

KINDERGARTEN CLASS SECOND GRADING DAILY PLANS

WEEK 16: _____

Monday	Tuesday	Wednesday
<p>CONTENT FOCUS:</p> <ul style="list-style-type: none"> I have rights. <ul style="list-style-type: none"> There are some things I must have and be able to do as a child. I have needs that people in my family, school and community must be able to provide. <p>I am a human being who deserves respect. We need to be treated as equals.</p>		
<p>Basahin: Isang Mundong Makabata</p> <p>Mensahe: Ako ay may mga karapatan.</p> <p>Awit: Sampung mga Karapatan</p>	<p>Mensahe: Kailangan ko ng pamilya na mag-aaruga sa akin.</p> <p>Mga Tanong : Bakit niyo kailangan ng isang pamilya? Ano ang mga kailangan niyo na nabigay ng inyong pamilya? Paano kayo inaalagaan ng inyong pamilya?</p>	<p>Mensahe: Bukod sa pamilya, may mga iba pang taong tumutulong para maging maayos ang buhay ng isang bata.</p> <p>Mga tanong: Sino pa ang mga taong tumulong para ikaw ay lumaki at umunlad ?</p>
<p>Teacher-supervised:</p> <ul style="list-style-type: none"> Poster:Isang Mundong Makabata Mobile: Rights Mobile <p>Independent:</p> <ul style="list-style-type: none"> Mini-book : Who helps me ? Letter Fishing Game Tsart : Gusto Ko/Ayaw Ko Construction Toys/Table Blocks Writer’s Workshop RSW pp. 275-276 	<p>Teacher-supervised Target Letter li</p> <ul style="list-style-type: none"> Letter Mosaic Letter Collage <p>Independent:</p> <ul style="list-style-type: none"> Letter Fishing Game Family Album Tsart : Gusto Ko/Ayaw Ko Construction Toys/Table Blocks Picture Puzzles RSW p. 239 	<p>Teacher-Supervised: Target Letter li</p> <ul style="list-style-type: none"> Let’s Write li Children’s Gallery: What We Like to Do <p>Independent:</p> <ul style="list-style-type: none"> Drawing: Si ___ at Ako Letter Poster: Pictures/Drawings of objects that begin with li li Words Poster Playdough: Form a Letter Writer’s Workshop RSW pp. 271-272
<p>MEETING TIME 2:</p> <p>Ipakita ang poster:ng “ Isang Mundong Makabata” Anyayahan magkuwento ang mga gumawa nito tungkol sa mga bagay na gusto nilang magkaroon sa kanilang mundo. Itanong kung bakit nila kailangan o gusto ang mga ito.</p>	<p>MEETING TIME 2:</p> <p>Anyayahan magbahagi ang ilang mga bata ng kanilang “family album “ . Pagusapan ang mga paraan kung paano naipapakita ng mga pamilya ang kanilang pagkalinga sa kanilang mga anak.</p> <p>Awit: Sampung mga Karapatan</p>	<p>MEETING TIME 2:</p> <p>Play “Snap and Clap” (up to 5)</p> <p>Song: What’s the sound? Ask children to think of words that begin with li</p>

