

**KINDERGARTEN CLASS FIRST GRADING DAILY PLANS**

**WEEK 7: \_\_\_\_\_**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<b>CONTENT FOCUS:</b> I can move. I can do many things with my body.		
<b>MEETING TIME 1:</b> <b>Message:</b> I feel with my skin. My skin helps me tell if things are hot or cold, rough or smooth or hard or soft. <b>Questions:</b> How can you tell if things are soft or hard, rough or smooth, hot or cold?	<b>MEETING TIME 1:</b> <b>Message:</b> I can move my body in many ways.  <b>Questions:</b> What are the different ways you can move your body?	<b>MEETING TIME 1:</b> <b>Message:</b> I can move my body in many ways.  <b>Questions:</b> What are the different ways you can move your body?
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Guess What's Inside?  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Playdough</li> <li>• Shape Man</li> <li>• Textured Initial</li> <li>• Literature-based: Making Connections</li> <li>• Writer's Workshop</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Group Book: We can move our body in different ways. <b>Independent:</b> <ul style="list-style-type: none"> <li>• Playdough</li> <li>• Triangle Hunt/Poster</li> <li>• People Collage: How do they move ?</li> <li>• Syllable Graph</li> <li>• Textured Initial</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> What's the first sound ?  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Triangle Shape Book</li> <li>• Triangle Collage</li> <li>• Syllable Graph</li> <li>• Letter Domino</li> <li>• Writer's Workshop</li> </ul>
<b>MEETING TIME 2:</b> <b>Message:</b> A triangle has three corners and three straight sides. Some objects look like triangles. <b>Questions:</b> Can you name objects that look like triangles?	<b>MEETING TIME 2:</b> Show to the class the "People Collage" .Talk about the different movements shown in the collage. <b>Song:</b> Boogie, Woogie	<b>MEETING TIME 2:</b> <b>Song:</b> Can you say the first sound?  <b>Activity:</b> "Which does not belong?
<b>Supervised Recess</b>	<b>Supervised Recess</b>	<b>Supervised Recess</b>
<b>STORY:</b> King Midas and the Golden Touch	<b>STORY:</b> Ang Alalamat ng Ampalaya	<b>STORY:</b> Princess and the Pea
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Peek Thru the Wall (concrete up to quantities of 3) <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Sand Play</li> <li>• Ship Shape</li> <li>• Writing Papers (0)</li> <li>• Hand Game/ Cave Game/ (up to quantities of 3)</li> <li>• Number Concentration (0-3)/ Number Lotto (0-3)/ Fishing Game: Numbers (0-3)/ Number Snap (0-3)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Peek Thru the Wall (concrete up to quantities of 3) <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Sand Play</li> <li>• Ship Shape</li> <li>• Writing Papers (0)</li> <li>• Hand Game/ Cave Game (up to quantities of 3)</li> <li>• Number Concentration (0-3/ Bingo: Numbers (0-3)/ Number Snap (0-3)/ Mixed Up Numbers (0-3)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Hands Down, Kites Up  <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Sand Play</li> <li>• Bead Stringing</li> <li>• Lift the Bowl /Counting Boards (up to quantities of 3)</li> <li>• Ship Shape</li> <li>• Number Concentration (0-3)/ Number Lotto (0-3)/ Number Snap (0-3)/ Mixed Up Numbers (0-3)</li> </ul>
<b>INDOOR/OUTDOOR ACTIVITY:</b> Kailangan Ko Kayo	<b>INDOOR/OUTDOOR ACTIVITY:</b> Save Yourself	<b>INDOOR/OUTDOOR ACTIVITY:</b> Move That Body
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine

THURSDAY	FRIDAY	NOTES
<b>CONTENT FOCUS:</b> I can do.		
<b>MEETING TIME 1:</b> <b>Message:</b> I can do different things using my body. <b>Questions:</b> What body part do we use for the following: dancing, climbing, picking things from the floor, writing etc ?	<b>MEETING TIME 1:</b> <b>Message:</b> I can do different things using my body. <b>Questions:</b> Why are some people not able to move? Why are some people not able to do some activities?	
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Step-on Colors <b>Independent:</b> <ul style="list-style-type: none"> <li>• Literature-based: Character Mobile</li> <li>• Literature-based: Paper Plate Puppets</li> <li>• Shape Trail</li> <li>• Letter Domino</li> <li>• Find a Pair</li> <li>• Table Blocks</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Step-on Colors <b>Independent:</b> <ul style="list-style-type: none"> <li>• The Character and I</li> <li>• Find a Pair</li> <li>• Me Book: Yes I can !</li> <li>• Shape Trail</li> <li>• Table Blocks</li> <li>• Writer's Workshop</li> </ul>	
<b>MEETING TIME 2:</b> Show the character mobile and stick puppets. Talk about the story characters and what they can do. <b>Activity:</b> Take a Sound Away”	<b>MEETING TIME 2:</b> <b>Song:</b> Old McDonald Had a Box <b>Activity:</b> Take a Sound Away	
<b>Supervised Recess</b>	<b>Supervised Recess</b>	
<b>STORY:</b> Ayoko Na – PEHT p.199	<b>STORY:</b> Ang Lihim ni Lea	
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> How Long Is It Around... <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Bead stringing</li> <li>• Playdough</li> <li>• Peek Thru the Wall/ Counting Boards (up to quantities of 3)</li> <li>• Number Concentration (0-3)/ Bingo: Numbers (0-3)/ Number Snap (0-3)/ It's A Match (0-3)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Lining Up Snakes <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Bead stringing</li> <li>• Playdough</li> <li>• Continue How Long Is It Around</li> <li>• Peek Thru the Wall/ Counting Boards (up to quantities of 3)</li> <li>• Number Concentration (0-3)/ Bingo: Numbers (0-3)/ Number Snap (0-3)/ It's A Match (0-3)</li> </ul>	
<b>INDOOR/OUTDOOR ACTIVITY:</b> Pass the Ball	<b>INDOOR/OUTDOOR ACTIVITY:</b> Ankle Walk	
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	

## APPENDIX: WEEK 7

### A. THEME-RELATED ACTIVITIES

#### **Guess What's Inside ?**

Make one hole big enough to fit child hand through a narrow box and to the other side. Place different objects in a small container. Place in an empty tissue box or small box to fit the container. Have each child in the group feel what it is and tell the group what they think it is.

#### **Group Book: We can move our body in different ways.**

Objectives: To identify body parts and movements

Materials: 1/8 manila paper, strips of colored paper, glue, scissors, crayons

Participants: 8 children

Procedure:

1. Ask each child to draw movements they can do with their bodies on pre-cut colored paper.
2. Have them draw 1-2 body movements per page.
3. Let them label each drawing or take down dictation as needed.
4. Have them glue these on manila paper.
5. Compile the pages and make it into a book. Write the title of the book.

#### **Shape Man**

Objectives: fine-motor coordination

Materials: Colored pages of old magazines, classified ads of newspapers Bond paper Paste and scissors

Number of Participants: 6-8 children

Procedure:

1. Let the children cut circles, squares, triangles and rectangles from colored pages of old magazines or from classified ads of newspapers.
2. Allow children to choose what man or woman they're going to make and paste on the bond paper. They can also use mixed shapes. When they have all finished, talk about the different kinds of men or women they made.
3. Display them on the bulletin board.

Variation: This activity maybe used after lesson on shapes. After finishing a figure let the pupils identify the shapes they have used in their shape whether it's man or woman

#### **Textured Initial**

Objectives: To identify the beginning letter of their name

Materials: pre-cut cardboard letter of each child's name's beginning letter, glue, marker, materials from nature like leaves, twigs, sand, glue

Number of Players/Participants: 8 children

Procedure:

1. Give each child a pre-cut cardboard letter of his name's beginning letter.
2. Have him write his name on the cardboard.
3. Ask him design the cardboard by gluing down the different materials collected from nature.

