

KINDERGARTEN CLASS THIRD GRADING DAILY PLANS
WEEK 22:

Monday	Tuesday	Wednesday
CONTENT FOCUS: A school is a place where children and adults learn and play together.		
MEETING TIME 1: Message: A school is a place where children and adults learn and play together. There are many different areas in school. We use these areas in particular ways. Certain things can be found in these areas. Questions: What are the different areas in school? What can we find in these areas ? What do people do in these areas?	MEETING TIME 1: Message: There are many different areas in school. We use these areas in particular ways. Certain things can be found in these areas Questions: What are the other areas in school ? What can we find in these areas ? What do people do in these areas?	MEETING TIME 1: Message: Adults do different jobs in school. ⇒ Teachers teach children. They make materials that children use in class.They meet with parents. They make classrooms a nice place for learning. Questions: Who are the people who help me in school? How do they help me?
WORK PERIOD 1 Teacher-Supervised: Making a Trip Chart Independent: <ul style="list-style-type: none"> • Playdough • Comparing Quantities: A Game for Partners • Writing Papers (7) • Threading Letters • Letter Snap 	WORK PERIOD 1 Teacher-Supervised: School Tour Independent: <ul style="list-style-type: none"> • Dramatic Play: At the _____ (specify school area) • Block Play: School • Letter Snap • Threading Letters • CVC Domino 	WORK PERIOD 1 Teacher-Supervised: Big Book: All About Our School/ School Map Independent: Dress Me Up Odd One Out (CVC words) Where do I work? (matching: school helpers and areas) Dramatic Play
MEETING TIME 2: Songs: A Game in School; Mga Nagagawa ko sa school Talk about your walking trip around the school. Ask children to list down in strips of paper things that they saw around the school and post them on the board. Have them sort these words by a given category e.g. beginning sound, ending sound or # of letters.	MEETING TIME 2: Songs: Off to School we Go; School's the Place to Be Iniisip Ko...Ano Ito? (PEHT p. 79) Game: Guess the Sound	MEETING TIME 2: Songs: I Like to Come to School; School's the Place to Be! Post the school words on the board again. Play Word Sort using different categories e.g. words that rhyme, 3-letter words, 4-letter words
Supervised Recess		
STORY: Ayaw Kong Pumasok Sa Paaralan Question/s: Bakit kaya gustong pumasok sa paaralan ng mga bata? Ano ang mga ginagawa ng mga bata sa loob ng paaralan?	STORY: Ingatan at Tipirin Question/s: Ano ang inyong ginagawa sa putol putol na krayola o lapis? Bakit nagbulungan ng mga kablase nila Avy at Marian? Bakit kaya nagkapatul putol ang mga krayola?	STORY: Pasan Ko si Bunso Question/s: Ano-ano ang daladala mo sa pagpasok sa paaralan? Sino ang nagdadala ng kapatid sa paaralan? Bakit?
WORK PERIOD 2: Teacher-Supervised: School Tour Independent: <ul style="list-style-type: none"> • Block Play: school/ parts of a school • Drawing: This is My School • Different Parts of a School • Number Snap/ Number Concentration (0-7) • Bingo: Numbers (0-7) 	WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting; up to quantities of 7) Independent: <ul style="list-style-type: none"> • Block Play • Comparing Quantities: A Game for Partners • Writing Papers (7) • It's A Match/ Mixed Up Numbers (1-7) • Number Snap/ Number Concentration (0-7) • Bingo: Numbers (0-7) 	WORK PERIOD 2: Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 7) Independent: <ul style="list-style-type: none"> • Block Play • Find 7; 7 Concentration • Number Snap/ Mixed Up Numbers (1-7) • Number Lotto/ Bingo: Numbers (0-7)
INDOOR/OUTDOOR ACTIVITY: This is the Way I Learn	INDOOR/OUTDOOR ACTIVITY: Obstacle course; I Spy	INDOOR/OUTDOOR ACTIVITY: Going to a the Canteen; Obstacle course
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
CONTENT FOCUS: A school is a place where children and adults learn and play together.		
MEETING TIME 1:	MEETING TIME 1:	
<p>Message: Some people prepare and sell food in our canteen.</p> <p>Questions: Who are the people who work in our canteen ? What kind of work do they do?</p>	<p>Message: Some people help keep our school clean. ⇒ Some people help us make it a safe place for children. ⇒ Some people provide us things that we need in school.</p> <p>Questions: Who are the people who help me in school? How do they help me ?</p>	
<p>WORK PERIOD 1 Teacher-Supervised: School Tour; School Map</p> <p>Independent:</p> <ul style="list-style-type: none"> • Word Sort: School Words • CVC Memory Game • Literature-based: Bee Collage • What do I need? (matching: school helpers and tools or materials needed) 	<p>WORK PERIOD 1 Teacher-Supervised: Trip Chart School Tour; Role play: In School</p> <p>Independent:</p> <ul style="list-style-type: none"> • Sorting Pictures (appropriate-inappropriate behavior) • Mobile Making (use dolls from Dress Me Up) • Find a Match – CVC Words • CVC Memory Game 	
<p>MEETING TIME 2: Songs: Seven Green Speckled Frogs; Mga Nagagawa ko sa school; Off to School we Go</p>	<p>MEETING TIME 2: Songs: Seven Little Fish; Seven Little Monkeys; I Like to Come to School</p>	
<p>Questions: What do you like about your school? What activities do you enjoy doing?</p> <p>Supervised Recess</p>	<p>Message: People share responsibility for taking care of their school. Questions: Question: How can I help take care of my school?</p> <p>Supervised Recess</p>	
<p>STORY: Aray, May Bukbok ang Ngipin Ko Question/s: Ano ang gagawin pagkatapos kumain ? Ilang beses sisipilyuhin ang ngipin ?</p>	<p>STORY: Bong's Day Question/s: Anong oras kayo gumigising sa umaga? Anong oras naman kayo pumapasok sa paaralan?</p>	
<p>WORK PERIOD 2: Teacher-Supervised: Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 8)</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Find 7 • 7 Concentration • Number Snap/ Mixed Up Numbers (1-7) • Bingo: Numbers (0-7) • Tapatan 	<p>WORK PERIOD 2: Teacher-Supervised: Can You Find Me?</p> <p>Independent:</p> <ul style="list-style-type: none"> • Block Play • Find 7 • 7 Concentration • Number Snap/ Mixed Up Numbers (1-7) • Bingo: Numbers (0-7) • Tapatan 	
<p>INDOOR/OUTDOOR ACTIVITY: Going to a the Canteen; Obstacle course</p>	<p>INDOOR/OUTDOOR ACTIVITY: Teacher May I</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX: WEEK 22

