

# KINDERGARTEN CLASS FIRST GRADING DAILY PLANS

WEEK 2:

Monday	Tuesday	Wednesday
<b>CONTENT FOCUS:</b> We do many things in school.		
<b>MEETING TIME 1:</b> <b>Message:</b> We follow a class schedule.  <i>Show the class schedule and talk what the class will do during each period.</i>  <b>Questions:</b> What do you think we will do during Meeting time? During Work Period? During Story time? During Indoor/ Outdoor Activity?	<b>MEETING TIME 1:</b> <b>Message:</b> We do different things in school. - We play. We work. - We sing. We dance. - We eat. We rest. - We listen to stories. We browse through books. - We fix our classroom.  <b>Questions:</b> What activities can we do in school? Which of the activities do you like to do?	<b>MEETING TIME 1:</b> <b>Message:</b> There are many areas in our school.. We do different activities in these areas. - Some of the areas in school include the library, playground, canteen, classrooms, principal's office.  <b>Questions:</b> What are the other places of the school? Who do you see in these places? What can you do in these places?
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Red Hunt Our Red Book or Red Collage  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Dramatic Play</li> <li>• Picture Match</li> <li>• Color Match</li> <li>• Color Lotto</li> <li>• Color Domino</li> <li>• Bingo: Colors</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Poster: I Can Help... Poster: We Do Many Things in School  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Dramatic Play</li> <li>• Playdough: I Can Make Red Objects</li> <li>• Writer's Workshop: I Do Many Things in School</li> <li>• Picture Match</li> <li>• Mini-book: I See Red Things Around Me</li> <li>• Red Objects Puzzle</li> <li>• Color Match/ Color Lotto/Color Domino/ Bingo: Colors</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Class Quilt  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Dramatic Play</li> <li>• Playdough: I Can Make Red Objects</li> <li>• Bead Stringing</li> <li>• Writer's Workshop: I Do Many Things in School</li> <li>• Mini-book: I See Red Things Around Me</li> <li>• Red Objects Puzzle</li> <li>• Color Match/ Color Lotto/Color Domino/ Bingo: Colors</li> </ul>
<b>MEETING TIME 2:</b> <b>Song:</b> I can sing a rainbow <b>Message:</b> We see red objects around us. <i>Show Red Book and Red Collage.</i>	<b>MEETING TIME 2:</b> <b>Song:</b> Ito Ang Ginagawa Ko Sa Paaralan  <i>Show Posters: I Can Help and We Do Many Things</i>	<b>MEETING TIME 2:</b> <b>Activity:</b> People Counting Game: Stand and Sit and Hopping Forward (1,2, 3) <i>Show Class Quilt</i>
<b>Supervised Recess</b>	<b>Supervised Recess</b>	<b>Supervised Recess</b>
<b>STORY:</b> Si Dragong Pula	<b>STORY:</b> Celia Studios and Conrad Cat	<b>STORY:</b> Ang Kamatis ni Peles
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Number Books (quantities of 3) <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Construction Toys</li> <li>• Number Stations (quantities of 3)</li> <li>• Shape Lotto</li> <li>• Bingo: Shapes</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Number Books (quantities of 3) <b>Independent::</b> <ul style="list-style-type: none"> <li>• Continue Number Books (quantities of 3)</li> <li>• Block Play</li> <li>• Construction Toys</li> <li>• Number Stations (quantities of 3)</li> <li>• Shape Lotto/ Bingo: Shapes</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Same and Different <b>Independent::</b> <ul style="list-style-type: none"> <li>• Continue Number Books (quantities of 3)</li> <li>• Number Stations (quantities of 3)</li> <li>• Block Play</li> <li>• Junk Box Sorting</li> <li>• Shape Domino/Shape Match</li> </ul>
<b>INDOOR/OUTDOOR ACTIVITY:</b> Teacher, May I?	<b>INDOOR/OUTDOOR ACTIVITY:</b> Teacher, May I?	<b>INDOOR/OUTDOOR ACTIVITY:</b> Line Up
<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> We follow rules in school.		
<b>MEETING TIME 1:</b> <b>Message:</b> We follow rules in our classroom. <b>Questions:</b> Why do we need rules in classroom? What rules can help keep our classroom clean and orderly	<b>MEETING TIME 1:</b> <b>Message:</b> We follow rules in our school. <b>Questions:</b> What rules do we follow in the other parts of the school?	
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Classroom Rules <b>Independent:</b> <ul style="list-style-type: none"> <li>• Dramatic Play</li> <li>• Playdough: I Can Make Red Objects</li> <li>• Bead Stringing</li> <li>• Mini-book: I See Red Things Around Me</li> <li>• Red Objects Puzzle</li> <li>• Color Match/ Color Lotto/Color Domino/ Bingo: Colors</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> School Rules <b>Independent:</b> <ul style="list-style-type: none"> <li>• Dramatic Play</li> <li>• Playdough: I Can Make Red Objects</li> <li>• Bead Stringing</li> <li>• Mini-book: I See Red Things Around Me</li> <li>• Red Objects Puzzle</li> <li>• Color Match/ Color Lotto/Color Domino/ Bingo: Colors</li> </ul>	
<b>MEETING TIME 2:</b> <b>Activity:</b> People Counting Game: Stand and Sit and Hopping Forward (1,2, 3)  <i>Show the different classroom rules the children came up with. Discuss what will happen if each rule is not followed.</i>	<b>MEETING TIME 2:</b> <b>Poem:</b> What's a Handy Ruler <b>Message:</b> We can use some parts of our body to measure the things in our classroom.	
<b>Supervised Recess</b>	<b>Supervised Recess</b>	
<b>STORY:</b> Sumusunod sa Panuto (PEHT p. 203)	<b>STORY:</b> Ang Mabait na Kalabaw	
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Ilang Dangkal (measuring length using hands) <b>Independent::</b> <ul style="list-style-type: none"> <li>• Continue Number Books</li> <li>• Number Stations</li> <li>• Block Play</li> <li>• Junk Box Sorting</li> <li>• Shape Domino</li> <li>• Shape Match</li> <li>• Bingo: Shapes</li> <li>• Shape Lotto</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Ilang Dangkal (measuring length using hands) <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Construction Toys</li> <li>• Junk Box Sorting</li> <li>• Shape Domino</li> <li>• Shape Match</li> <li>• Bingo: Shapes</li> <li>• Shape Lotto</li> </ul>	
<b>INDOOR/OUTDOOR ACTIVITY:</b> Line Up	<b>INDOOR/OUTDOOR ACTIVITY:</b> Line Up	
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	

