

KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS

WEEK 31: _____

Monday	Tuesday	Wednesday
<p>MEETING TIME 1: Message: Some people buy food from the public market.</p> <p>Question: Have you ever been to the market? What does your family buy in the market?</p>	<p>MEETING TIME 1: Message: People do different jobs in the market. They weigh goods. They clean the fish. They slice the meat. They repack some of their goods.</p> <p>Questions: What kind of work do stall owners and their helpers do ?</p>	<p>MEETING TIME 1: Message: There are dry and wet goods in the market.</p> <p>Question: What kind of goods do you see in the market?</p>
<p>WORK PERIOD 1 Teacher-Supervised: Target Letter Zz Letter/Word Collage</p> <p>Independent:</p> <ul style="list-style-type: none"> • WS: Make a Match- Upper and Lower Case Letters • Stuffed Fruits and Vegetables • Dramatic Play :Market Set-up • Playdough: Food in the Market • Writer's Workshop 	<p>WORK PERIOD 1 Teacher-Supervised: Market/Worker Puppets Poster: At the Market Place</p> <p>Independent:</p> <ul style="list-style-type: none"> • WS: Find the Missing Letter • A-Z Market List: Magpabili tayo sa palengke ng... • Fruit/Vegetable Lacing Cards • Dramatic Play: Market Set Up • Playdough: Food in the Market 	<p>WORK PERIOD 1</p> <p>Teacher-Supervised: Alphabet Freeze</p> <p>Independent:</p> <ul style="list-style-type: none"> • Dramatic Play: At the Marketplace • Sand Play • Market Goods Collage • Letter Lacing Card (Z) • Find the Letter • Writer's Workshop
<p>MEETING TIME 2: Brainstorm on market words for your word wall. Add to this list as the unit progresses.</p> <p>Game: Clap and Snap Rhymes</p>	<p>MEETING TIME 2:</p> <p>Show stick puppets of market workers. Talk about the kind of work each one does.</p> <p>Sing: Tong, Tong Variation: Change vowels</p>	<p>MEETING TIME 2:</p> <p>Game: What's Missing?</p>
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Araw sa Palengke	STORY: Alamat ng Ampalaya	STORY: Halo-Halo Espesyal
<p>WORK PERIOD 2: Teacher-Supervised: Coins Are Us; Magic Box</p>	<p>WORK PERIOD 2: Teacher-Supervised: Crayon Count; Number Name Lotto</p>	<p>WORK PERIOD 2: Teacher-Supervised: Grasshopper; Number stations/ Number books (quantities of 10)</p>
<p>Independent:</p> <ul style="list-style-type: none"> • Playdough Numerals (1-10) • Bingo: Numbers (1-10) • Mixed Up Numbers (1-10) • Number Concentration (1-10) 	<p>Independent:</p> <ul style="list-style-type: none"> • Playdough Numerals (1-10) • Bingo: Numbers (1-10) • Mixed Up Numbers (1-10) • Number Concentration (1-10) • Literature-based: Story Mobile : Ang Alamat ng Ampalaya 	<p>Independent:</p> <ul style="list-style-type: none"> • Playdough Numerals (1-10) • Bingo: Numbers (1-10) • Number Fishing Game/ Number Concentration (1-10) <p>Number Name Lotto Literature-based: Story Quilt : Ang Alamat ng Ampalaya</p>
INDOOR/OUTDOOR ACTIVITY: Market Race	INDOOR/OUTDOOR ACTIVITY: Insect Race	INDOOR/OUTDOOR ACTIVITY: To Market To Market
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
<p>MEETING TIME 1: Message: Some of the goods they sell come from the community:</p> <ul style="list-style-type: none"> ➤ Some fruits and vegetables are grown in the community. ➤ Some meat and poultry products come from the community. <p>Question: Which goods come from our own community?.</p>	<p>MEETING TIME 1: Message: Some of the goods they sell come from other communities.</p> <ul style="list-style-type: none"> ➤ Some buy from markets in other communities. ➤ Some stall owners have suppliers who bring goods to their stalls. <p>Questions: What goods come from other communities? How are these brought to the market?</p>	
<p>WORK PERIOD 1 Teacher-Supervised: Bottle Graph</p> <p>Independent:</p> <ul style="list-style-type: none"> • A-Z Market List • What's Missing? • WS: Picture-Sound Match • Yarn Mosaic • Block Play 	<p>WORK PERIOD Teacher-Supervised: Poster: Saan Nanggaling ang mga paninda sa palengke?</p> <p>Independent: Goods Mobile: Dry Goods/Wet Goods Market Words: What starts with ____? What's Missing? Yarn Mosaic WS: Which does not belong? Block Play</p>	
<p>MEETING TIME 2: Guessing Game : Fruits and Vegetables (see appendix)</p> <p>Play: I am ... I like</p>	<p>MEETING TIME 2: Game: Charades: Jobs people do in the market</p> <p>Song: Ang Gatas at ang Itlog</p>	
<p>STORY: Halo-Halo Espesyal</p>	<p>STORY: Si Owel ang Batang Matakaw</p>	
<p>Teacher-supervised: Catch Flies for the Frog Independent:</p> <ul style="list-style-type: none"> • Number stations/ Number books (quantities of 10) • It's A Match/ Number Concentration (1-10) • Number Fishing Game (1-10)/Number Name Lotto • Tapatan • Accordion Book: Halo-halo Espesyal • WS: Identifies Which Does not Belong/Same and Different 	<p>Teacher-Supervised: Sorting Shapes on a Geoboard</p> <p>Independent:</p> <ul style="list-style-type: none"> • Number Stations/Number Books (quantities of 10) • It's a Match/Number Concentration (1-10) • Number Name Lotto • WS: Identifies Which Does not Belong/Same and Different • Drawing/Write-up: Kung Ikaw si Owel, ano ang gusto mong kainin at bakit? 	
<p>INDOOR/OUTDOOR ACTIVITY: If Your Name Starts with ...</p>	<p>INDOOR/OUTDOOR ACTIVITY: Form a Word</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX WEEK 31

