd like 1 more.
How many would that be?

(*Change the number combinations, do the same with other sums*)

Animal Homes (sung to “On Top of Old Smoky”)

On top of a mountain
Or under the sea,
There are so many places
Where creatures may be,

Alone in a desert,
Or grouped on a farm,
Or tucked in a tree trunk
Away from all harm.

On bright, sunny grasslands,
Or in a dark cave,
In jungles and forests,
Where all must be brave.

On ice in the Arctic,
Or holed underground,
There are so many places
Where creatures are found!

This Little Cow (finger play)

This little cow eats grass (hold up your thumb)
This little cow eats hay (hold up first finger)
This little cow drinks water (holds up next finger)
This little cow does nothing
But just lies down all day (hold up your pinkie)

Variation

- Choose five children to be the cows.
- Talk about the different things that each cow does.
- One cow eats grass- this child pretends to eat grass.
- One cow eats hays- this child pretends to eat hay.
- One cow drinks water- the child pretends to drink water from a pail.
- Another cow runs away- the child runs across the room.
- The fifth cow lies down all day-this child lies on the floor. On the words “chase her, chase her”, the fifth child gets up and runs across the room while the other child chase her.

Baby Animals (sung to “Mary Had a Little Lamb”)

Note: introduce a few or only those that are familiar to the children

Sheep give birth to little lambs
Little lambs, little lambs.
Sheep give birth to little lambs,
Yes, that’s the baby’s name.

Dogs and seals have little pups,
Little pups, little pups.
Dogs and seals have little pups,
Yes that’s the baby’s name.

Cows and whales have little calves,
Little calves, little calves.
Cows and whales have little calves,
Yes that’s the baby’s name.

Ostriches and hens have chicks,
Little chicks, little chicks.
Ostriches and hens have chicks,
Yes that’s the baby’s name.

Bears and lions both have cubs,
Little cubs, little cubs.
Bears and lions both have cubs,
Yes, that’s the baby’s name.

Deer give birth to little fawns,
Little fawns, little fawns.
Deer give birth to little fawns,
Yes, that’s the baby’s name.

Antelope have little kids,
Little kids, little kids.
Antelope have little kids,
And people have kids, too!

STORIES

Whose Home? (adapted from Benette, David)

Question before the story:

- Where do animals live?

Questions while reading:

- Why can't all animals live in a tree? In a hole? In a shell?

Questions after reading:

- Why do animals live in different homes?

Whose Home?	
Here is a nest High up in a tree Whose home can it be? (illus of nest on a tree)	"Hello", says rabbit, "Is it for me?" (illus of a rabbit)
"Hello", says sheep "Is it for me?" (illus of a sheep)	"Oh no," says rabbit "I live in a burrow". (illus of a rabbit on a burrow)
"Oh no," says sheep "I live in a field". (illus of a sheep on a field)	"Hello", says snail, "Is it for me?" (illus of a snail)
"Hello", says frog, "Is it for me?" (illus of a frog)	"Oh no," says snail "I live in the shell on my back". (illus of a snail)
"Oh no," says frog "I live in a pond". (illus of a frog on a pond)	"Hello", says baby, "Is it for me?" (illus of a baby)
"Hello", says spider, "Is it for me?" (illus of a spider)	"Oh no," says baby, "I live in a house". (illus of baby pointing to a house)
"Oh no," says spider "I live in a web". (illus of a spider on a web)	Do you know whose home it is? (illus of all the animals)
	"Oh yes", says the bird. "as you can see" I live in this nest High up in the tree (illus of bird in the nest)

The Lost Kitten (Albee, J (1992). McClanahan Book Company, New York)

Questions before the story:

- Have you ever found something that you wanted to keep as your own?

Questions during reading:

- What did Jodi feel every time someone came to check the cat?
- Did you ever felt that way?

Questions after reading:

- How did Jodi take care of the cat?
- If you were Jodi, would you have done the same?
- What do you think Jodi would feel if the real owner of the cat appeared?

INDOOR/OUTDOOR ACTIVITIES

Duck, duck, goose

Let the children form a circle and then sit down. Ask for a volunteer to be 'It'. The 'It' goes around the circle, tapping each child in the head while saying, 'Duck, duck, duck...' The 'It' chooses to tap and call one of the children, 'Goose'. The Goose tries to run after the 'It'. The 'It' runs around the circle until he/she is able to reach and sit on the empty space left by the Goose. If the 'It' is able to reach the empty space before the Goose catches him/her, the Goose becomes the next 'It'. If the Goose is able to catch the 'It', he/she remains to be the 'It'.

Blend Baseball

Prepare markers as bases for the baseball. Divide the class into two teams. Say aloud a word in parts, such as /s/ /a/ /t/. If the child can blend the word, he or she can go to first base. Play the game just like baseball.

Animals Run Home (PEHT p. 232)

Team Sound-Off

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

Materials: none

Number of participants: small group

Procedure:

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

MEETING TIME 3

Summing Up The Day

1. Have children report daily news.
2. Ask them to suggest significant events that can be entered on the calendar.
3. Write the news reporter's choice exactly as the children tell. But if you have older children who are able to write, you may let the new reporter write it.
4. Ask the whole group to listen carefully and tell you what letters correspond to the sounds they hear as the news is written for all to see on a piece of chart paper like the one below.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
No School	No School	No School	We RECIB v z r c.	Today we gt. b.s.	We TLE rbt v gfp.	No School
No School	We T c p r s	We Rbt f d n s g. k a g.	No School	No School	No School	No School
No School	We got a r b t.	We r d A F F I R D R l	We t + r r o b t.	We r d s l e s i e.	We s a w m s #2 C I S.	No School
No School	We h d S M I g r p s	We d a x k i n b r.	We d o c t r s	No School	No School	No School
No School	We T r d k r n.					No School

Charting daily news together gives you an opportunity to model writing.