

KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS

WEEK 35:

Monday	Tuesday	Wednesday
<p>MEETING TIME 1: Message: Some people travel by land. Questions: What do people ride when they travel by land ?</p>	<p>MEETING TIME 1: Message: Some people travel by sea. Question: What do people ride when they travel by water?</p>	<p>MEETING TIME 1: Message: Some people travel by air. Question: What do people ride when they travel by air?</p>
<p>WORK PERIOD 1 Teacher-Supervised: Bingo Word Game</p> <p>Independent:</p> <ul style="list-style-type: none"> • Dramatic Play • Transportation Puzzles • Syllable Race • Wheel Sequence • Writer's Workshop 	<p>WORK PERIOD 1 Teacher-Supervised: Bingo Word Game</p> <p>Independent:</p> <ul style="list-style-type: none"> • Boat Collage • Transportation Junk Models • Transportation Puzzles • Sand Play • Syllable Race 	<p>WORK PERIOD 1 Teacher-Supervised: Transportation Mobiles</p> <p>Independent:</p> <ul style="list-style-type: none"> • Transportation Junk Models • Sand Play • Rhyme Lotto • Fishing for Rhymes • Writer's Workshop
<p>MEETING TIME 2:</p> <p>Play Round Robin Rhyme</p> <p>Introduce the song " Bike Ride "</p>	<p>MEETING TIME 2:</p> <p>Play " What's the Word ? " (opposite words)</p> <p>Song: The Wheels on the Bus</p>	<p>MEETING TIME 2: Message: Some vehicles are not like each other <i>Compare kinds of transportation, focusing on those that have not similarities – airplane & horse, banca & tricycle</i></p>
<p>Supervised Recess</p> <p>STORY: Ang Barumbadong Bus</p>	<p>Supervised Recess</p> <p>STORY: Bus stops</p>	<p>Supervised Recess</p> <p>STORY: Snakes on the Bus</p>
<p>WORK PERIOD 2: Teacher-Supervised: Train Ride; Balloons Independent:</p> <ul style="list-style-type: none"> • Block Play • More or Less Spin It • Bingo: Addition (0-10)/ Bingo: Subtraction (0-10) • What numbers can you make? • Number Train Graph 	<p>WORK PERIOD 2: Teacher-Supervised: Ten Spots Independent:</p> <ul style="list-style-type: none"> • Block Play • More or Less Spin It • Bingo: Addition (0-10)/ Bingo: Subtraction (0-10) • What numbers can you make? • Number Train Graph 	<p>WORK PERIOD 2: Teacher-Supervised: Dogs in a Pocket Chart Independent:</p> <ul style="list-style-type: none"> • Block Play • Shark Attack • Three in a Row • Draw 10/ Go Find 10/ Tens Concentration • Caps with Cans • Grab bag with partners
<p>INDOOR/OUTDOOR ACTIVITY: Hot Cars</p>	<p>INDOOR/OUTDOOR ACTIVITY: The Boat is Sinking</p>	<p>INDOOR/OUTDOOR ACTIVITY: Red Light, Green Light, Traffic Lights</p>
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>