SMALL GROUP ACTIVITIES

A.THEME-RELATED ACTIVITIES

Poster: At the Market Place

Objectives: to draw 4-5 part figures; writes words and phrases; notes details

Number of participants: 6

Materials: manila/kraft paper, markers or crayons, ¼ bond paper

Preparation: Draw an outline of the market on kraft or manila paper.

Procedure:

1. Ask children to recall what they saw at the market.
2. Have them draw these on the small pieces of paper.
3. Let children glue their drawings on the appropriate space on the kraft/manila paper.

Market Goods Collage

Objective: to draw 4-5 part figures; cuts with scissors; notes details

Number of participants: 6

Materials: manila/kraft paper, markers or crayons, ¼ construction market

Procedure:

1. Have children draw different goods sold at the market.
2. Let them make a collage of these goods on kraft paper.

What's Missing?

Objective: to identify different kinds of vegetables; to identify what is missing

Number of Participants: 6

Materials: picture of vegetables or plastic vegetables

Procedure:

1. Place five or more familiar vegetables (either pictures of vegetables or plastic vegetables) on a tray and have children sit around it in a circle.
2. Discuss the names and characteristics of these vegetables.
3. Then ask the children to close their eyes while you remove one of the vegetables. When they open their eyes, have the children take turns trying to guess which of the vegetables is missing.
4. After a correct answer is given, mix up the positions of the vegetables and start the game again.

Yarn Mosaic

Objective: to develop fine motor coordination

Number of Participants: 6-8

Materials: cardboard, yarn (assorted colors), scissors, glue

Procedure:

1. Let children help cut pieces of different colored yarn. Have them cut many different sizes short and long and everything in between.
2. Then have them make some designs with the glue. Allow children to create lines and patterns on the cardboard with the glue.
3. Ask them to cover the glue lines with the yarn, following along the designs they have made using the different sized pieces of yarn in any combination
4. Let them set aside their mosaics to dry.

Goods Mobile: Dry Goods/Wet Goods

Objectives: to draw 4-5 part figures; to cut and paste; to note details, groups by function

Number of participants: 6

Materials: 2 hangers, yarn, construction paper, cardboard, scissors, glue

Procedure:

1. Have children recall goods they saw at the market.
2. Let them draw these goods on construction paper.
3. Then have them glue these on the cardboard.
4. Punch a hole on the board and tie a yarn on each hole.
5. Have children hang the dry goods on one hanger and the wet goods on another.