## APPENDIX: WEEK 2

### A. THEME-RELATED ACTIVITIES

#### **Poster – We do many things in school.**

Objective: To identify activities that children and adults do in school

Materials: manila paper, 1/4 lengthwise bond paper, pencils, crayons, manila paper with a pre-drawn outline of a school

Number of Players/Participants: 8 children

Procedure:

1. Distribute the paper to the children. Have them draw one activity they do in school on each piece.
2. Let them paste their drawings on the manila paper.
3. Let them label their work or take down dictation as needed.

#### **Class Quilt**

Materials: 1/6 construction paper scissors yarn

Number of Players/Participants: 6-8

Procedure:

1. Teacher cuts out individual frames of construction paper.
2. Ask each child to draw himself/herself on the construction paper. Let him/her write her name below the drawing. If the child does not know how to write his/her name, give him a name card from which he can copy his name.
3. Stitch the individual frames using the yarn.
4. Post the class quilt on the wall.

#### **Poster: I can help...**

Objective: to identify ways a member of the class can help each other in class/ school

Materials: ¼ of construction paper

Number of Players/Participants: 8 children

Procedure:

1. Ask children to think of ways they can help one another in school.
2. Have them draw these on the construction paper.
3. Glue the construction paper on manila paper.
4. Write the title of the chart " We can help in many ways "

#### **Classroom Rules/ School Rules**

Objective: to list classroom and school rules that help maintain cleanliness and orderliness in the classroom and in school

Materials: cardboard or paper strips

Number of Players/Participants: 8 children

Procedure:

1. Ask children to think of rules they should have in class to make it a better place for learning. Have them think of rules that can keep them safe; rules for work, meeting time etc; rules in dealing with people
2. Let them write each rule on a strip of paper.
3. Post these rules around the classroom where most appropriate. For example, post rules related to books in the reading corner.

### B. OTHER MATH ACTIVITIES

#### **Red Hunt**

Objective/Competency: to recognize colors

Materials: different red objects

Number of Players/Participants: 8 children

Procedure:

1. Tell children to look for red objects in the classroom.
2. Ask children to identify the objects that he/she found.

### **Our Red Book**

Objectives: to recognize colors

Materials: stapled pages of 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 think of red objects in their environment.
2. Ask each one to choose at least 3-4 red objects they would like to draw.
3. Have them draw each blue object in a small strip of paper.
4. Paste these on the pages of the Big Book.
5. Have children design the cover of the book.
6. Show to the whole class during Meeting Time.