A. SMALL GROUP ACTIVITIES THEME-RELATED ACTIVITIES

Trip Chart

Objective: to make a trip chart in preparation for the school tour

Materials : clean bond paper, pencil,

Number of players/participants: individual

Procedure:

1. Give each child 2 piece of clean bond paper
2. Assign each child a partner.
3. Ask the child to fold one bond paper into 2 (crosswise).
4. On the upper part of the paper tell the children to copy and fill-up the following (teacher can prepare format for children):

My name is _____ Today is __pril ____, 2010 My partner is _____ We will leave at __:00 A.M. We will back by __:30 A.M.
--

5. During the tour, tell the children to bring at least 3 pieces of clean bond paper or teacher made format (shown below) and pencil. Tell them to draw the things and people they saw in the school on the corresponding column. (see sample below)

People	Things
At the (<u>canteen</u>)	
People	Things
At the (<u>library</u>)	

School Tour

Objective: to identify parts of the school

Materials: trip chart, pencil

Number of players/participants: 8 - 12

Procedure:

1. Discuss the purpose of the trip.
We will go around the school to learn more about it and the people we see here.
2. Discuss rules regarding the school tour.
During our school tour always remember:
 - Keep quiet while walking around the school so that others will not be disturbed
 - Just walk. No running allowed.
 - Listen well when people we interview are talking to us.
 - Ask questions in a polite way.
 - Greet the people you meet.
 - Ask permission before using anything you see in the places we will visit.
3. While going around the school tell the children to take note of and draw what they see (hear, smell, feel).
4. Encourage the children to ask questions about the places that you will go to.