STORY: Sa Ilalim Ng Dagat	STORY: Kagila-Gilalas Na Kahon	STORY: Ason, Luming At Teresing
WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 5) Independent: <ul style="list-style-type: none"> • Block Play • Playdough Numerals • Go 5 • Draw 5 • Find 5/ 5 Concentration • It's A Match/ Mixed Up Numbers (1-5) 	WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting; up to quantities of 5) Independent: <ul style="list-style-type: none"> • Block Play • Playdough Numerals • Go 5 • Draw 5 • Find 5/ 5 Concentration • It's a Match/ Mixed Up Numbers (1-5) 	WORK PERIOD 2: Teacher-Supervised: Sorting Shapes (using geoboards) Independent: <ul style="list-style-type: none"> • Block Play • Subtraction Cards (2-5) • Bingo: Addition (0-5) • Bingo: Subtraction (0-5) • Go 5/ Draw 5/ Find 5/ 5 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5) • Hand Game/Lift the Bowl worksheets (quantities of 5)
INDOOR/OUTDOOR ACTIVITY: Save Youreself	INDOOR/OUTDOOR ACTIVITY: Touch Color	INDOOR/OUTDOOR ACTIVITY: Blend Homerun
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
<p>MEETING TIME 1: Mensahe: Marami akong kailangang matutunan tungkol sa aking mundo. Mga Tanong: Ano ang mga bagay na gusto mo pang matutunan ? Sino ang maaring tumulong sa iyo ? Anong mga naituturo ng mga magulang mo ? ng guro mo ? ng mga kaibigan mo ?</p>	<p>MEETING TIME 1: Mensahe: Kailangan ko ng panahon maglaro. Marami akong natututunan mula sa laro. Mga tanong: Anu-Anong mga laro ang nilalaro mo? Sino ang mga nakakalaro mo? Kailang ka nakapaglalaro? Ano ang mga natutunan habang ikaw ay naglalaro?</p>	
<p>WORK PERIOD 1 Teacher-Supervised: Target Letter: Cc</p> <ul style="list-style-type: none"> • Letter Mosaic : Cc • Letter Collage : Cc • Literature-based Activity :Story Banner: Pasan Ko si Bunso <p>Independent:</p> <ul style="list-style-type: none"> • Mobile: Mga Taong Tumutulong sa Amin • Mini-book: Who helps me ? • Picture Puzzle • Sound Roll • Letter Memory Game • Shape Domino 	<p>WORK PERIOD 1 Teacher-Supervised: Let's Write Cc</p> <ul style="list-style-type: none"> • Cc Words Poster • Letter Poster: Pictures/Drawings of objects that begin with Cc • Literature-based Activity: Story Strips: Pasan Ko Si Bunso <p>Independent:</p> <ul style="list-style-type: none"> • Mini-book: Who helps me ? • Picture Puzzle • Sound Roll • Letter Memory Game • Shape Domino 	
<p>MEETING TIME 2: Count and Turn (up to 5) First Sound First</p>	<p>MEETING TIME 2: Play: I say, You say</p>	
<p>Supervised Recess</p>	<p>Supervised Recess</p>	
<p>STORY: PASAN KO SI BUNSO</p>	<p>STORY: ANG BATANG AYAW GUMISING</p>	
<p>WORK PERIOD 2: Teacher-Supervised: Hand game (up to quantities of 5; writing number sentences) Independent:</p> <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 5) • Subtraction Cards (2-5) • Bingo: Addition/ Bingo: Subtraction (0-5) • Go 5/ Draw 5/ Find 5/ 5 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5) 	<p>WORK PERIOD 2: Teacher-Supervised: Lift the bowl (up to quantities of 5; writing number sentences) Independent:</p> <ul style="list-style-type: none"> • Block Play • Counting Boards (quantities of 5) • Subtraction Cards (2-5) • Bingo: Addition/ Bingo: Subtraction (0-5) • Go 5/ Draw 5/ Find 5/ 5 Concentration • Don't Rock the Boat 	
<p>INDOOR/OUTDOOR ACTIVITY: Count And Turn</p>	<p>INDOOR/OUTDOOR ACTIVITY: One Potato (Fun with Friends</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX: WEEK 16

A. THEME-RELATED ACTIVITIES

Poster: Isang Mundong Makabata

Layunin/ Kasanayan: maipahayag ang mga karapatan ng bata

Mga kagamitan : kartolina/manila paper lapis, papel ,pandikit, krayola

Bilang ng Gagawa : bawat bata

Pamamaraan:

1. Pag-uusapan ng klase ang mga sumusunod:
 - a. Mga bagay na dapat nagagawa ng isang bata
 - b. Mga bagay na dapat mayroon ang isang bata upang mabuhay nang maayos
2. Ipapaliwanag ng guro sa mga mag-aaral ang gawain.
3. Ipapaskil ng guro ang kartolina o manila paper na may pamagat na ISANG MUNDONG MAKABATA sa pisara.
4. Sa isang bond paper o papel, iguguhit ng mga mag-aaral ang mga bagay na dapat nagagawa ng isang bata at mga bagay na dapat mayroon ang isang bata upang mabuhay nang m
5. Kukulayan ng mga mag-aaral ang kanilang iginuhit.
6. Ididikit ng mga mag-aaral ang kanilang “master piece” sa kartolina o manila paper na nakapaskil sa pisara.
7. Pag-uusapan ang kanilang ginawa.

Children’s Rights Mobile

Objective: demonstrate awareness of children’s rights

Materials: hanger, string or yarn, shape boards(covered with construction paper), colored markers or crayons

Procedure:

1. Ask children to draw what they think children must be able to do and what they would need to grow and develop.
2. Have them draw on each shape board. Attach a string on it.
3. Let them tie their shape boards on the hanger.