#### **People Collage: How do they move ?**

Objectives: identify body movements

Materials: magazines, glue, manila paper

Number of Players/Participants: 6-8 children

Procedure:

1. Have children look for pictures that show body movement.
2. Let them cut and then paste on manila paper.

#### **Me Book: Yes I can !**

Objectives: To identify the different things that one can do

Materials: shape books ( book takes on the form of a boy or girl) , pencils, crayons

Number of Players/Participants: 8 -10 children

Procedure:

1. On each page, ask the children to draw the things that they can do.
2. Have them color their drawings.
3. Take down dictation as needed.
4. Have them write the title "Yes I can" on the cover of their booklet/

## **B. OTHER MATH ACTIVITIES**

### **Block Play**

Objective: 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

No. of Participants: 1-4

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)

### **Sand Play**

Objective: to explore the attributes of sand  
to explore capacity of containers  
to practice measuring capacity using nonstandard tools and units

Materials: basin of sand variety of plastic containers (e.g. plastic bottles, cups, spoons)

Number of Players/ Participants: 4

Procedure:

Children can use sand in a variety of ways:

They can use sand to explore the capacity of containers.

They can also use this material for dramatic play activities (e.g. cooking, baking)

They can also practice writing numbers and letters on the sand.

### **Triangle Hunt/ Poster**

Objectives: to recognize square objects in the environment

Materials: several square objects, 1/8 manila paper, 1/4 newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to look for triangular objects in the classroom.
2. Ask children to identify the objects that they found.
3. Have them draw the triangular objects in small strips of paper.
4. Paste these on 1/8 Manila paper.
5. Write the title "There are triangular objects around us."

### **Triangle Shape Book**

Objectives: To identify shapes embedded in the environment

Materials: triangular blank booklets, colored markers/crayons, pencil

Number of players/participants: 8 children

Procedure:

1. Distribute one shape book to each child.
2. On each page, have them draw 1-2 triangular objects that they know of.
3. Let them label each object or take down dictation as needed.

### **Triangle Collage**

Objectives: fine-motor coordination ;shape recognition

Materials/Preparation: small pieces of art paper or colored magazines, glue

Number of players/participant: 6-8 children

Procedure:

1. Distribute the triangle templates to each child.
2. Have children tear small pieces of art paper or colored magazines. (either one only)
3. Let them glue these pieces of paper within the triangle template.

### **Shape Trail**

Objectives: shape recognition

Materials: shape board game, tokens

Number of Participants 4-5 children

Procedure:

1. At each turn, a child throws the die and moves his/her marker according to the number indicated on the die.
2. The game continues until everyone has reached the end of the trail.
3. The first player who reaches the end wins the game.

Note: Instead of a regular die, you may also make an improvised die with a drawing of a shape on each face of the die.

### **Step-on Colors**

Objectives: color recognition

Materials: individual color cards ( size : 8 x 11 or bigger)

Number of players/participant: 4-5 players

Procedure

1. Spread out color cards on the floor.
2. Ask a player to step on a color that the teacher will call out and let him identify the color.
3. The game continues until everyone has been called to step on a particular color.

### **Writing Papers (0)**

Objective: to learn sequence

To observe the form of each numeral

To develop eye-hand coordination

Materials: writing papers (with number dot patterns for each numeral)  
crayon

Number of participants: individual

Procedure:

- Each child is given a writing paper with the numeral he is working on, in this case 3.
- Children use a crayon to connect the dots of the number pattern.

### **Mixed Up Numbers**

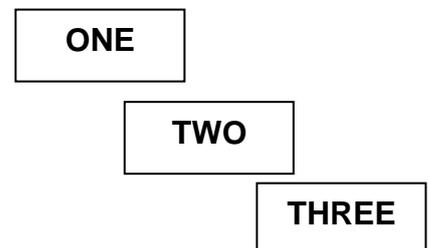
Objectives: To read and recognize number words

To recognize the sequence of numbers

Players: small group

Materials: vocabulary cards of number words

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.