THURSDAY	FRIDAY	NOTES
<p>MEETING TIME 1: Message: People do different jobs related to our transport service. Ex. driver, conductor, gas boy, mechanic, dispatcher, pilot, flight attendants, ship captain</p> <p>Questions: What are examples of jobs that are related to the transport service ?</p>	<p>MEETING TIME 1: Message: People follow safety rules when traveling.</p> <p>Questions: What safety rules do people need to observe ? Why is it important to observe safety rules?</p>	
<p>WORK PERIOD 1 Teacher-Supervised: Blend It</p> <p>Independent:</p> <ul style="list-style-type: none"> • My Book of Vehicles • Transportation Junk Models • Transportation Picture- Word Match • Playdough • Fishing for Rhymes 	<p>WORK PERIOD 1 Teacher-Supervised: Transportation Word List Poster: Safety Rules</p> <p>Independent:</p> <ul style="list-style-type: none"> • Transportation Picture-Word Match • Picture Sorting (Different Types of Vehicles) • Playdough • Rhyme Lotto 	
<p>MEETING TIME 2: Introduce the song “ Twinkle, Twinkle Traffic Light</p> <p>Have children show their Transportation Junk Models in class. Let them talk about the features and the function of the vehicle that they created.</p> <p>Do Segmentation Exercises</p>	<p>MEETING TIME 2: Introduce the song .” This is the way we cross the street ... “</p> <p>Do Segmentation Exercises</p>	
<p>Supervised Recess</p>	<p>Supervised Recess</p>	
<p>STORY: Ang Bisikleta ni Momon</p>	<p>STORY: Ang Ambisyosong Istetoskop</p>	
<p>WORK PERIOD 2: Teacher-Supervised: Make Ten; Ten Frames Independent:</p> <ul style="list-style-type: none"> • Block Play • Shark Attack • Draw 10/ Go Find 10/ Tens Concentration • Caps with Cans • Grab bag with partners 	<p>WORK PERIOD 2: Teacher-Supervised: Hands Down, Kites Up Independent:</p> <ul style="list-style-type: none"> • Blocks • Pattern Blocks • Checkered Flags • How Many More, How Many Less • Draw 10/ Go Find 10/ Tens Concentration 	
<p>INDOOR/OUTDOOR ACTIVITY: Follow the Driver</p>	<p>INDOOR/OUTDOOR ACTIVITY: Hot Cars</p>	
<p>MEETING TIME 3: Dismissal Routine</p>	<p>MEETING TIME 3: Dismissal Routine</p>	

APPENDIX WEEK 35

SMALL GROUP ACTIVITIES

A. THEME-RELATED ACTIVITIES

Transportation puzzle

Objective: to develop Gross motor/fine motor coordination

Materials: cardboard, scissors, pencil

No of players/participants: 2-5

Procedure:

1. Cut out or draw pictures of the following: ship/boat, car/bus, and airplane/jet.
2. Cut the pictures into several pieces.
3. Let the children connect the puzzle to reveal the hidden vehicle.

My Book of Vehicles

Objective: to develop fine motor coordination

Materials: old magazines, scissors, paste, bond paper, crayons, pencil

No of players/participants: 2-5 or whole class

Procedure:

1. Distribute different magazines to each group (in places where there are no magazines available, ask the children to bring out bond papers, crayons and pencils instead and draw)
2. Ask the children to cut the vehicles they can see in the magazines.
3. Let them paste it in a clean bond paper.
4. You can also invite them to write something below the vehicles they have cut. (optional)

Wheel Sequence

Objective: to arrange objects in sequence according to size

Materials: various-sized circles

Number of Players/Participants: 3-4

Procedure:

1. Cut out various sized circles from posterboard to represent wheels.
2. Have the children sequence the wheels from largest to smallest.

Boat Collage

Objective: to arrange objects in sequence according to size

Materials: various-sized circles

Number of Players/Participants 3-4 :

Procedure:

1. Have children look through magazines and cut out pictures of boats and ships. (Note: If there are no magazines available, teacher brings pictures of these).
2. Then let them paste on blue construction paper.

Painting- Vehicles on Water

Objective: to develop fine motor coordination

Materials: paints, bond papers, water

No of players/participants: 2-5 or whole class

Procedure:

1. Assist the children towards the painting area.
2. Allow them to paint any kind of vehicle they know that moves on water.
3. Ask the children to post their works in the art wall of the class.

Playdough- Different Vehicles

Objective: to develop fine motor coordination, creativity

Materials: playdough

No of players/participants: 2-5

Procedure:

1. Ask the children to create their own vehicle using the playdough.

Transportation Junk Models

Objective: to develop gross motor/fine motor coordination

Materials: junk materials, scissors, pencil, markers, crayons, paste/glue

No of players/participants: 2-5

Procedure:

1. Ask children to form several groups.
2. Let them construct different kinds of transportation using junk materials available in the area.
(You can also ask them to bring junk materials prior to the activity.)