Mini-Book: Who Helps Me ?

Objective: identify people who help address his needs

Materials: shape book (person), colored markers or crayons

Number of participants: 8-10 children

Procedure:

1. Distribute a shape book to each child.
2. Have him draw the different people who help provide for his needs e.g. family members, people in school and the community.

Children’s Gallery: What We Like To Do

Materials: shape book (person), colored markers or crayons

Number of participants: 8-10 children

Procedure:

Distribute different shape cut-outs. Have children draw different things children like to do or have.

Tsart: Gusto Ko, Ayaw Ko

Layunin/Kasanayan : Identify the rights of a child’

Mga kagamitan: kartolina/ manila paper, lapis,papel/bond paper, krayola, pandikit

Bilang ng Gagawa : bawat bata

Pamamaraan:

1. Pag-uusapan ng mga mag-aaral ang kanilang gusto at hindi gusto sa kanilang komyunidad.
(Halimbawa: Gusto – palaruan ; Hindi Gusto – taong nananakit
2. Ipapaliwanag ng guro sa mga mag-aaral ang gawain.
3. Ipapaskil ng guro ang kartolina o manila paper na may pamagat na “GUSTO KO, HINDI KO GUSTO” sa pisara.
4. Sa isang bond paper o papel, iguguhit ng mga mag-aaral ang kanilang gusto at hindi gusto sa kanilang komyunidad
5. Gamit ang krayola, kukulayan ng mag mag-aaral ang kanilang iginuhit.
6. Ididikit ng mga mag-aaral ang kanilang “master piece” sa kartolina o manila paper na nakapaskil sa pisara.
7. Pag-uusapan ang kanilang ginawa.

Family Album

Mga Kagamitan: bond paper/papel (limang piraso)

lapis
krayola
pandikit

Pamamaraan:

1. Pag-uusapan sa klase : “ Anu-ano ang mga bagay na nagagawa ng inyong mga pamilya para sa inyo?”.
2. Ipapaliwanag ng guro sa mga mag-aaral ang Gawain.
3. Gamit ang limang papel at lapis, guguhit ang mga mag-aaral ng limang bagay na ginagawa ng kanilang pamilya para sa kanila. (isang bagay bawat papel)
4. Kukulayan ng mga mag-aaral ang kanilang iginuhit.
5. Gamit ang pandikit, didikitan ang kaliwang gilid ng mga papel para magmukhang aklat.
6. Ipapasa ng mag-aaral sa guro ang kanyang ginawa.
7. Pag-uusapan ang ginawa.

Drawing: Si (Tatay) At Ako

Layunin/Kasanayan : Identify the rights of a child

Mga Kagamitan : papel/bond paper, lapis, krayola

Bilang ng Gagawa: bawat bata

Pamamaraan:

1. Pag-uusapan ng klase kung sinu-sino ang mga kasapi ng pamilya.
2. Tatanungin ng guro sa mga mag-aaral kung ano ang naitulong ng bawat kasapi ng pamilya sa kanila.
3. Papiiliin ng guro ang bawat mag-aaral ng isang kasapi ng pamilya na may naitulong sa kanya.
4. Gamit ang papel at lapis, iguguhit ng mag-aaral ang napili nyang kasapi ng pamilya pati ang naitulong sa kanya.
(Halimbawa : Tinuruan ako ni Nanay na magpunas ng mesa. Iguguhit ng mag-aaral si Nanay at ang sarili nyang nagpupunas ng mesa).
5. Gamit ang krayola, kukulayan ng mag-aaral ang kanyang ginawa.
6. Ang pamagat ng kanilang ginawa ay ayon sa napiling kasapi ng pamilya (Si Nanay at Ako)
7. Ipapasa ng mag-aaral sa guro ang kanyang ginawa.
8. Pag-usapan ang ginawa.

Mobile: Mga Taong Tumutulong sa Akin

Layunin/Kasanayan : makilala ang mga taong tumutulong sa atin sa komunidad

Mga Kagamitan : papel/bond paper, lapis, krayola

Pamamaraan:

1. Gumuhit ng mga taong tumutulong sa ating komunidad.
2. Idikit ito sa folder o cardboard.
3. Lagyan ng tali sa dulo.
4. Isabit ito sa isang bahagi ng classroom.
5. Lagyan ng pamagat “ Ang mga Taong Tumutulong sa Ating Komunidad

Note: The stories for this week revolve around children’s rights. Use these stories to reinforce their understanding about rights. Encourage them to make personal connections with these stories.