Saan nanggaling ang mga paninda sa palengke?

Objectives: to arrange events in sequence; to note details,

Number of participants: 6

Materials: 1/2 construction paper or oslo paper, cardboard, scissors, glue, clothespin, clotheline

Procedure:

1. Have children draw possible places where goods in the market come from.

2. Let them hang their drawings along the clothesline.

Matching Cars: Foods sold in the market

Objective: to match pictures of foods sold in the market

Materials: picture cards of different foods sold in the market (10-15 pairs)

Number of players/participants: 4-5

Procedure:

1. Pre-game preparation: Adult will prepare one set of picture cards of different food items sold in the market (you may cut-out pictures from magazines and reproduce to make duplicates, or draw your own pictures).
2. Shuffle the deck of matching cards. Arrange it on a table in a 5x4 or 5x6 grid.
3. Each child will open two cards and check if they both have the same picture. If yes, the child can open two more cards until he encounters two cards that are not the same.
4. When he opens two cards and they do not match, he returns it picture side-down and the next player takes his turn.
5. The game ends when all the cards have been matched, with the winner being the child with the most number of pairs.

Dramatic Play: Market Set-up

Objective: to act out scenes commonly observed in the market place.

Materials: old boxes, benches, plastic foods – any materials which can be used to recreate a market/palengke scene

Number of players/participants: 4-5

Procedure: Children will engage in a dramatic play set up of a market/palengke. Suggested areas: fish vendor, vegetables vendor, butcher, rice vendor, etc.

Play dough: Food

Objective: to develop fine motor skills coordination

Materials: play dough, plastic plates and eating utensils

Number of players/participants: 4-5

Procedure:

1. Encourage children to mold different kinds of food items which are commonly sold in the market.
2. Have them place their molded clays on the plates.
3. Let them share about what they did.

Market Worker Puppets

Objective: to draw and describe different kinds of market workers

Materials: brown paper bags, pencils, markers and coloring materials

Number of players/participants: 4-5

Procedure:

1. Give each child one brown paper bag. Explain to them that they are going to make paper bag puppets of people who work in the market. Let each child choose one market worker and explain why he chose that particular worker.
2. Have the child draw that market worker on one side of the paper bag, and ask him to trace and color his work.
3. On the other side of the paper bag puppet, the child can write the name of his market worker and 1-2 sentences that describe his job and what he needs to perform it.

Food Domino

Objective: to recognize foods sold in the market by playing the domino game.

Materials: food domino cards

Number of players/participants: 4-5

Procedure:

1. Prepare one set of food domino cards (foods that are sold in the market).
2. Distribute the domino cards to the players and put the last card in the middle of the table.
3. In a clockwise manner, each player will connect one domino card to either end of the first card on the table. If the current player does not have a card which he can connect to the card trail, he says "PASS" and lets the next player take his turn.
4. The game ends when all of the cards are on the table. The first person to rid himself of all his cards wins the game.

OTHER MATH ACTIVITIES

Coins Are Us

Objective: to identify coins: 5-, 10-, 25-centavo coins and 1, 5, 10 peso coins

Materials: a chart with enlarged pictures of each coin (front and back sides), a collection of coins in a paper bag

Number of players: 4-6

Procedure:

1. The teacher shows the children the chart of enlarged pictures of each coin. She identifies each coin and helps children describe each one.
2. Each child gets a coin from the paper bag and matches the coin with the picture. The teacher initially helps the child identify the coins. (With practice, children are encouraged to identify the coins they pick independently).

Magic Box

Objective: to identify coins

Materials: a box with different coins

Number of players/participants: 6

Procedure:

1. Each child will be given opportunity to get a coin from the magic box.
2. The child will tell the correct name of the coin
3. The child who can tell the correct name of the coin writes down the denomination on the score
4. Play three rounds of getting coins from the magic box. After three rounds, the teacher will add up the total scores (denominations) of each child. The child with the highest score wins.

Crayon Count

Objectives: to count

to recognize numerals

Players: pairs or small group

Materials: crayon box counting card for each child

number cards 0-10 placed in a sack

crayons (for each child, the quantity depending on the number to be practiced)

Procedure:

1. Have students sit in a circle. Give each child a crayon box counting card and a set of crayons
2. Pass the sack around so each child can pick a number. (place only the numbers the children need to practice.)
3. Students read their numbers and put many crayons in the crayon box counting card. Go around the circle having each child tell how many crayons are in their box. If a child makes a mistake, have him touch each crayon and count in sequence.
4. Collect the number cards and pass the sack around again to continue to play.