Transportation Wordlist

Objective: to give words related to transportation

Materials: markers, Manila paper, bond paper, markers

No of players/participants: 2-5

Procedure:

1. Ask children to think of as many words as they can relate to vehicles/transportation.
2. Each child will write down the words in the paper.
3. There will be no repetition of words.
4. Allow invented spellings.

Transportation Mobiles

Objective: to develop gross motor/fine motor coordination

Materials: cardboard, scissors, pencil

No of players/participants: individual/

Procedure:

1. Ask children to cut out pictures of different vehicles in magazines.
2. Let them paste in a cardboard. Cut them and create wonderful mobiles using strings.
3. Other options: if there are no available magazines in the area, ask the children to draw.

Sand Play

Objective: to develop gross motor/fine motor coordination

Materials: toy vehicles, large basin filled with sand

No of players/participants: 2-5

Procedure:

1. Assist the children while going to the play area.
2. Ask them to play with the toy vehicles in the sand.

Transportation Theme Collage

Materials:

Magazines with cars trucks...(Auto Traders are good)

Scissors

Glue

Poster board

Have the children cut out cars, trucks, boats...from magazines.

Divide the poster in three sections. One for modes of transportation in the air, on the ground and on water.

Help the children glue their cutouts in the eight section.

B.OTHER MATH ACTIVITIES

Train Ride

Objectives: to add and subtract single-digit numbers

Players: small or whole group

Materials: chalk and chalkboard

Procedure:

1. Divide the group into 2
2. The first player in each group goes to the chalkboard and draws a train engine. As directed the leader writes a numeral, for example 8, on the drawing of the train.
3. The second player then comes up to draw a coach, on which he writes a combination that names the number selected for the engine, such as $6 + 2$.
4. Continue in order until a member of the group thinks that all combinations have been shown.
5. The team whose train shows all combinations for the engine number wins.

Balloons

Concept: Addition-Subtraction

Objectives: to add and subtract single-digit numbers

Players: individual, small or whole group

Materials: chalk and chalkboard

Procedure:

1. Draw pictures of balloons on the chalkboard and write an addition or subtraction combination on each.
2. Players take turns by trying to "pop the balloons" by giving answers to the combinations. Children may indicate the popping of balloons by clapping hands

Variation: Instead of drawing balloons, flowers, leaves and other more familiar objects can be drawn.

Ten Spots

Objective: to make sums of 10

Materials: lady bug cut-out with 5 spot cut-outs on the left side and 5 spot cut-outs on the right side

Players: small group

Procedure:

1. Show the children the lady but cut out with 5 spots on the left and 5 spots on the right
2. Read the poem Ten Spotted Bugs.
3. Draw a picture or picture card for each animal in the poem and place the picture next to its name.
4. Ask the children to look at the lady bug and talk about other ways the ten spots could be arranged, such as six on one side and 4 on the other side.

Ten-Spotted Bugs

Some ten-spotted bugs
And ten-spotted frogs
And ten-spotted leopards
And turtles and dogs
All gathered together
To check out their spots
And to find all ways
Of arranging ten dots

Dogs In The Pocket Chart

Objective: to find sums up to quantities of ten or less

Materials: pocket chart, square paper

Players: small group

Procedure:

1. Ask children where they usually see dogs having fun outside and what dogs do when they get together.
2. Let each child draw a dog on a sheet of square paper (should fit pocket chart).
3. As you read the poem Dog Tales, let the children act it out with their dogs.

Dog Tales

Two dogs at the park bench,
Three more dogs come by,
They sniff and they yip,
But they act rather shy.

Four dogs by the oak tree,
Two dogs come along,
A few quiet growls,
But nothing goes wrong.

Three dogs on a leash,
Four dogs on their own,
Their playing and nipping
And sharing a bone.

Two dogs greet two dogs
With a high, happy bark
A treat for a dog
Is a walk in the park.