### **Number Lotto**

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: lotto boards, 2 sets of number cards, 0-3

Procedure:

1. Give each player a lotto board.
2. Players take turns to pick up a card from the deck.
3. If the number appears on their board they use this to cover the number up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a bingo game. She holds up the number cards and players have to shout out the name of the number in order to claim it to put on their board.

### **Number Concentration**

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-3

Procedure:

1. Lay the cards down, either in rows or just anyhow.
2. Take turns turning over 2 cards.
3. If the cards match, you win them. If not, turn them face down again.
4. Player with most number of cards win.

### **Fishing Game: Numbers**

Objective: to recognize and identify numerals

Number of Players/ Participants: 2-4

Materials: fish cut-outs (that have the numbers 0-3 written on them) with paper clip, fishing rod with magnet

Procedure:

1. Set up a "fishing area" where fish with shapes are placed on the floor.
2. Children take turns using the fishing rod to catch a 'fish'.
3. When a child catches a 'fish' he identifies the number written on the fish.
4. The next child takes his turn.

### **Bingo: Numbers (0-3)**

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: bingo card for each player                      calling cards                      tokens

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.

### **Number Snap**

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 3 sets of number cards, 0-3

Procedure:

1. Shuffle and deal the cards.
2. The players take it in turns to turn over their top card.
3. If two matching cards are turned over, the first player to shout "snap" wins both the piles concerned.
4. Continue until only one player is left.

Variation: Make a set of cards with the numbers shown in different ways.

### **☺ Hand Game (concrete, up to quantities of 3)**

Objective: to explore different combinations that make a given quantity

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

No. of Participants: small group

Procedure:

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

Teacher says:		Children say:
"Place four sticks in your right hand."		"None and three is three." or "Zero and three is three."
"Place one stick in your left hand."		"One and two is three."
"Place one more stick in your left hand."		"Two and one is three."
"Place one more stick in your left hand."		"Three and none is three." or "Three and zero is three"

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

### **Lift The Bowl (concrete, up to quantities of 3)**

Objective: to explore different combinations that make a given quantity

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

No. of Participants: small group

Procedure:

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

Teacher says:		Children say:
"Place three blocks under the bowl."		"None and three is three." or "Zero and three is three."
"Place one block on the bowl."		"One and two is three."
"Place two blocks on the bowl."		"Two and one is three."
"Place three blocks on the bowl."		"Three and none is three." or "Three and zero is three"

### **Counting Boards (concrete, up to quantities of 3)**

Objective: to explore different combinations that make a given quantity

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

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.

### **Peek Thru the Wall**

Objective: to explore different combinations that make a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks and a 'wall' made up of clear plastic taped on all sides

No. of Participants: small group

Procedure:

Game proceeds as Hand Game but 'walls' are used for separating quantities.

Teacher says:		Children say:
"I see no sticks behind the wall."		"None and three is three." or "Zero and three is three."
"Place one stick behind the wall."		"One and two is three."
"Place two sticks behind the wall."		"Two and one is three."

"Place three sticks behind the wall."		"Three and none is three." or "Three and zero is three"
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### **Ship Shapes**

Objective: To recognize 2-dimensional shapes

Players: 2-4 players

Materials: Ship Shape game card for each player spinner Crayons

Procedure:

1. Players take turns spinning the spinner to determine which shape to color in their game cards. Each player can color in only one shape during his turn.
2. If a player spins a shape and all those shapes have already been colored in his game card, the player passes and the next player takes a turn.
3. The first player to color in all the shapes on his game card wins.

### **Hands Down, Kites Up**

Objective: To explore perimeter (or distance around an object)

Materials: construction paper pencils yarn  
Scissors tape or stapler

Procedure:

1. Provide pairs of children with construction paper, pencils, string, scissors, and tape. Tell them they are going to find out the distance around their hands.
2. Instruct one partner to place his or her hand, palm down, on the paper, fingers spread wide apart to make the hand easy to trace. Ask the other partner to carefully trace the outline of the hand in pencil. Partners then switch roles so that each has an outlined hand. Have children write their name within their hand outline.
3. Have partners work together to place the string carefully on the traced outlines. They can also tape the string in place.
4. Have children cut the string. Then they should straighten the string out to its full length and measure it.
5. Ask children to cut out their labeled hand shape. Have them tape or staple their length of string to the bottom of the cut-out hand to create, in effect, a hand-shaped kite.