### **Red Collage**

Objectives: to recognize colors

Materials: bond or scratch paper pencil torn or cut out pieces of red art paper

Number of Players/ Participants: 2-8

Procedure:

1. Ask children to choose 1 thing that is red.
2. Teacher draws that object on a sheet of bond or scratch paper. (Children can also draw their own figures.)
3. Ask children to 'color' the object red using the torn or cut out pieces of red art paper.

### **Playdough: I Can Make Red Objects**

Objectives: to develop eye-hand coordination

to recognize colors

Materials: playdough paper

Preparation: When making play dough use red food coloring only.

#### **HOW TO MAKE PLAY DOUGH**

##### **COOKED PLAYDOUGH**

Materials: Flour, water, salt, cream of tartar, oil, wax paper, food coloring

Procedure:

1. Mix 1 cup of flour, 1 cup of water, 1/2 cup of salt, 2 tablespoon of cream of tartar, and 1 tablespoon of oil in a saucepan and cook until the concoction achieves a smooth texture.
2. Turn out onto wax paper and knead in food coloring.

##### **UNCOOKED PLAY DOUGH**

Materials: 2 cups all purpose flour, 3/4 cup salt, 1/4 cup oil, approximately 1/2 cup water, food coloring

Procedure: Mix dry ingredients together. Add oil. Add water until you get a nice consistency for molding. Store in airtight container.

Variations: Give each child a small ball and tell them to make a hole in it with their finger. Squirt a drop of food coloring into the hole and then let the child squeeze it to mix the color.

Procedure:

1. Children identify red objects they see in the classroom.
2. Children form objects out of the playdough.

### **Red Objects Puzzle**

Objective: to recognize colors

Number of Players/Participants: 1-4 (depending on number of puzzles available)

Materials: 2-3 puzzles of red objects

Prepare: Draw things that are red on a sheet of bond or scratch paper. Stick the drawing on a sheet of cardboard. Divide the drawing into 2-3 pieces.

Procedure:

1. Initially give the children 1 puzzle set (2-3 pieces) to put together.
2. As children get more skillful at forming the puzzle, give 2 puzzle sets (with 2-3 pieces each) at a time.

*Note: Watch out for difficulties, especially if this is the child's first experience with puzzles. If children get confused with more than one set at a time, provide 2 or more sets later in the school year.*

### **Color Match**

Objective: to match colors

Materials: a set of color cards

Number of Players/Participants: 2-4

Procedure:

1. Give each group 2 sets of color cards.
2. Tell the children to match cards of the same color

### **Color Lotto**

Objective: to match shapes of the same color

Materials: playing board with drawings of the same shape but of different colors, calling cards with colored shapes that match playing board

Procedure:

1. Give each player a playing board with a shape (ex. square) of different colors drawn on them
2. Teacher holds up each calling card (shape of different colors) in turn for the players to claim.
3. Continue until someone fills up his or her board.

### **Bingo: Colors**

Objective: color recognition

Number of players/participants: 1-4

Materials: color bingo cards ; individual color cards

Preparation: Divide pieces of cardboard into 9 sections. Each frame must have a drawing of a shape

Prepare individual cards for each shape. Use these as call out cards.

Procedure:

1. Distribute 1 bingo card to each student.
2. Take one call card at a time and show the color card to the children.
3. If the child has this color in his bingo card, he covers this with a token.
4. The first player to cover all colors in his card wins the game.

### **Color Domino**

Objective: to match colors

Material : color domino cards

Number of players/participant: 4-6

Procedure:

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

### **Shape Lotto**

Objective: to match shapes of the same color

Materials: playing board with drawings of different shapes, calling cards with shapes that match playing board

Number of Players/Participants: 1-4

Procedure:

1. Make some boards with shapes drawn on them and cut some shapes out card to match.
2. Teacher holds up each shape in turn for the players to claim.
3. Continue until someone fills up his or her board.

### **Shape Match**

Objectives: to match shapes

Materials: 20 pairs of shape cards

Number of Players/ Participants: 2-4

Procedure:

1. Lay out all shape cards on the table.
2. Each child takes turns look for two identical shape cards.
3. Child names the shape of the card.
4. After all cards have been collected, ask children to sort their cards. Have them count how many of each shape they got.
5. Let them record this on their pad paper.

### **Bingo: Shapes**

Objective: shape recognition

Number of players/participants: 1-4

Materials: shape bingo cards ; individual shape cards

Preparation: Divide pieces of cardboard into 9 sections. Each frame must have a drawing of a shape

Prepare individual cards for each shape. Use these as call out cards.