Variation: For Beginners

Call a child to come and sit with you. Place a number of crayons on a crayon box counting card. The child counts the crayons and puts the same amount next to the card. If the child is not yet counting independently, have him place a crayon below each one on the card, and then touch and count the crayons with you. Repeat this with each child in the group using a different number of crayons each time.

Number Name Lotto

Objective: to match numerals 1-10 with their number names

Materials: 6 sets number name cards, 4-6 pieces numeral boards (w/ random numbers between 1-10)

Number of players/participants: 4-6

Procedure:

1. Explain to the children that they are going to play a lotto game. Give each child a numeral board. Shuffle the six sets of number name cards and place it in the middle of the table.
2. Each child will take turns opening the top card and saying the numeral name out loud. If that number is found on his board, he takes that card and uses it to cover the space where that number is. If not, he returns it to the bottom of the pile.
3. The first person to finish covering his board with the right numeral-number name matches wins the game.

Grasshopper

Objective: to recognize and identify numerals

Materials: An empty floor space for jumping around,
number cards (0-10)

Procedure:

The teacher announces a number from 0-10. The student hops to the card that has that number.

Variation: The teacher announces or shows an addition or subtraction problem. The student hops to the card that has the answer.

Number Stations

Objective: to count up to quantities of 10

to see that despite differences in appearance quantities remain the same (conservation)

to develop fine motor coordination

Materials: several boxes of toothpicks, paper and pencil

Number of participants: small group

Procedure:

1. Teacher chooses a number to work with for the day, for example 9.
2. Children work together exploring a given quantity of toothpicks, in this case 9, making as many arrangements as possible. Then let the children write the number on their paper.

3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.

Variation: Children can explore other materials such as pebbles, popsicle sticks, blocks and others.

Number Books

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Procedure:

1. Help your child to draw pictures or glue in pictures from magazines of things that are important to him and write a number caption underneath.
2. It is a good idea to include zero in your book.
3. Try making a book to illustrate a favorite number story or rhyme.

Variation: Glue the designs from the Number Stations activity on sheets of paper. Bind the paper to make a book.

Catch Flies for the Frog

Objectives: to count

to recognize numerals

Players: pairs or small group

Materials: large playing board, large plastic or rubber frog

small flies (rubber or plastic or paper cut outs from reproducible)

small paper plate with a drawing of a frog (1 for each player)

Procedure:

1. Tape the board to the floor. Put a strip of masking tape several steps away from the board to mark where the player will stand. (The distance will depend on the age and motor development of your student.)
2. Each player stands behind the masking tape marker and throws the frog at the board to catch flies.
3. Have the players read the number the bean bag lands on. The player then counts out that many flies from the storage bag and places them on his frog plate.
4. After each child has had a turn, go around the group and ask each child to tell how many flies the frog has eaten.
5. Continue play until each child has had several turns. Repeat steps 3 and 4 each time.

Sorting Shapes on the Geoboard

Objective: to recognize, sort and describe shapes according to specific attributes

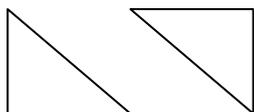
Materials: geoboards and rubberbands

Procedure:

1. Children each make a shape on a geoboard and wait for the teacher to give a sorting clue.
2. Teacher should look at the shapes that the students have made on their boards and decides on a particular attribute to sort by but does not tell the children. As students watch, the teacher chooses a few geoboards and makes two small groups, lining them up on the chalkboard or clustering them on the floor according to the particular attribute. (One group of boards has the attribute, and the other group has not)
3. Teacher are directed to study the shapes in both groups and find other shapes that match those attributes
4. After watching the teacher sort a few examples, they try to figure out the sorting rule.
5. One child at a time is called on to show their geoboard to the class.
6. Class members analyze the geoboard and point to the group in which they think it belongs. When everyone has had a turn, all the children to discuss their decisions.
7. Continue to sort in a variety of ways over time. You can sort by:
 - Number of corners
 - Number of sides
 - Open or closed figures
 - Right angles or no right angles
 - Symmetrical or not
 - No nails inside, one nail inside, etc.

