

# KINDERGARTEN CLASS SECOND GRADING DAILY PLANS

WEEK 14: \_\_\_\_\_

| Monday   | Tuesday   | Wednesday   |
|--|---|---|
| <b>CONTENT FOCUS:</b> I need clothes to protect my body. There are many types of clothes to wear.  |   |   |
| <b>MEETING TIME 1:</b><br><b>Message:</b> I need clothing.<br><br>I need to wear clothes to protect my body.<br><br><b>Questions:</b> Why do we need to wear clothes?  | <b>MEETING TIME 1:</b><br><b>Message:</b> Special types of clothes are worn for different weather conditions.<br>*Some people wear jackets when it is cold.<br>*Some people wear raincoats when it is raining.<br>*People use hats or caps to protect their head from heat.<br><b>Questions:</b> What types of clothes do people wear for different weather conditions?   | <b>MEETING TIME 1:</b><br><b>Message:</b> Some people use special clothes for their work. (Maybe you can invite a Resource Speaker e.g. a Construction Worker who can talk about the special clothes and accessories he wears in his work.)<br><br><b>Questions:</b> Why do some people wear special clothes for their work?  |
| <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> Three-Sound Word Building<br><br><b>Independent:</b> <ul style="list-style-type: none"> <li>Stick Puppets: Different Kinds of clothes</li> <li>Anong Kasuotan Ko? - PEHT p.60</li> <li>Clothes I Wear - RSW. p.239</li> <li>CVC Domino/ CVC Word Lotto</li> <li>Writer's Workshop</li> </ul>  | <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> <ul style="list-style-type: none"> <li>Poster: "There are different kinds of clothes."</li> <li>Pictograph: Clothes to Wear for Different Weather Conditions</li> </ul> <b>Independent:</b> <ul style="list-style-type: none"> <li>Name Designs: Whose name begins with Bb?</li> <li>Dressing Up for the Weather PEHT p. 60</li> <li>CVC Domino/ CVC Word Lotto</li> <li>Sand Play</li> <li>Playdough</li> </ul> | <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> <ul style="list-style-type: none"> <li>CVC Call Out</li> <li>Poster: Special Clothes for Special Kinds of Jobs</li> </ul> <b>Independent:</b> <ul style="list-style-type: none"> <li>CVC Fishing Game/ CVC Word Puzzles</li> <li>Word Sort</li> <li>What Will I Wear? RSW. p.265</li> <li>Writer's Workshop</li> <li>Sand Play</li> </ul>              |
| <b>MEETING TIME 2:</b><br>Show stick puppets – talk about the different clothes that the puppets are wearing   | <b>MEETING TIME 2:</b><br>Sing the song "What's the Sound?" (substitute with Bb words)<br><b>Activity:</b> Have children think of words that begin with Bb. List them down on the board.  | <b>MEETING TIME 2:</b><br>Sing "Can you say the first sound?" (use Bb words)<br><b>Activity:</b> Have them think of people and places that begin with letter Bb.  |
| <b>Supervised Recess</b>   | <b>Supervised Recess</b>  | <b>Supervised Recess</b>  |
| <b>STORY: The Emperor and His New Clothes</b>  | <b>STORY: Mario's Special Day</b>   | <b>STORY: Ang Madyik Banig</b>  |
| <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> Number Stations and Number Books (quantities of 5; using toothpicks or squares)<br><b>Independent:</b> <ul style="list-style-type: none"> <li>Block Play</li> <li>Sand Play: Mark the Scoops</li> <li>Number Lotto (0-6)</li> <li>Bingo: Numbers (0-6)</li> <li>Number Concentration (0-5)</li> <li>Don't Rock the Boat</li> </ul> | <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> Who Has More? (quantities of 5)<br>Comparing Quantities: A Game for Partners<br><b>Independent:</b> <ul style="list-style-type: none"> <li>Block Play</li> <li>Sand Play: Mark the Scoops</li> <li>Playdough Numerals (0-5)</li> <li>Writing Papers (5)</li> <li>Number stations/ number books (quantities of 5)</li> <li>Number Lotto/Bingo: Numbers (0-6)</li> </ul>  | <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> Hand Game and Cave Game (concrete; quantities of 5)<br><b>Independent:</b> <ul style="list-style-type: none"> <li>Block Play</li> <li>Sand Play: Mark the Scoops</li> <li>Playdough Numerals (0-5)</li> <li>Writing Papers (5)</li> <li>Number stations/ number books (quantities of 5)</li> <li>Comparing quantities: A Game for Partners</li> </ul> |