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)

Playdough Numerals (0-5)

Objective/Competency: To identify the numerals 0, 1, 2, 3, 4 and 5

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 and 5.
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)

Objective: to write numerals

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

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

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

It's A Match

Objectives: to match numeral to set of objects/ dots

Players: pairs or small group

Materials: one set of cards with numerals – 0 -4

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

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 (1-4)

Procedure:

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

Variation: Distribute the cards to the children. Call one of the word names. A student with the corresponding card is invited to stand. "Neighbors" – those whose numbers are one less or one more than this student's – are then invited to join in.

Continue until all are standing in the appropriate number.

Draw 5

Objective : to explore different combinations that make 5

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

No. of players / participants: 3- 5 players

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 5. 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 5 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.

5 Concentration

Objective: to explore different combinations that make 5

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

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 5. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person who collects the greatest number of pairs is the winner.

Find 5

Objective / Competency: collect pairs of cards

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

No. of players / participants : 3-5 players

Procedure

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face-down, without looking at them.
2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 5, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

Go 5

Objective: to explore different combinations that make 5

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

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 4 in front of himself, face up.
A player can continue asking for a card as long as he gets the card he requested. If he does not get the card he asked for, the turn passes to the person who said, "I don't have it."
3. The person who makes the greatest number of pairs is the winner.

Subtraction Cards

Objective: to subtract quantities up to 5

Materials: subtraction cards, counters

No. of Participants: 1-4

Procedure:

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

Bingo: Addition (up to quantities of 5)

Objective: To match an addition fact with its correct sum

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Bingo: Subtraction (up to quantities of 5)

Objective: To practice subtraction up to quantities of 3

Materials:bingo card for each player calling cards tokens

No. of Participants: 1-4

Procedure:

1. 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.

☺ **Counting Boards (concrete, up to quantities of 5)**

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:

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

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

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

Lift The Bowl (connecting, up to quantities of 5)

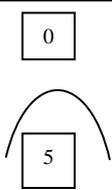
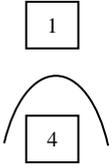
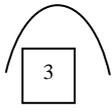
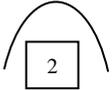
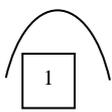
Objective: to explore different combinations that make a given quantity

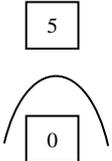
Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

No. of Participants: small group

Procedure:

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

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

"Place five blocks on the bowl."		"Five and none is five." or "Five and zero is five."	
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Hand Game (symbolic, up to quantities of 5)

Objective: to explore different combinations that makes a given quantity

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

Number of Players/Participants: 8 children

Procedure:

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

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

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

Lift The Bowl (symbolic; up to quantities of 3)

Objective: to explore different combinations that makes a given quantity

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

Number of Players/Participants: 8 children

Procedure:

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

Teacher says:		Children say:	Children write:
"Place five blocks under the bowl."		"None and five is five." or "Zero and five is five."	$\begin{array}{r} 0 \\ +5 \\ \hline 5 \end{array}$
"Place four blocks under the bowl."		"One and four is three."	$\begin{array}{r} 1 \\ +4 \\ \hline 5 \end{array}$
"Place three blocks under the bowl."		"Two and three is five."	$\begin{array}{r} 2 \\ +3 \\ \hline 5 \end{array}$
"Place two blocks under the bowl."		"Three and two is five."	$\begin{array}{r} 3 \\ +2 \\ \hline 5 \end{array}$

"Place one block under the bowl."		"Four and one is five."	$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$
"Place no blocks under the bowl."		"Five and none is five." or "Five and zero is five."	$\begin{array}{r} 5 \\ +0 \\ \hline 5 \end{array}$

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

Hand Game – Worksheet

Objective: to write addition equations involving quantities of 4
To conserve number

Materials: counters Hand game work mat Hand game worksheet pencil

Procedure:

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

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

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

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

Lift the Bowl - Worksheet

Objective: to write addition equations involving quantities of 4
To conserve number

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

Procedure:

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

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

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

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

Don't Rock the Boat

Materials: playing board, counters, dice

Procedure:

1. Players roll the dice to travel back and forth inside the "boat".
2. The player who lands in the center with an exact roll is the winner.

Variation: For a solitaire, place markers on all the twelve outer spaces. Each time the player lands on a space, he or she collects the marker. The object is to collect as many markers as possible before landing in the center.