### **How Long Is It Around...**

Objective: to measure length/distance/circumference using non-standard units and tools

Materials: string or yarn scissors Manila paper or old calendars tape

No. of Participants: small group

Procedure:

1. Ask the children who they think has the biggest head in the group. Ask them how they would measure and compare the distance around their heads to make sure their answer is correct.
2. Bring out the string or yarn. Allow the children, in pairs to measure the circumference (distance around) their heads.
3. Partners compare who has the bigger head. All the children in the group compare their measurements.
4. Strings or yarns are taped on a sheet of Manila paper (or old calendar). Each string or yarn is labeled with the child's name.
5. Children are instructed to measure other body parts such as: wrist, thumb, waist, knee, ankle

### **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

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 3 rubber or plastic snakes. Ask children which snake is longest, the next longest, 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 3 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

#### **Writers' Workshop** - "What did you do during the summer vacation?"

Objective: to represent experiences through drawing

Materials: ½ lengthwise bond paper, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Ask each student to draw a particular experience he/she had last summer and write about it.  
Take down dictation if the child cannot write his own words or sentences yet.
2. Compile the stories and make it into a book. Write the title of the book – "Our Summer Vacation Experiences"

#### **Syllable Graph**

Objectives: segment words

Materials: syllable graph written on manila paper, picture cards

Prepare: syllable graph that looks like the one below:

1 syllable	2 syllables	3 syllables	4 syllables

Number of players/participant: 6-8 children

Procedure:

1. Children take turns picking out a card.
2. Have him clap the number of syllables that make up the word.
3. Then have him place the card under the correct column.

#### **Letter Domino**

Objective: to identify upper case letters

Material : 24pcs upper case letter domino cards

Number of players/participant: 5-6

Procedure:

1. Deal all cards to the players.
2. The first player lays down a card.
3. The next player lays down a card that can be connected to either letter on the card. Game continues until all cards have been laid down

Variation: This can be done for lower case letters

#### **Find a Pair**

Objective: recognize initial sound in words

Materials: marker or crayons, ¼ bond paper or construction paper

Number of participants: half of the class

Procedure:

1. Have children identify objects in the classroom that have the same initial sound.
2. Let them draw these on paper.
3. Staple the pieces of paper to form a mini-book.

### **What's the first sound ?**

Objective: recognize initial sound in words

Materials: Picture cards for each targeted phoneme

Number of participants: half of the class

Procedure:

1. Gather a set of three or four pictures for each phoneme you want the children to explore. For example, you might choose pictures of a fox, a foot, some feathers, and a fish for the /f/ set and pictures of a man, a mouse, a mitten, and a moon for the /m/ set
2. Choose one set of pictures and have children take turns identify the name of each object depicted..
3. Then repeat the name, drawing out the initial consonant (e.g., f-f-f-f-ox).
4. Ask all of the children to repeat the name in the same way, f-f-f-f-ox, and notice and describe what they are doing with their mouths as they make the /f-f-f/ sound.

Note:

- Work with a few only a few sets of pictures in a sitting or the children's attention might wander. the time being,
- It is important that the name of each picture used begins with a single consonant, preferably a continuant consonant. None of the pictures should begin with consonant blends such as fr-,pl-,or st- because that would make the game too hard for most children at this point.
- Make sure that all pictures are familiar to the children. You have to remember that when a word is unfamiliar, it is very difficult to direct attention to its phonemes. Therefore, when there is any doubt about the familiarity of any of these words, ask the class and/or the individual children in concern to repeat it

### **Textured Initial**

Objectives: To identify the beginning letter of their name

Materials: pre-cut cardboard letter of each child's name's beginning letter, glue, marker, materials from nature like leaves, twigs, sand, glue

Number of Players/Participants: 8 children

Procedure:

1. Give each child a pre-cut cardboard letter of his name's beginning letter.
2. Have him write his name on the cardboard.
3. Ask him design the cardboard by gluing down the different materials collected from nature.