4. Then read the poem again, stopping before each verse to discuss how many dogs will be needed for the upcoming verse and selecting volunteers.
5. Have children use the dogs to create other situations such as 4 dogs meeting 1 dog.
6. You may want to write number sentences to match the situations ($4 + 1 = 5$)

Variation: Children will create new addition problems and use manipulatives to represent the dogs. It will be easiest for children if each of the two groups of dog manipulatives is a different color; they can use yellow and red counters to represent 2 different groups of dogs.

Have a pair of children pull a handful of counters from a paper bag. Then children create an addition problem about dogs based on the number of counters and draw a picture to record it.

Make Ten

Objective: to explore different combinations that make 10

Materials: paper, pen, one playing die, game board at least twenty counters

Procedure:

1. Give each player a playing board.

1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

2. Players take turns throwing the die.
3. Player gets as many counters as the number that comes out.
4. Throughout the game the teacher asks questions such as " *How many more do you need to reach ten?* "
5. Player who reaches ten first wins.

Variation: Players fill up playing board with ten counters. Counters are removed from board as player throws the die.

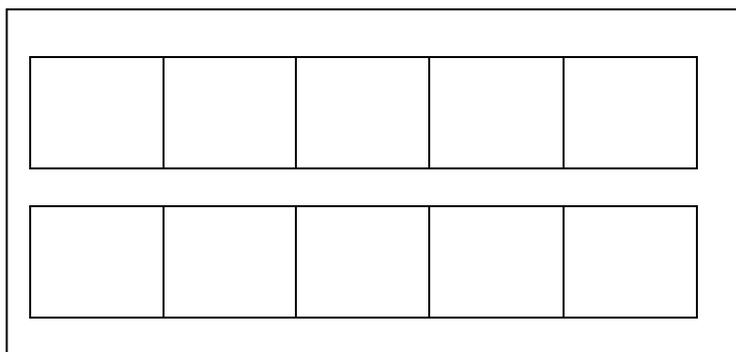
Tens Frames

Objectives: to learn the names of numbers
to develop understanding of one-to-one correspondence between objects and number words
to look at relationships within quantities by grouping, skip counting and visualizing number patterns

Materials: Tens Frames board
counters

Procedure:

1. Begin with 5 counters.
2. Tell children to use only the top cells on the Tens Frames board.
3. Tell children to place 2 counters on the frame and ask, "How many more counters do you need to fill up the space."
4. Children then check their answer by placing the counters on the Tens Frames board.



Allow children to work in pairs, with 1 child giving directions and asking questions and the other child following directions and giving the answer. Children trade roles after each problem.

When children are comfortable working with quantities of 5, tell them they can work with quantities of 10.

Hands Down, Kites Up

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

Materials: construction paper, pencils, yarn, Scissors, tape or stapler

Procedure:

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

Totally different?

Objective/Competency: describes disjoint sets or sets that do not have anything in common

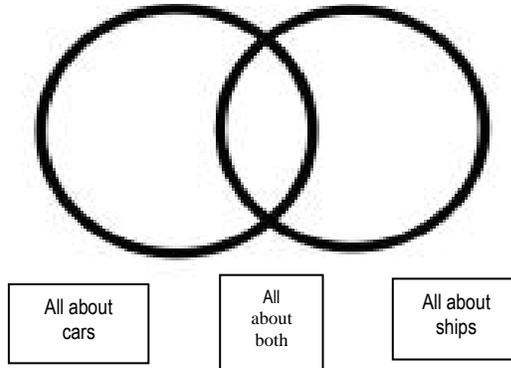
Materials: cardboard, scissors, pencil

No of players/participants: individual/ or in pair

Procedure:

1. Ask children to be in pairs.
2. Give each pair set of vehicles (ex. 1 member holds a horse, the other holds a ship).
3. Ask the children to describe each vehicle they hold and see the similarities and differences of each one.
4. Let them fill up the venn diagram in doing this activity.

VENN DIAGRAM



Caps and Cans

Objective: to count 1-10

Materials: Bottle caps, large coffee cans and a permanent marker

No of players/participants: 2-5 children

Procedure:

1. With the marker teachers number cans with dots (Use one through 10).
2. Let children count the number of dots on each can.
3. Then let children try to toss that many caps into the can.
4. Children will find this fun game among friends, seeing who can get more caps into the cans.