5. Back in the classroom give children some time to finish their trip charts.
6. Discuss observations and show the class each one's drawings.

Drawing: My School

Objectives: to identify people and places in the school
to recall
to develop fine motor coordination

Materials: bond paper, pencil, crayons

Number of players/participants: individual

Procedure:

1. Tell children to fold the papers into half, crosswise
2. Write the title on the cover page.
3. Tell the children to draw what they saw during the tour
4. Ask the children to color and label their drawings.

School Map

Objectives: to identify the different areas of the school
to know how to find their way around the classroom

Materials: medium –sized manila paper, scratch papers, pencils, crayons

Number of players/participants: 8 children

Procedure:

1. Ask children to draw the different parts of the school in small strips of paper.
2. Have them lay these out on the manila paper. Ask questions that can help think about the locations of these areas
Ex. What's beside this area ? What is in front of this room ?
3. Let them write labels/signs where appropriate.

Big book: All About MySchool

Objective: to identify favorite activities in their school

Materials : bond paper, pencil, crayons

Number of players/participants: individual

Procedure :

1. Distribute individual mini-books to children.
2. On the first page, have them draw their school and describe how it looks.
3. On the succeeding pages, have them write about their favorite activities in school, what they like about their school, things they do in school and ways they can care for their school

Note: Children can work on this project over a period of several days.

Block Play: My School

Objective: to construct different areas in the school

Materials: blocks, props, paper (for labeling areas)

Number of players/participants: 4-5

Procedure:

1. Tell the children that they are to build a replica of their school.
2. Tell them to label the parts of their structure.

Dress Me Up Paperdolls

Objective: to identify school helpers

Materials: card board cut outs of people, scissors, scrap cloth, yarn or string, card board, glue

Number of players/participants: individual

Procedure:

1. Ask each child to choose a school helper he/she would like to dress up.
2. Give each child a card board cut-out to dress up.
3. Encourage children to think of the things this school helper needs and to make these out of the materials provided.

Where Do I Work? Matching Cards

Objective: to identify different areas in school

Materials: one set of cards with drawings or pictures of school helpers (at least 10 cards)

one set of cards with drawings or pictures of area in the school (at least 10 cards)

Number of players/participants: pairs or small group

Procedure:

1. Spread the cards on the floor.
2. Children take turns matching a picture card showing an area in school with a picture card of a school helper that works in this area.

What Do I Need? Matching Cards

Objective: picture association

Materials: one set of cards with drawings or pictures of tools used in the school (at least 10 cards)
one set of cards with drawings or pictures of school helpers (at least 10 cards)

Number of players/participants: pairs or small group

Procedure:

3. Spread the cards on the floor.
4. Children take turns matching school helpers with the tools that they use.

Sorting Pictures

Objective: to identify inappropriate and appropriate behavior in school

Materials: pictures showing appropriate and inappropriate behavior during different school activities

Number of players/participants: small group

Procedure:

1. Lay down all the pictures of activities on the table.
2. Each child picks up a card and identifies if the behavior shown is appropriate or inappropriate.
3. Encourage children to explain his/her choice and to think of alternative ways of solving problems when these arise.

Mobile-making

Objective: identify school helpers, fine motor coordination

Materials : cartolina; pictures of different school helpers; paste, string, hanger and a puncher

Number of players/participants: small group (individual)

Procedure :

1. Prepare cartolina round cutouts for the group, pictures of different school helpers, paste, string, hanger and a puncher.
2. Ask the pupils to paste each picture on the round cutouts.
3. Then, assist the pupils to put a string in the hole at the upper part of the cutouts.
4. Then tie each cut out to the hanger to make a mobile.

Shape Collage: Places in School

Objective: develop eye-hand coordination; create figures with different shapes,

Number of players/participants: 6-8

Materials: shape cut-outs, glue, bond paper

Procedure:

1. Have children choose an area in school to represent.
2. Let him recreate this area using the shape cut-outs.
3. After everyone is done, have each one present this to the group. Let him/her talk about the area of his choice - who uses, what is it used for and what can be found in this area.