|   |  |  |
|---|--|--|
|   | <ul style="list-style-type: none"> <li>• Number Concentration/ It's A Match (1-5)</li> </ul> | <ul style="list-style-type: none"> <li>• It's A Match (1-5)</li> </ul> |
| <b>INDOOR/OUTDOOR ACTIVITY:</b><br>Move the Body –PEHT p.55 | <b>INDOOR/OUTDOOR ACTIVITY:</b><br>Ankle Walk  | <b>INDOOR/OUTDOOR ACTIVITY:</b><br>Drop the Hankerchief                |
| <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>MEETING TIME 1:</b><br><b>Message:</b> Clothes may have different features. Some have pockets. Some have buttons. Some have zippers.   | <b>MEETING TIME 1:</b><br><b>Message:</b> Clothes have different designs.   |       |
| <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> : Target Letter: Ss <ul style="list-style-type: none"> <li>• Letter Mosaic : Ss</li> <li>• Letter Collage : Ss</li> <li>• Chart: How Many Pockets? Zippers? Buttons?</li> </ul> <b>Independent:</b> <ul style="list-style-type: none"> <li>• Collage – different parts of clothes</li> <li>• Clothes Memory Game</li> <li>• Clothes Domino</li> <li>• Letter Making: Ss</li> </ul> | <b>WORK PERIOD 1</b><br><b>Teacher-Supervised: Target Letter Ss</b> <ul style="list-style-type: none"> <li>• Let's Write Ss</li> <li>• Ss Words Poster</li> <li>• Letter Poster: Pictures/Drawings of objects that begin with Ss</li> </ul> <b>Independent:</b> <ul style="list-style-type: none"> <li>• Sand Paper Letters: Ss, Ee, Nn, Mm, Aa Tt, Ff</li> <li>• Dress Me Up Paper Dolls</li> <li>• Clothes Memory Game</li> <li>• Clothes Domino</li> </ul> |       |
| <b>MEETING TIME 2:</b><br><b>Show the</b> chart: How Many Pockets? Zippers? Buttons? – talk about who got the most or the least number in each feature<br><b>Supervised Recess</b>  | <b>MEETING TIME 2:</b><br>Show the Dress Me Up Paper Dolls – talk about the different designs that the paper dolls are wearing<br><b>Supervised Recess</b>  |       |
| <b>STORY:</b> Ang Pagong at Matsing   | <b>STORY:</b> Si Tipaklong  |       |
| <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> Hand Game and Cave Game (concrete; quantities of 5)<br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Number stations/ number books (quantities of 5)</li> <li>• Comparing quantities: A Game for Partners</li> <li>• Number Concentration/ Mixed Up Numbers (1-5)</li> <li>• Number Lotto/Bingo: Numbers(0-6),It's a Match</li> </ul>                              | <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> Measure It<br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Number stations/ number books (quantities of 5)</li> <li>• Comparing quantities: A Game for Partners</li> <li>• Number Concentration/ Mixed Up Numbers (1-5)</li> <li>• Number Lotto/Bingo: Numbers (0-6); It's A Match (1-5)</li> </ul>   |       |
| <b>INDOOR/OUTDOOR ACTIVITY:</b><br>Clothes Relay  | <b>INDOOR/OUTDOOR ACTIVITY:</b><br>Deep and Wide  |       |
| <b>MEETING TIME 3:</b> Dismissal Routine  | <b>MEETING TIME 3:</b> Dismissal Routine  |       |