More Or Less Spin It

Objective: to compare quantities

Materials: cubes or blocks, more or less spinner

Procedure:

1. Teacher tells the children to build a tower of 5 blocks.
2. Children take turns spinning the more or less spinner, to determine if they will build towers more or less than the original tower.
3. If spinner lands on less, children build a tower less than 5.
4. Each child shows the group his or her tower. The group describes the relationship.
"The original tower is 2 cubes higher. The new tower is 2 cubes less than 5."
5. If the spinner lands on more, children build a tower more than 5.
6. Each child shows the group his or her tower. The group describes the relationship.
"The original tower is 3 cubes lower. The new tower is 3 more than 5."

Bingo Math: Addition

Objective: to match an addition fact with its correct sum

Players: 1 or more

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

Procedure:

1. Provide each player with a bingo card.
2. Assign a student to call out what is written on calling cards.

3. First one to cover all spaces wins. If players go through all the cards without reaching Bingo, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Bingo Math: Subtraction

Objective: to practice subtraction

Players: 1 or more

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

Procedure:

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

FIND 10

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

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 10, 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.

DRAW 10

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

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 10. 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 10 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.

TENS CONCENTRATION

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

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 10. 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 arrangement may be more interesting.

GO 10

Objective: to explore different combinations that make 10

Materials: 6 sets of numeral cards (1- 9)

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 9 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.

Grab Bag with Partners (up to quantities of 10)

Objectives: to practice addition skills

Materials: clothespins, paper sack, individual chalkboards

Number of participants: pairs

Procedure:

1. Partner A fills the bag with 10 clothespins (or depending on what number is being worked with).
2. Partner B reaches into the bag and takes out some clothespin, showing Partner A what has been removed.
3. They predict how many clothespin they think are left.
4. Then they check their predictions, and each child records the equation on a chalkboard or a sheet such as the one below.

Name _____	
I played a game today.	
These are the equations I made.	

Number Train Graph (up to quantities of 10)

Objective: to practice addition skills

Materials: clothespin (2 colors), Manila or kraft paper

Number of participants: individual or small group

Procedure:

1. The children try to find all the possible arrangements for the combinations that make up 10
2. As they find the arrangements, place it in the appropriate column of the Manila paper. (The links can be labeled with the labeled possible combinations, or the children can label the links as needed.)

What Numbers Can You Make (up to quantities of 10)

Objective: To practice addition skills

Materials: clothespin, crayons,

Number of participants: individual or small group

Procedure:

1. The children make clothespin links (each link made with different color clothespin and no stack more than ten clothespins long). There can be more than one link of any particular number. The object is to try to make each of the numbers from one to ten in as many ways as possible.
2. The children are allowed to use more than one link to make any number, but they may not break any links apart. If they can't make a number, they are to cross it out. If they can make the number, they write the equation that describes the trains used.
3. The game can be played over and over, as it will be a new experience each time the numbers used changes.

Three In A Row

Objective: to sequence numbers

Materials: two to three sets of number cards 0 to 10

Procedure:

1. Shuffle and deal six cards to each player. (Two or three can play.)
2. Put the rest of the cards in a pile face down, then turn over the top card.
3. The aim of the game is to make up a set of three numbers in sequence by taking turns picking up a card and throw one away. First to get a set of three wins.

Checkered Flags

Objectives: to order or sequence numbers from least to greatest and vice versa

Players: 2 children

Materials: Race car cards, Number cube



Procedure:

1. Shuffle the Race Car cards and stack them between the players.
2. Have each player draw three cards from the stack and place them facedown on the table.
3. Players take turns rolling the number cube to determine how many more Race Car cards both player should draw from the stack. Remind players to keep all their cards facedown on the table.
4. If the number cube lands on the Checkered Flag, both players turn over their cards and arrange them in numerical order from smallest to largest as quickly as they can. The first player to get all his or her Race Car cards in numerical order wins. Reshuffle the cards to play the game again.