Variation 1: The children could draw their shapes into smaller sized geoboard paper and these shapes could be used to sort and resort shapes in a variety of ways.

Variation 2: Children need to learn to recognize shapes that are identical but in different positions. They can explore this with the following:



Playdough Numerals (1-10)

Objective: to identify the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10

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, 9 and 10.

3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

Concentration

Objective: to match numerals

Materials: 2 sets of number cards, 0-10

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.

Number Bingo

Objective: to match numerals

Players: 1 or more

Materials: bingo card for each player, calling cards
tokens

Procedure:

1. Provide each player with a bingo card (numerals).
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 Fishing Game

Objective: to recognize and identify numerals

Materials: fish cut-outs (that have the numbers 1-10 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.

Mixed Up Numbers

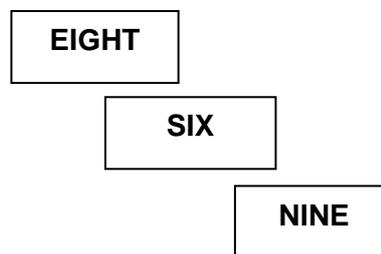
Objectives: to read and recognize number words
to recognize the sequence of numbers

Players: small group

Materials: vocabulary cards of number words

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

Objectives: to match numeral to set of objects/ dots

Players: pairs or small group

Materials: one set of cards with numerals – 0 -9
one set of cards with dots (corresponding to the numerals)

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.

Tapatan (tic-tac-toe's brainy Filipino cousin)

Materials: playing board, 3 markers of two colors (3 red and 3 blue)

Procedure:

The object of the game is to arrange 3 markers of the same color in a row along any of the board lines (horizontally, vertically or diagonally). Players take turns placing one marker at a time on any of the board points. When all six pieces are placed, the players take turns sliding from point to point along the board lines until one player is able to arrange 3 markers of the same color in a row.

A. OTHER LANGUAGE ARTS ACTIVITIES

A-Z Market List: Magpapabili tayo sa palengke ng...

Objective: to initial sounds of words

Materials: scratch or bond paper, coloring materials, scissors, markers, masking tape.

Number of players/participants: 4-5 at a time

Procedure:

1. Explain to the children that they are going to make an A-Z market list of things they would like to buy at the market. Assign a letter or ask each child to choose one letter from the alphabet and give an example of a market/palengke item/good that begins with the same letter (ex. B- Bigas, R- Repolyo etc.)
2. Each child will draw and label his chosen item on a piece of paper.
3. After drawing and labelling, ask them to color and cut their work. Tape each drawing on the classroom wall alphabetically and in a horizontal (left to right) manner. Note to teacher: some letters might be left blank – such as x, q, z – if the children find difficulty in giving examples of items/goods that begin with those letters. If there are not enough letters to go around, some letters can have more than one example.

Alphabet Freeze

Objective: identify upper and lower case letters:

Number of participants: 6-8

Materials: letter cards

Procedure:

1. Place one of each of the 15 letters of the alphabet on index cards (or you can use pre-made flashcards).
2. Put the cards randomly around the area of the carpet you have space to move around.
3. Have children move around the letters as you play a song.
4. When it stops, have each child find a letter to stand on. Then have him or her identify a word that begins with the letter.
5. Ask each child what letter they are standing on and then have them identify words that begin with that letter.

Market Words : What starts with?

Objective: identify words that begin with a given letter

Number of participants: 8-10

Materials: paper, pencil

Procedure:

1. Distribute pieces of paper to the children.
2. Have them draw picture of objects found in the market that begins with a given letter.

Accordion Book: Halu-Halo Espesyal

Objective/competencies: retell events in a story

Materials: blank accordion books, pencil, coloring materials

Number of players/participants: 4-5 at a time

Procedure:

1. Pre-activity: prepare one blank accordion book for each child in the class, with around 4-6 pages.
2. Give one accordion book to each child in the group. Ask them to draw the events in the story Halo-Halo Espesyal in chronological order on the accordion book in a left-right manner.
3. Ask them to write 1-2 sentences for each event they drew. Have them color their work when they are done drawing and writing.

Drawing/Write Up: Kung ikaw si Owel, ano ang gusto mong kainin at bakit?