C. OTHER LANGUAGE ARTS ACTIVITIES

Letter Fishing Game

Objective: to identify upper case letters

Materials: fishing hook, 24 letter cards

Number of players/participant: 5-6

Procedure:

1. Arrange the chairs in a circle.
2. Place the letter fish cards inside the circle.
3. Ask players to sit on each chair.
4. Each player takes turns fishing a card.
5. Ask the child to identify the letter that he fishes out.
6. Ask everyone from the group to sound out the letter.
7. Invite the children to think of 2-3 words that begin with that letter.
8. At the end of the game, ask children to count the number of fishes that they caught.

Variation: After the game, children can be asked to copy the letters that they caught on a piece of paper or draw things that begin with that letter.

Sound Roll

Objective: letter-sound association

Materials:

- Ball
- Picture card necklaces

Number of Players: 6

Procedure:

- Gather the children and let them sit in a circle. Give each child a picture card necklace.
- Roll the ball to one child
- That child rolls the ball to another child whose picture card begins with the same letter as his picture card.

Variation: This can be done for final sounds, or medial sounds or rhyming words as well.

See previous appendices for the following activities:

- Letter Mosaic
- Letter Collage
- Letter Poster: Pictures/Drawings of objects that begin with li/ Cc
- Let's Write
- Words Poster
- Playdough: Form a Letter

Letter Memory Game

Objective: to identify upper case letters

Material : 6 pairs of upper case letters

Number of players/participant: 5-6

Procedure:

1. Place all cards on the table face down.
2. Each player turns over two cards during his turn. If he gets a pair of identical letter cards, he gets to keep the pair and takes another turn.
3. If the letter cards do not match, the player puts back the cards into their original places.
4. The player who is able to get the most number of pairs wins the game.

Shape Domino

Objective: recognize geometric shapes

Material : shape domino cards

Number of players/participant: 4-5

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 shape on the card. Game continues until all cards have been laid down or until none of the cards left could be connected to either end

Story Banner

Objective: identify story details

Materials: manila paper

Number of players/participants: 4-6

Procedure:

1. Pre-cut the manila paper in the shape of a banner.
2. Ask children to recall details of the story just read. e.g. characters, setting, major events, title
3. Write the title at the top or center of the manila paper.
4. Each child draws a story detail in a separate paper (construction or bond paper).
5. He/She cuts this out and paste this on the story banner.

Story Strips

Objectives: identify story events

Materials: manila paper folded in 6 parts lengthwise, marker, crayons, bond paper/newsprint

Number of players/participants: 4-6

Procedure:

1. Discuss the story just read.
2. Have children recall story events and have them draw this on strips of paper.
3. Have them paste this on the manila paper.
4. Display the story strip poster.

D. SONGS/POEMS/ RHYMES

- Sampung Mga Karapatan (song)
- Edukasyon aking karapatan (PEHT p. 140)
- Rhyme: I had a Little Brother

E. INDOOR/OUTDOOR GAMES

Save Yourself (PEHT p. 227)

One Potato (PEHT p. 231)

Touch Color

Ask the children to touch a specific number of items of a certain color with a particular body part. For example, you might call out: "Touch three red things with one knee." The children will now look for red items and then seek to apply their knees to the items.

Blend Homerun

Materials:

- chalk

Procedure:

- Mark four corners of your game area as your bases with chalk or anything that the players can easily see e.g. plants in pots or sand bags.
- Divide the group into two teams.
- For each turn: Say aloud a word in parts, such as /s/ /a/ /t/. If the can blend the word, he or she can go to the first base. Each player will get three tries before he or she strikes out of the team's turn.

- When the second player takes his or her turn and runs to the first base, the child on the first base will move to the second base. He or she will move to the next base as new runners take a base. The team gets a homerun (or a score) when a player has gone to all the four bases.
- Each team's turn will end when three of its players are out. Then the other team can take their turn.

Variation:

- Allow the members of the other team to think and say aloud words in parts for the other team to blend.

Count And Turn

Objectives: to count in sequence
 To develop body coordination
 To develop a sense of rhythm
 To learn one-to-one correspondence

Players: whole or small group

Procedure:

The children stomp their feet as they count, throwing their arms up in the air to emphasize the last number in the sequence. The children change directions without losing the beat, counting "one" as they turn.

One, two, three, four, fiiiiive
 (turn) one, two, three, four, fiiiiive
 (turn) one, two, three, four, fiiiiive....