VARIATION: Instead of arranging the cars from smallest to largest, have players arrange the cars from largest to smallest.

Pattern Block Puzzles

Objective: to explore relationships of shapes and determine how many ways the shapes can be arranged in a particular space

Players: individual, pair or small group

Materials: pattern blocks, pattern block puzzles, pattern block recording sheet

Procedure:

Children fill the shape and keep track of the ways they find

B. OTHER LANGUAGE ARTS ACTIVITIES

Blend It!/Slow Talk

Objective: to identify various sounds of digraphs and blends

Materials: strips of colored papers, paste, markers

No of players/participants: 2-5 or whole class

Procedure:

1. Teacher stretches out words and asks: Can you figure out these weird-sounding words?

Example:

b-b-b-ed

c-c-c-...andy

d-d-d-.. ad

2. Ask the children to write the words that they have figured out in strips of paper.
3. Let the children post the words in the wall.

Bingo Word Game

Objective: to draw vertical, horizontal or diagonal lines

Materials: bingo cards with different words related to vehicle (with pictures), stones/seeds as markers, strips of papers with the words related to vehicle

No of players/participants: 2-5 or whole class

Procedure:

1. Distribute the bingo cards to the children.
2. Make sure each child has a card of his/her own.
3. Draw one card from the box and read in to the children.
4. Assist the children in marking their cards.
5. The first one to make a vertical, horizontal or diagonal line wins the game.

Syllable Race

Objective: to count syllables in a particular word phonemic awareness: syllables

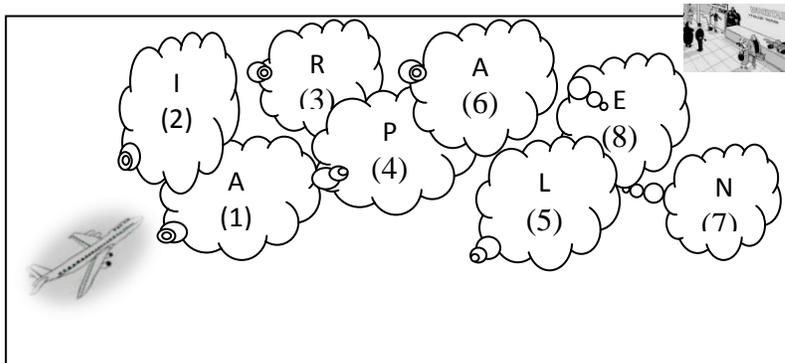
Materials: gameboard, stones or seeds as markers, group of words with various number of syllables

Ex. Jet- 1

Airplane-2

Helicopter-4

No of players/participants: 2-5



Procedure:

1. Give the gameboard to the group.
2. Determine who will get the first turn.
3. Ask the child to pick one word and read (if the child can't read, then the teacher will do it)
4. Ask the child to clap the syllables of the word picked.
5. The number of syllables will determine the steps the child will make towards the airport.
6. Whoever gets to the airport first wins the game.

Jumbled Words

Objective: to form words from available letters

Materials: jumbled letter cut-outs

No of players/participants: 2-5/ whole class

Procedure:

1. Give each child a letter in each group.
2. Allow the children to consult with each other and brainstorm on what the hidden word is.
3. After the group has finished guessing the word, they will be given another set of word to form.
4. This will be done until all the words are revealed.
5. The group who has formed the most words in a given time is the winner.

Fishing for Rhymes

Objective: to listen for rhymes, parts and syllables of words

Materials: fish cards with different rhyming words, fishing rod (magnet or string)

No of players/participants: 2-5 children

Procedure:

1. Ask each child to fish for words that rhyme.
2. Each child will fish twice. If he/she gets words that rhyme, he/she'll keep it. If in case the words do not rhyme, the fish will be thrown back to the "water" or box.
3. The child who will get the most rhyming words will be the winner.

STORIES

Ang Barumbadong Bus

Questions Before Reading:

- Nakaramdam na ba kayo ng takot?
- Ano- ano ang mga kinatatakutan ninyo?