Drawing: Different Parts of a School

Objective: fine motor coordination, noting details,

Number of players/participants: 8-10

Materials: paper or construction paper

Procedure:

1. Ask children to choose a part of the school they want to draw.
2. Have them recall what they saw in this area.
3. Give each one $\frac{1}{2}$ bond or construction paper and have them draw the area of their choice.
4. Encourage them to label the different parts of the area they are drawing.

B.OTHER MATH ACTIVITIES

Block Play : My School

Objectives: to explore the attributes of 3-dimensional or space figures
to understand the relationship between figures
to build structures using blocks

Materials: table or floor blocks

Number of players/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)

Writing Papers (7)

Objectives: 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 players/participants: individual

Procedure:

1. Each child is given a writing paper with the numeral he is working on, in this case 4.
2. Children use a crayon to connect the dots of the number pattern.

Number Lotto (0-7)

Objective: to match numerals

Materials: lotto boards, 2 sets of number cards, 0-7

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.

Bingo: Number (0-7)

Objective: to match numerals

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

Number of players/participants: 2 or more

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 Concentration (0-7)

Objective: to match numerals

Materials: 2 sets of number cards, 0-7

Number of players/ participants: 2-4

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.

It's A Match

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -7

one set of cards with dots (corresponding to the numerals)

Number of players/participants: pairs or small group

Procedure:

2. Place the numeral cards face down in a box.
3. Place the corresponding dot pattern cards in the chalk tray.
4. Call on a child to get a card from the box and place it over the equivalent card in the chalk tray.
5. 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

Materials: vocabulary cards of number words (1-7)

Number of players/participants: small group

Procedure:

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

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.

Comparing Numbers – A Game For Partners

Objective: to compare quantities

Materials: clothespins, small card numbers, More/less spinner

Number of players/ participants: 3 pairs

Procedure:

1. Each player draws a numeral card from a pile of cards.
2. They each build the appropriate clothespin stack to match their cards.
3. One child turns the more/less spinner. If it lands on less, the partner whose stack has lesser clothespins win both stacks. If the spinner lands on more, the partner with more clothespins wins both stacks.
4. They continue to take turns, each accumulating clothespins.
5. When the time is up or the children decide to end the game, they snap together all the clothespins. They turn the spinner to see if the person who has accumulated more or less clothespins is the winner.

Hand game (connecting level up to quantities of 7)

Objective: to explore different combinations that make a given quantity

Number of players/participants: small group

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

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 7.
3. Children separate counters in different ways and verbalize the combinations that result.

Teacher says:		Children say:	Teacher places these cards on the Hand Game counting board		
"Place seven sticks in your right hand."		"None and seven is seven." or "Zero and seven is seven."	<table style="display: inline-table; border: none;"> <tr> <td style="border: 1px solid black; padding: 5px; margin-right: 20px;">0</td> <td style="border: 1px solid black; padding: 5px;">7</td> </tr> </table>	0	7
0	7				
"Place one stick in your left hand."		"One and six is seven."	<table style="display: inline-table; border: none;"> <tr> <td style="border: 1px solid black; padding: 5px; margin-right: 20px;">1</td> <td style="border: 1px solid black; padding: 5px;">6</td> </tr> </table>	1	6
1	6				
"Place one more stick in your left hand."		"Two and five is seven."	<table style="display: inline-table; border: none;"> <tr> <td style="border: 1px solid black; padding: 5px; margin-right: 20px;">2</td> <td style="border: 1px solid black; padding: 5px;">5</td> </tr> </table>	2	5
2	5				
"Place one more stick in your left hand."		"Three and four is seven."	<table style="display: inline-table; border: none;"> <tr> <td style="border: 1px solid black; padding: 5px; margin-right: 20px;">3</td> <td style="border: 1px solid black; padding: 5px;">4</td> </tr> </table>	3	4
3	4				
"Place one more stick in your left hand."		"Four and three is seven."	<table style="display: inline-table; border: none;"> <tr> <td style="border: 1px solid black; padding: 5px; margin-right: 20px;">4</td> <td style="border: 1px solid black; padding: 5px;">3</td> </tr> </table>	4	3
4	3				
"Place one more stick in your left hand."		"Five and two is seven."	<table style="display: inline-table; border: none;"> <tr> <td style="border: 1px solid black; padding: 5px; margin-right: 20px;">5</td> <td style="border: 1px solid black; padding: 5px;">2</td> </tr> </table>	5	2
5	2				
"Place one more stick in your left hand."		"Six and one is seven."	<table style="display: inline-table; border: none;"> <tr> <td style="border: 1px solid black; padding: 5px; margin-right: 20px;">6</td> <td style="border: 1px solid black; padding: 5px;">1</td> </tr> </table>	6	1
6	1				
"Place one more stick in your left hand."		"Seven and none is seven." or "Seven and zero is seven"	<table style="display: inline-table; border: none;"> <tr> <td style="border: 1px solid black; padding: 5px; margin-right: 20px;">7</td> <td style="border: 1px solid black; padding: 5px;">0</td> </tr> </table>	7	0
7	0				