### **Literature-based: Making Connections: King Midas and His Golden Touch**

Objectives: To make personal connections

Materials: paper plates, yarn, colored paper, pencils, crayons, scissors, paste/glue

Number of Players/Participants: 8 children

Procedure:

1. Give each child a paper plate and design it into a head using yarn, colored paper, pencils, crayons, scissors, paste or glue.
2. Ask the children to recall how King Midas got his golden touch.
3. Give each child a piece of paper and take down dictation as he tells you his answer.
4. Attach their answers to their paper plate heads and display them on the wall. Write the title of the activity.

### **Literature-based: Character Mobile**

Objectives: identifies story characters, fine motor coordination

Materials: scratch paper, crayons, pencil, colored markers, hanger, ¼ construction paper

Number of Participants: any number of children

Procedure:

1. Have children draw the characters on each piece of construction paper with his/her name placed at the bottom of the paper.
2. Draw both the front and back sides.
3. Cut strips of yarn to hang the characters on the hangers.
4. Glue a piece of yarn to each character.
5. Hang the drawing by tying the yarn to the hanger.
6. Write the title of the story on top of the hanger or within the triangular space.

### **Literature-based: The Character and I**

Objective: make personal connections with the character

describe a character in the story

Compare story character with oneself

Materials: paper, crayons/pencil

Number of Participants: any number of children

Procedure:

1. After reading the story, ask children to choose a character they want to compare themselves with.
2. Bind three pages into a book.
3. Each page must be divided into two parts. On the right column, write " This is Me. On the left column, write " Story Character's Name \_\_\_\_\_ "

On the first page, have the child draw what he and the character can do.

On the second page, have the child draw their likes and dislikes.

On the third page, have the child draw things that she and the character has or possess.

### **Literature-Based: Paper Plate Puppet**

Objective: to make personal connections

Materials: crayons or makers, scissors, glue, paper plate, craft stick, construction paper

Number of Participants: 6-8 children

Procedure:

1. Ask each child to choose a character from the story read to the class..
2. On the paper, have him/her draw the character's head. He/she may also choose to draw the character's arms and legs, as well as anything the character might hold or wear.
3. Let him/her color and cut out his/her pieces.
4. Have him/her glue these onto the bag.
5. Let the child put his/her hand inside the bag and move the puppet to make it talk.
6. Have your puppet introduce the book to another student.

### **Make the Sounds**

Objective: reproduce sequences of sounds

Materials : none

Procedure:

1. Have children identify single sounds first.
2. Then let them identify each one in a given sequence of sounds.
3. Have children cover their eyes with their hands while you make a familiar noise such as closing the door, sneezing, or playing a key on the piano. By listening carefully and without peeking, the children are to try to identify the noise.
4. Once children have caught on the game, make two more noises, one after the other.
5. Without looking, have children guess the two sounds in sequence saying, "There were two sounds. First we heard a \_\_\_\_\_, and then we heard a \_\_\_\_\_."

Variation: After they have mastered this, produce series of more than two for them to identify and report in sequence. Again, complete sentences should be encouraged.

## ***ACTIVITIES FOR MEETING TIME 2***

### **Which does not belong ?**

Objective: identify which does not belong to a given set of words based on its initial sound

Number of Participants: whole class

Procedure:

1. Tell children to listen carefully to the words you will say.
2. Have them pay attention to the initial sounds of each of the words.
3. Let them identify which word has a different initial sound from the rest of the words.

Note: Give at least 6 sets of words so that children can have ample time to practice discriminating initial sounds.

### **Take a Sound Away**

Objective: to manipulate sounds in words

Materials: none

Number of participants: whole class or half of the class

Procedure:

1. Say a word to the class .For example, say mmmmm-at," elongating the initial consonant, and have the children repeat.
2. Then say "at," and have the children repeat.
3. Ask the children if they can determine which sound has been taken away and repeat the words for them (i.e., m-m-m-

m... at ... m-m-m-m...at ).