Ngayon, ang kuwentong maririnig natin ay tungkol sa isang sasakyang walang kinatatakutan.

Questions While Reading:

- Ano sa tingin ninyo ang magyayari kay Kas?
- Naging malungkot na rin ba kayo dahil sa inyong itsura? Ano pang mga bagay ang nagpalungkot sa inyo?

Questions After Reading:

- Tungkol kanino ang kuwento?
- Ilarawan nga ninyo si Kas?
- Bakit ayaw siyang sakyan ng ibang tao?
- Ano ang nagyari sa kanya sa pagtatapos ng kuwento?
- Kung ikaw si Kas, gagawin mo rin ba ang katulad ng ginawa ni Kas? Bakit?

Bus Stops

Questions before Reading:

- *Do you want to ride in a bus?*
- *Can you tell me why?*
- *Who usually ride in bus?*

Our poem will tell us who rides in a bus.

Questions While Reading:

- *So far who have ridden in the bus in the poem?*
- *Who else do you think rides in the bus? Let's continue...*

Questions After Reading:

- *What kind of transportation have we learned today?*
- *Have you counted how many times the bus stopped?*
- *Who steps off first? 2nd?*

Let's try to count how many times it stopped... first, it stops, 2nd, 3rd, 4th, etc. (Introduce chronological orders)

The Snakes on the Bus

Questions before Reading:

- *How many have pet animals here?*
- *Do you want to own one?*
- *Can you tell me how this animal sounds?*

Our story tells about the different animals in the bus. Let's find out

Questions While Reading:

- *1 What was the story about?*
- *What animals have we met in the story?*
- *Can you tell me what these animals are doing inside the bus?*

Questions After Reading:

- *Have you counted how many times the bus stopped?*
- *Who steps off the bus first? 2nd?...*
- *If you were on that bus, where will you want to stop? Why?*

Let's try to count how many times it stopped... first, it stops, 2nd, 3rd, 4th, etc. (Introduce chronological orders)

SONGS/POEMS/RHYMES

Bike Ride

(Tune: "Row, Row, Row your Boat")

Pedal, pedal, pedal your bike carefully down the street.
Round and round and round it goes, pedal with your feet.

Row, row, row your boat,
gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.

Airplane

I press on the starter,
The propeller whirls around
My airplane and I
Brush over the ground.
I lift from the field,
The motor roars out loud,
Far below is the earth,
Above me a bright cloud.
I dip and I drop
I swoop and I rise--
Oh, it's fun to be flying Way up in the skies

School Bus Comes For Me

(tune: Farmer in the Dell)

The school bus comes for me 2x
Hey ho it's time to go
The school bus comes for me
First we pick up John
Next we pick up ____
Then we pick up ____
Last we pick up ____
Now we are at school 2x
Clap and cheer we're finally here.
Now we are at school

This is the Way We Cross the Road

This is the way we cross the road 3x (3x)
Early in the morning.

Traffic Light

(tune: Twinkle, Twinkle Little Star)

Twinkle, twinkle, traffic light
Standing on the corner bright
Green means go, we all know
Yellow means wait, even if you're late
Red means stop
Twinkle, twinkle, traffic light
Standing on the corner bright

INDOOR/OUTDOOR ACTIVITIES

Follow the Driver

The class lines up behind a chosen Driver. Wherever the driver goes, the rest of the class must follow. The driver may hop, march, skip, crawl under a table, or perform other actions. Give several children a turn to play driver.

The Boat is Sinking

When the teacher says, "the boat is sinking group yourselves into 4", children looks for companies of 4. The child/ children who cannot form a group of the announced number will lose their turn and sit down. The game continues as soon as there will be 2 children left.

Hot Cars

Children stand in a circle and pass around a toy vehicle (car, airplane, boat, etc.) Music is played, but when the music stops the one who is holding the toy vehicle must sit down. The game is played until there is only one child left standing.

Red Light, Green Light (or Traffic Light)

Cut out a red and green circle. Attach the circles to short sticks. From that point, play it like the classic game. When you hold the green circle, the children walk toward you. When you hold up the red, they must stop.