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

Lift the bowl (concrete. up to quantities of 7)

Objective: to explore different combinations that makes a given quantity

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

Number of players/participants: small group

Procedure:

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

Teacher says:		Children say:
"Place seven blocks under the bowl."		"None and seven is seven." or "Zero and seven is seven."
"Place six blocks under the bowl."		"One and six is seven."
"Place five blocks under the bowl."		"Two and five is seven."
"Place four blocks under the bowl."		"Three and four is seven"
"Place three block under the bowl."		"four and three is seven."
"Place two blocks under the bowl."		"Five and two is seven."
"Place one block under the bowl."		"Six and one is seven."
"Place no blocks under the bowl."		"seven and none is seven." or "seven and zero is seven."

Peek thru the wall (concrete, up to quantities of 7)

Objective: to explore different combinations that make a given quantity

Materials: a wall made of plastic with tape around the edges, any kind of counters

Procedure:

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

Teacher says:		Children say:
"Wall off seven blocks."		"None and seven is seven." or "Zero and seven is seven."
"Wall off six blocks."		"One and six is seven."
"Wall off five blocks."		"Two and five is seven."
"Wall off four blocks."		"Three and four is seven"
"Wall off three blocks."		"Four and three is seven."
"Wall off two blocks."		"Five and two is seven."
"Wall off one blocks."		"Six and one is seven."
"Wall off no blocks."		"Seven and none is seven." or "Seven and zero is seven."

Find 7

Objective: to explore different combinations that make 4

Materials: 4 sets of numeral cards 0, 1, 2, 3, 4

Number of players/participants: 1 - 4

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 4, 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.

7 Concentration

Objective: to explore different combinations that make 4

Materials: 4 sets of numeral cards 0, 1, 2, 3, 4

Number of players/participants: 1 - 4

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

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

Number Snap

Objective: to match numerals

Materials: 3 sets of number cards, 0-4

Number of players/participants: 2 - 4

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.

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

Objective: to match same colors

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

Number of players/participants: 1 - 3

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.

Can You Find Me?

Objective: to recognize shapes and their characteristics and properties

Materials: cut outs of geometric shaped regions, large paper bag, bulletin board chart of basic shapes

Number of players/participants: pairs or small group

Procedure:

1. Place the cut outs in a large paper bag.
2. Have the students find, without looking in the bag, a cut out corresponding to one they have designated on the bulletin board.

C. OTHER LANGUAGE ACTIVITIES

Literature-based: Bee Collage

Objective: to develop fine motor coordination; recall story details

Materials: paper-cut outs, scissors, glue, drawing of a bee on kraft paper

Number of players/participants: 6 - 8 players

Procedure

1. Ask children to recall details of the story.
2. Have them share their favorite part of the story.
3. After the story discussion, let children glue paper cut-outs within the drawing of the bee.