Procedure:

1. Distribute 1 bingo card to each student.
2. Take one call card at a time and show the shape card to the children.
3. If the child has this shape in his bingo card, he covers this with a token.
4. The first player to cover all shapes in his card wins the game.

### **Shape Domino**

Objectives: To recognize geometric shapes and match geometric shapes that are alike

Materials: set of 28 geometry dominoes

Number of Players/Participants: 6 children

Procedure:

1. All dominoes are placed face down.
2. Each player draws 7 dominoes.
3. A player with a "double" begins play.
4. Each player in turn says the shape names and then plays as in a regular domino game.
5. The winner is the player who has played all dominoes, or the player with the smallest number of dominoes when all players must pass.

### **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)

### **Bead Stringing**

Objective: to develop fine motor skills

To explore patterns

Materials: set of colored wooden beads and string (or shoelaces)

Number of Players/ Participants: 1-4

Procedure:

1. Provide children with a set of wooden beads. Show them how to string beads first regardless of color. (If uncolored bead are available this can initially be used.)
2. Choose bead of two colors and string these showing a pattern.  
Ex. blue, blue, red, blue, blue, red

3. Ask children what they notice about the arrangement of the beads
4. Ask the children to choose 2 colors and to make their own arrangement.
5. Discuss the arrangement or pattern each child makes.

### **Construction Toys**

Objectives: to explore space by fitting things together and taking things apart

Materials: construction toys (e.g. interlocking blocks)

Number of Players/ Participants: 1-4

Procedure:

Provide children with a set of construction toys. Fitting things together and taking them apart provides children with both spatial challenges and a sense of accomplishment. Through trial and error, persistence and repetition, children gain first hand experience with putting things together, taking them apart, and twisting and turning them.

### **Same and Different**

Objective/Competency: to identify similarities and differences between objects

Materials: assorted objects from the junk box

Number of Players/Participants: 8 children

Procedure:

1. Give each child a pair of objects.
2. Ask the child to describe each object.
3. Ask the child to identify similarities between the two objects
4. Ask the child to identify the differences between the two objects

### **Junk Box Sorting** (grouping objects into 2 groups: big-small, long-short, red-not red, blue-not blue, etc.)

Objectives: to sort objects based on similarities and differences

Number of Players/ Participants: 4-8

Materials: box of a variety of objects (make sure there are objects that are exactly the same and those that have similar characteristics – color, shape, function)

Procedure:

To give your child the idea of sorting in play, you may need to start casually sorting things out yourself. Try sorting out all the red blocks to make a tower, sorting coins into piles of different denominations, putting all the shapes in one field, all the cows in another. Keep a box full of small objects like buttons, paperclips, beads, dried beans, coins, nuts and bolts. Your child may like to have an egg tray to sort them into.

### **Number Station** (quantities of 3)

Objective: To count up to quantities of 3

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

Materials: several boxes of toothpicks

Number of Players/Participants: 8 children

Procedure:

1. Teacher chooses a number to work with for the day, in this case 3.
2. Children work together exploring a given quantity of toothpicks making as many arrangements as possible.
3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.

(Variation: Children can explore other materials such pebbles, popsicle sticks, and blocks.)

### **Number Books** (quantities of 3)

Objective/Competency: To use numerals to describe and record quantities

Materials: several boxes of toothpicks

Procedure:

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

Variation: 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 (e.g. 3 pairs of shoes, 3 bottles of juice)

### **Ilang Dangkal?**

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

Materials: objects that have a length of 1 or more 'dangkal' or hand spans

No. of Participants: small group

Procedure:

1. Children are given a set of objects. They compare the lengths of the objects and determine which is longer/ shorter, longest/ shortest
2. Children are asked to estimate how long each object is - how many 'dangkal' or hand spans long each object is.
3. Then children use their hand span or use 'dangkal' to measure the length of each.
4. Discuss why some children counted more 'dangkal' than the others.
5. Point out that the hand span of each child may be different from one another, thus making the number of 'dangkal' more or less than that of the others.

### C. OTHER LANGUAGE ARTS ACTIVITIES

#### **Mini-book: I See Red Things Around Me**

Objectives: to recognize colors

Materials: individual booklets, pencil, red crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Ask children to look for Red objects in the classroom.
2. Have them draw each of these objects on the pages of the booklet.
3. Let them label their drawings. Take down dictation as needed.

#### **Writer's Workshop: I Do Many Things in School**

Objective: To identify the activities that children do in school

Materials: 6-8 pages of ½ crosswise papers stapled together, pencils, crayons (Teacher writes the title on each of the booklets.)