Note: Most children can identify the “hidden word” but have a great deal of difficulty in identifying what is taken away. Children may also be inclined to produce rhyming words rather than to focus on initial sounds. With this in mind, take care not to flip back and forth between the activities involving rhyming and initial sounds.

#### D. SONGS/POEMS/ RHYMES

##### **Boogie Woogie**

Put your right hand in  
Put your right hand out  
Put your right hand in  
And shake it all about  
And do the BOOGIE,WOOGIE  
And you turn yourself around  
That's what it's all about.

Change underlined words to: left hand, right foot, left foot,  
head, elbows, backside, body

##### **Old Mcdonald Had a Box**

Old McDonald Had a Box Old McDonald had a box E-I-E-I-O  
And in that box , he had a /k/... E-I-E-I-O  
With a can,can here  
And a can,can there,  
Here a can, there a can  
Everywhere a can-can  
Old McDonald had a box E-I-E-I-O

##### **Can you say ?**

sung to the tune of Happy Birthday

Can you say the last sound?  
Can you say the last sound?  
It's the last sound in rabbit  
Can you say the last sound?

## **E. INDOOR/OUTDOOR GAMES**

### **Move That Body**

Objectives: To demonstrate movement of different body parts

Materials: CD player, CD (music)

Procedure:

- Children and teacher do deep breathing and other simple stretching exercises to loosen tight muscles, concentrating on certain body parts. Example: hand, feet, head
- The teacher starts the music and tells the children: "Move your hand...feet...etc" in any way you want.
- Children move their body parts with music.
- End the activity with deep-breathing exercise.

(Note: Direction of the movement varies – example: up and down, back and forth, etc. The quality of movement can also be varied – example: slow and fast, quiet and loud, light and heavy, happy and sad. Different kinds of music can be used in various movements.)

### **Save Yourself**

Objectives: To develop gross motor skills

To identify one's name

Materials: name tags with printed names of the children, two empty boxes.

Procedure:

1. Class is divided into two groups. The two groups stand behind the starting line. The end line where the box opposite each group is placed is 5 meters away from the starting line.
2. Tell the children to pretend that the box is a sinking ship and they are trying to save themselves from drowning.
3. On signal START, the first player in each group skips toward the box, gets his own name tag, and gallops back to the starting line, shakes hand with the next player, and pins the tag on his clothes.
4. The second player does what the first player did. The game goes on until everybody had his turn.
5. The group who finishes first and with all the players wearing their own respective name tags wins the game.

### **Kailangan Ko Kayo**

Objectives: Nakikilala ang iba't-ibang bahagi ng katawan

Materials: mga larawan ng iba't-ibang gawain ng iba't-ibang bahagi ng katawan at mga cut-outs ng mga bahagi ng katawan

Number of Players/Participants: buong klase

Procedure:

- Ihilera ang mga larawan ng iba't-ibang gawain ng iba't-ibang bahagi ng katawan.
- Ilagay naman ang cut-outs ng mga bahagi ng katawan sa isang kahon.
- Kukuha ang isang bata ng isang cut-out.
- Itatapat ang cut-outs sa larawang nagagawa nito.
- Maaring maging isang masiglang laro kung gagawa ng dalawang set ng cut-outs at ng mga gawain.
- Hatiin ang klase sa dalawang grupo at hayaang mag-unahan sila sa pagtatapat ng mga larawan at cut-outs.
- Ang grupong unang makatapos ang panalo.

### **Pass The Ball**

Objectives: To encourage cooperation among the students

Materials: ball

Number of Players/Participants: whole class

Procedure:

- Tell the children to line up, one behind the other.
- Give the first child a ball
- He passes the ball to the child behind him by passing the ball between his legs.
- When the ball reaches the last person, he starts passing it forward over his head.
- The fun of the game is to see how fast the children can pass the ball.
- Each time they repeat the game, the children try to pass the ball faster.

### **Ankle Walk**

Line the children up on one side of the room. Ask them to bend over and hold onto their ankles. Have them walk to the other side of the room while holding onto their ankles.