Literature-based: Storyboard: Ayaw Kong Pumasok sa Paaralan

Objectives : create a board that shows six or more scenes in a story

Materials : tagboard; paper; ruler; pencil, markers; glue

Number of players/participants: small group (individual)

Procedure :

1. List at least six important people in their respective areas using their tools.
2. Think through what these people do in their respective areas.
3. Write a short sentence underneath each drawing explaining the scene.
4. Glue the scenes to a piece of tagboard and share your storyboard with the seatmate.

Lit-based: Beginning/Middle/End Strip: Ayaw Kong Pumasok sa Paaralan

Objective: sequence story events

Materials: 1/2 lengthwise bond paper or construction paper folded into 3 parts

Number of players/participants: 6

Procedure:

1. Distribute the story strips to each child.
2. On the first section, the child draws the beginning part of the story, the middle part on the middle section and the final part on the last section.
3. Have children share their story strips with each other.

Word sort – School words

Objective: to sort words according to various categories ; recognize sight words

Materials: cards containing school words, category cards

Number of players/participants: 4-6

Procedure:

1. Spread out words on the table.
2. Ask children to look at the words carefully and find ways of grouping them together.
Categories can include: beginning letter, final letter, words with double letters, number of letters in a word
3. If children initially have difficulty identifying a category by which to group the words, teacher must provide a category first.

Threading Letters (refer to previous instructions)

CVC Memory Game

Note: This game is played like Letter Memory Game but instead of letter cards, prepare two sets of identical CVC words. These could include different rimes or word chunks such as –an, -at , -et,, -en, -in, -it

Go Fish : Letters

Objective: to recognize and match letters

Number of Players: 4-6

Materials: letter cards

Procedure:

1. The object of the game is to form pairs of identical letters
2. Each player is dealt 5 cards.
3. At the player's initial turn, he lays down all the pairs of letters he has.
4. On his next turn, the player asks the person to his right for a card that he can pair up with a card he is holding. For instance, if he is a holder of letter M", he can ask the person sitting next to him, "Do you have a letter M?" If the person being asked has

letter M, he has to give it up to the player. The player then lays out the pair of cards face up. If the person does not have the card that the player is asking for, he would say, "No, I don't have it, go fish!"

5. The player then picks out a card from the deck. He will continue to take a card until he is able to get one that could make up a pair with any of the cards he is holding. He then lays down the pair of card. As soon as he has done this, it is the next player's turn to make a pair.
6. The person who makes the greatest number of pairs is the winner.

CVC Domino

Note: This game is played like Letter Domino but instead of letter domino cards, make domino cards containing CVC words. These could include different rimes or word chunks such as -an, -at, -et,, -en, -in, -it

Odd One Out (CVC words)

Note: This game is played like Odd One Out (letters) but instead of letters, make cards strips containing CVC words. These could include different rimes or word chunks such as -an, -at, -et,, -en, -in, -it

Same and different (for meeting time 2)

Objective: discriminate sounds in spoken words

Materials: list of word pairs

Number of players/participants: whole class

Procedure:

1. Tell the class you will read out pairs of words. Ask them to listen carefully and tell you if the words have the same or different final sounds.
2. Read out each set of words . Ask the class to identify which word has a different final sound.

Which does not belong ?

man, can, pat
sam, Pam , rag
sat, mat, can
car, far, bag
men, hen, bed
bag, lag, man

Guess the sound (for meeting time 2)

Objective: discriminate letter sounds

Materials: list of word pairs

Procedure:

1. Ask children to listen carefully to the words you are going to say. Have them identify the last sound that they hear in these words.
2. Then have them identify which of the two letters that you will show represents the sound that they hear.

Ex. Show man, sun, can.

Ask "What sound do you hear at the end of each word ? "

Show letters M and N. Then ask, "Which of these two letters represent the sound that you hear ? "

Game: Which does not belong?

Objectives: discriminate letter sounds

Materials: list of word pairs

Procedure:

1. Ask children to listen carefully to the words you are going to say. Have them identify the word that has a different beginning sound as the rest.

Ex. Show man, mat, car

Ask " What is the first sound that you hear in the first word ? in the second word ? in the third word ?

" Which word has a different beginning sound ?

STORIES

Ayokong Pumasok Sa Paaralan

Questions Before the storytelling:

- Bakit kaya gustong pumasok sa paaralan ng mga bata?
- Ano ang mga ginagawa ng mga bata sa loob ng paaralan?