Number of Players/Participants: 8 children

Procedure:

1. Give each child a booklet.
2. Ask them to write their name on the cover page of the booklet.
3. Ask them to draw and write about what they do in school. Take down dictation if the child cannot write on his own yet.
4. Have him color his drawings.

### D. SONGS/POEMS/ RHYMES

*Note: Continue to sing the songs for Meeting Time 1 and 2. Refer to the Appendix of Week 1.*

#### **I Can Sing A Rainbow**

Red and yellow and pink and green

Orange and purple and blue

I can sing a rainbow

Sing a rainbow

Sing a rainbow tune

Listen with your ears

Listen with your ears

And sing everything you hear

I can sing a rainbow

Sing a rainbow

Sing along with me

*Can be sang during Meeting Time 2 or before doing the Number Books (quantities of 3)*

#### **Three Little Monkeys**

Three little monkeys sitting on a tree

Teasing Mr. Crocodile, "You can't catch me!"

Along came Mr. Crocodile, hungry as can be and "snap!"

(3 take away 1 is 2)

Two little monkeys...

One little monkey...

No more monkeys sitting on a tree.

#### **Three Green Bottles**

Three green bottles standing in a row (2x)

And if one green bottle should accident'ly fall

There'll be two green bottles standing in a row ...

(Two... One... No more green bottles standing in a row.)



### **Ito'ng Ginagawa Ko sa Paaralan**

Objective: To identify the things we do in school

Number of Players/Participants: whole or small group

Procedure:

- Ask the children to sit in a circle.
- Assign a child to be the leader who will act out an activity we do in school (example: eating snacks) while the whole class is singing.
- After the song, the children will try to guess the actions of the leader.
- The one who guesses the correct answer will be the next leader.

*Itong ginagawa ko sa paaralan  
Hindi nagsasawa at paulit-ulit pa  
Gayahin niyo ako (2x)  
Tiyak matutuwa kayo sa gawaing ito.*

### **What's a Handy Ruler?**

Procedure:

*During Meeting Time 2 (whole group)*

1. Show the title of the poem to the children: "No Ruler? No Problem!" and let them try to imagine what it's about.
2. Brainstorm a list of rulers they "carry with them" at all times – hand spans, arm spans, strides, baby steps, thumb lengths, body lengths, and cubits (elbow to the tip of middle finger)
3. Read the poem No Ruler? No Problem!

#### ***No Ruler? No Problem!***

*I measured using hand spans,  
And my notebook came out two.  
When a ruler isn't handy,  
Then a hand or foot will do.*

*My cat was twenty thumb prints,  
And my dog was twenty-eight.  
When I cannot find my ruler,  
Then my thumb print works just great.*

*I measured using arm spans  
And my bedroom came out four.  
There are lots of ways to measure –  
Arms and hands and many more!*

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

### **People Counting Games (1,2,3)**

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

Materials: ball or jump rope

Number of participants: whole or small group

Procedure:

**Stand and Sit:** "One" (sit), "Two" (stand), "Three" (sit),  
**Hopping Forward:** "One, Two, Three" (change direction)  
                                  "One, Two, Three" (change direction)

### **Line Up**

Objectives: to compare and group people into 2 groups based on given attributes

Number of Players/Participants: whole group

Procedure:

- Ask children to form a circle.
- Tell them that when you give them some descriptions, they will need to form 2 lines in front of you.
  - BOYS and GIRLS
  - WEARING DRESS or SKIRT and WEARING LONG or SHORT PANTS
  - 5 YEAR OLDS and not 5 YEAR OLDS
  - HAS EARRING and HAS NO EARRINGS
  - WALKS TO SCHOOL and RIDES A VEHICLE GOING TO SCHOOL

Note: include other descriptions that can be used for your own class

### **Teacher, May I?**

Objective/Competency: To follow directions

To develop gross motor skills

Materials: none

Number of Players/Participants: whole class

Procedure:

- Teacher stands a few feet away from the group of children facing her.
- Teacher tells the children that she is going to give each child a command (example: "Caloy, make five baby steps.") but before that child can obey the teacher, he has to ask permission first by saying "Teacher, may I?" then waits for teacher to answer, "Yes, you may." before proceeding with the task assigned.
- The child who forgets to ask permission loses his turn to move forward. Likewise, the child who proceeds without waiting for teacher to grant him permission, also loses his turn to move forward.
- The teacher calls out the children's names one by one and gives them a command (example: "Carisa, make four giant steps." or "Celina, make three frog hops.").
- The child moves forward as he obeys the commands accordingly.
- The first to reach the teacher wins and gets the chance to be the next "Teacher."