Objective: to make personal connections to the story

Materials: ½ sheet of bond paper, 1 sheet of lined paper (grade 2 pad), pencils and coloring materials.

Number of players/participants: 4-5

Procedure:

1. Each child will answer the question “Kung ikaw si Owel, ano ang gusto mong kainin at bakit?”
2. On the ½ sheet of bond paper, each child will draw himself eating the desired food. The accompanying explanation shall be written on the sheet of lined paper and glued to the bottom of the drawing.

Letter/Word Collage, Find the Letter/Word/Story Quilt (refer to instructions in previous weeks)

Snap and Clap Rhymes

Objective: to identify words that rhyme

Materials: none

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

Procedure:

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

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

Note: A variation is the "I say, You say" game:

I say mat, you say _____

I say man, you say _____.

SONGS/POEMS/RHYMES

<u>To Market, To Market (rhyme)</u>	<u>Bahay Kubo</u>
<p><i>To market, to market, to buy a fat pig, Home again, home again, jiggety-jig. To market, to market, to buy a fat hog, Home again, home again, jiggety-jog. To market, to market, to buy a plum bun, Home again, home again, market is done.</i></p> <p>Note: invite the children to come up with their own versions/suggest a new verse in the rhyme with a corresponding nonsense rhyme.</p>	<p><i>Bahay kubo, kahit munti Ang halaman doon, ay sari sari Sinkamas at talong, sigarilyas at mani Sitaw, bataw, patani.</i></p> <p><i>Kundol, patola, upo't kalabasa At saka mayroon pang labanos, mustasa, Sibuyas, kamatis, bawang at luya Sa paligid-ligid ay puno ng linga.</i></p>

<u>Tools (poem)</u>	<u>Vegetables and Fruits (poem)</u>
<p><i>Paint a picture Cut down wheat Peel potatoes Clean the street Knock down buildings Wash the wall Fix a car Make a call Lift a baggage Weigh the fish What do you need? Tools, tools, tools!</i></p>	<p><i>The food we like to eat that grows On vines and leaves and trees Are vegetables and fruits, my friends Like duhat, grapes and peas Bananas, mangoes, pomelos are fruits And so are lanzones Pechay and malunggay are vegetables Like squash, okras and beans.</i></p>

<u>Fruit Salad Song</u> (sing to the tune of 'Are You Sleeping')
<p><i>Watermelon, watermelon Papaya, papaya. Pineapple, banana Mix them all together Fruit salad, fruit salad</i></p>

If Your Name Starts With

Sung to the tune of "If You're Happy and You Know It"
an action alphabet rhyme

- If your name starts with A turn around.
- If your name starts with B touch the ground.
- If your name starts with C then stand up and touch your knee.
- Clap your hands if your name starts with D.
- If your name starts with E wink your eye.
- If your name starts with F try to fly.
- If your name starts with G blow a kiss up here to me.
- If your name starts with H say "Hee, Hee".
- If your name starts with I tap your toe.

If your name starts with J say "Ho, Ho".
If your name starts with K then stand up and start to sway.
If your name starts with L say "Ole".
If your name starts with M make a smile.
If your name starts with N shake awhile.
If your name starts with O put your elbow on your toe.
If your name starts with P say "I know!"
If your name starts with Q raise your hand.
If your name starts with R your should stand.
If your name starts with S you should pat your head, I guess.
If your name starts with T say "Oh, yes!"
If your name starts with U touch your eye.
If your name starts with V pat your thigh.
If your name starts with W, X, Y or Z
Then stand up, take a bow and say "That's me!"

INDOOR/OUTDOOR ACTIVITIES

Market Race

Children will run around an obstacle course carrying a basket filled with "market goods" (plastic fruits, vegetables, etc.). The first team to finish the course will win the race.

Bahay Kubo (rhythmic hand clapping activity)

Teach children a simple hand clapping game, such as 'Cross Mary' to accompany the song Bahay Kubo. Example:

- a. Cross both arms over your chest
- b. Place both hands on your lap
- c. High-five both palms of your hand with the palms of the person in front of you
- d. Repeat steps a-c or modify.

Charades: People who work in the market

Children will take turns acting out/guessing the different people who work in the market (ex. Butcher, baggage boy, fish vendor, etc.)