Questions During the storytelling:

- Ano ang gustong gustong gawin ni Buzzzz?

- Sino ang palagi niyang kasama?

Questions After the storytelling:

- Sino ang pangunahing tauhan sa kwento? Sino-sino ang kanyang mga kaibigan?
- Ano-ano ang gustong-gustong gawin ni Buzz sa maghapon kasama ang kanyang mga kaibigan?
- Saan sinamahan ng Nanay si Buzz?
- Ano-ano ang ginagawa ni Buzz sa paaralan?
- Bakit nagustuhan ni Buzz pumasok sa paaralan araw-araw?

Ingatan At Tipirin

Questions Before the storytelling:

- Ano ang inyong ginagawa sa putol putol na krayola o lapis?

Questions During the storytelling:

- Bakit nagbulungan ng mga kaklase nila Avy at Marian?
- Bakit kaya nagkakaputol putol ang mga krayola?

Questions After the storytelling:

- Ano ang ginagawa ng mga kindergarten sa klase sa kwento ?
- Bakit nagbulungan at nagtawanan ang mga kaklase nina Avy at Marian ?
- Bakit natuwa ang guro sa kanyang mga batang tinuturuan ?
- Ano ang ikinalungkot ng guro sa kindergarten ?
- Ano ang dapat gawin ng isang batang tulad mo sa iyong mga gamit sa paaralan upang matuwa ang yong mga magulang ?

Pasan Ko Si Bunso

Questions Before the storytelling:

- Ano-ano ang daladala mo sa pagpasok sa paaralan?
- Sino ang nagdadala ng kapatid sa paaralan? Bakit?

Questions During the storytelling:

- Sino ang isinasama ni Jenny sa paaralan? Bakit?

Questions After the storytelling:

- Saan pumupunta sina tatay at nanay ? sina Jenny at bunso ?
- Ano ang nararamdaman ni Jenny habang siya ay nasa loob ng paaralan ?
- Bakit nahihirapan si Jenny sa pag-aaral ?
- Bakit pinatawag ang mga magulang ni Jenny?
- Saan iniwan nina Jenny, Tatay at Nanay si Bunso ?
- Naging maayos na ba ang pag-aaral ni Jenny / Bakit ?
- Sa iyong palagay, tama ba ang naging pasya ng mag-anak para kay Bunso / Bakit ?

Bong's Day

Questions Before the storytelling:

- Anong oras kayo gumigising sa umaga?
- Anong oras naman kayo pumapasok sa paaralan?

Questions During the storytelling:

- Ano nga ang bilin ni Nanay kay Bong sa pagpasok niya sa paaralan?
- Bakit kaya dapat matulog ng maaga ang batang tulad ni Bong?

Questions After the storytelling:

1. Ano ang mangyayari kapag hindi gumising sa Bong sa tamang oras?
2. Ano ang mangyayari kapag hindi sumunod sa tamang oras si Bong sa kanyang mga ginagawa?
3. Bakit kailangan matulog si Bong sa hapon?

D.RHYMES/POEMS/SONGS

I Like To Come To School

Objective : introduce the theme of the day

Materials : none

Procedure:

Sing the first verse to let the children know you are ready for them to join you.

1. I Like to Come to School (The Farmer in the Dell)
I like to come to school
I like to come to school
It's fun to play and learn each day.
I like to come to school.

2. Ask the children what they learn in school

I learn to count in school

I learn to count in school

It's fun to play and learn each day

I learn to count in school.

3. Continue having children what they learn in school as you sing the words in the song

A Game in School

Oh! I can say my A B C
And write a little,
Too
And count and read
And draw and sing
Just as the others do.

But, oh, today i could
Not think at all
When asked which i would be –
A mango tree – a flower small
Or a bird up in a tree?
A game in school

Oh! I can say my A B C
And write a little, ,
Too
And count and read
And draw and sing
Just as the others do.

But, oh, today i could
Not think at all
When asked which i would be –
A mango tree – a flower small
Or a bird up in a tree?

Mga Nagagawa ko sa School

Mga nagagawa ko sa paaralan
Sa tuwinay papasok, dito sa paaralan
Sa aming pagdating, lahat kami masaya.
Gumuguhit, nagkukulay, sumasayaw, kumakanta
Mayroong kwentuhan, at naglalaro pa.

Lumuluksot, nagtatawanan, kaming magkakaibigan
Mayroong pagbibilang, kainan ng sabay-sabay.
Itong aming guro, mahinahon kung magsaway.
Hindi kami tinatakot, kundi inaalalayan.

Kaya aming pakiramdam, kay inam na tunay.
Sa aming paguwian, walang unahan at tulakan.
Aming mga sundo, nakangiting tunay.
Nasasabik sa pagbalik, sa kinabukasan.

Good Morning Dear Teacher

Good morning dear teacher.
We hope you'll have a happy day.
With sunshine and laughter.
Our school is bright and gay.

Good morning dear classmates.
Together we will work and play.
With sunshine and laughter.
Our school is bright and gay.

Off to School we Go (The Farmer in the Dell)

Off to school we go,
Off to school we go,
It's fun to be in school.
Off to school we go.
Time to meet friends
Time to make friends
Time to know school personnel
Who help us learn and play

Teachers help us learn
Janitors keep the school clean
Doctors and nurses
Keep us healthy and gay
Time to work and play.
Time to work and play.
It's fun to be in school.
Time to work and play.

Seven Little Fish

Seven little fish swimming in the water
Swimming in the water,
Swimming in the water
Seven little fish swimming in the water,
Bubble, bubble, bubble, bubble, splash!!!
(On the word splash, "one child in each group falls
to the ground.)

Repeat the rhyme until no fish are left.

School's the Place to Be!

(Sung to the tune of "Sing a Song of Sixpence.")

Sing a song of gladness;
Another year's begun!
We'll be busy learning

This Is the Way I learn in School

(sung to the tune of This is The Way I brush My Teeth)

This is the way I learn in school,
I learn in school, I learn in school
This is the way I learn in school,

Till the year is done.

Sing a song of good times,
For all my friends and me!
New discoveries every day.
Yes, school's the place to be!

So early in the morning

(change the word learn to count, read, play, dance,
draw, write, etc)

Seven Little Monkeys

Seven little monkeys sitting on a tree
Teasing Mr. Crocodile, "You can't catch me, no you can't
catch me!"
Along came Mr. Crocodile hungry as can be and SNAP!
Six little monkeys sitting on a tree teasing Mr. Crocodile,
"You can't catch me, no you can't catch me!"

Repeat until no more monkeys are left on the tree.

Seven Green Speckled Frogs

Seven green speckled frogs
Sat on a speckled log
Eating the most delicious bugs, "Yum, yum!"
One jumped into the pool where it was nice and cool
Then there were six green speckled frogs

Repeat until no more frogs are left on the log.

E. INDOOR /OUTDOOR GAME

Going to the Canteen

The children sit in a circle. The first one says, "I'm going to the canteen. And I'm taking (names anything)." The second repeats what the first person said and adds one new item. This continues until a child forgets the items, and then the game starts over. (For older children, have them name items in alphabetical order, such as A-apples, B-books, (c-cap, etc.)

I Spy!

The teacher starts the game by picking out an object in the room and saying, "I spy something (names a color)." Children take turns guessing it could be. The first one to guess it right becomes "it." (Besides spying objects of different colors you can use beginning sounds or shapes.)

Teacher May I?

Children line **U** with their backs to the wall. One person is chosen to be "teacher" and stands about 20 feet in front of them. One at a time "teacher" names a child and tells them a motion they must perform, such as three baby steps or four scissors steps, or two giant steps. The child must remember to ask, "Teacher May I?" before performing the movement or they must go back to the starting line. The first one to reach "teacher" becomes "it."

Obstacle Course

Set up an obstacle course on your playground using cardboard boxes, ropes, tricycles tires, climbing apparatus, and other equipment. The teacher explains what the children should climb over, crawl under, run around, etc. The class lines up single file and goes through the course from one obstacle to the next.