## APPENDIX: WEEK 14

### A. THEME-RELATED ACTIVITIES

#### **Poster: There are different kinds of clothes.**

Objective/Competence: to identify different kinds of clothes

Materials: manila paper, papers, pencils, colored markers, crayons

Number of Participants: 6-8 children

Procedure:

1. Ask each student to draw one kind of clothing.
2. Have children outline his drawings and color it.
3. Ask each student to write something about his drawing. Take down dictation if the child cannot write his own words or sentences yet.
4. Paste their work on a manila paper, write the title of the activity and post on the wall.

#### **Stick Puppets: Different Kinds of Clothes**

Objective/Competence: to identify different kinds of clothes

Materials: pre-cut cardboard puppet, popsicle sticks, masking tape, scissors, scrap cloth, colored markers

Number of Players/Participants: 6-8 children

Procedure:

1. Tell the children that they will dress up their puppets with the kind of clothes they are wearing that day.
2. Distribute pre-cut cardboard puppets to each child.
3. Ask each child to design his/her own puppet using the scrap cloth and colored markers available.
4. Attach each puppet to a popsicle stick using masking tape
5. Display the puppets. Put the title of the activity – “We wear different kinds of clothes.”

#### **Among Kasuotan Ko? - PEHT p.60**

#### **Clothes I Wear - RSW. p.239**

#### **Pictograph: Clothes to Wear for Different Weather Conditions**

Objective/Competence: to identify different kinds of clothes for different weather conditions

Materials: manila paper, papers, pencils, colored markers, crayons

Number of Participants: 6-8 children

Procedure:

1. Ask each student to draw one kind of clothing for a particular kind of weather.
2. Have children outline his drawings and color it.
3. Ask each student to write something about his drawing. Take down dictation if the child cannot write his own words or sentences yet.
4. Paste their work on a manila paper, write the title of the activity and post on the wall.

#### **Dressing Up for the Weather PEHT p. 60**

#### **Poster: Special Clothes for Special Kinds of Jobs**

Objective/Competence: to identify special kinds of clothes for special kinds of jobs

Materials: manila paper, papers, pencils, colored markers, crayons

Number of Participants: 6-8 children

Procedure:

1. Ask each student to draw one kind of special clothing for a special kind of job e.g. bunker coat of a fire fighter.
2. Have children outline his drawings and color it.
3. Ask each student to write something about his drawing. Take down dictation if the child cannot write his own words or sentences yet.
4. Paste their work on a manila paper, write the title of the activity and post on the wall.

#### **What Will I Wear? RSW. p.265**

#### **Chart: How Many Pockets? Zippers? Buttons?**

Objective: to collect data

To organize data using a pictograph

Materials: manila paper cut outs of 3 pockets, zippers, buttons glue

Prepare large graph on Manila paper where children will paste the pocket, zipper, button cut-out of their choice.

Prepare cut-outs of zippers. Make sure cut-outs are enough for all the children.

Example:

|         |  |  |  |  |  |
|---------|--|--|--|--|--|
| zippers |  |  |  |  |  |
| buttons |  |  |  |  |  |
| pockets |  |  |  |  |  |

No. of Participants: small group

Procedure:

1. Ask children to check if they have zippers, buttons or pockets. Discuss what each looks like.
2. Show the graph drawn on Manila paper and say, "Now look at the chart and choose which among these is present in your clothing today."
3. Call each child. The child then gets a cut-out and pastes this on the appropriate box.
4. After the children have pasted their cut-outs, ask the following questions:
  - Who has the most zippers? buttons? pockets?
  - Who has the least zippers? buttons? pockets?

### **Collage – "There are different parts of clothes."**

Objective/Competence: to identify different kinds of clothes

Materials: bond paper with clothes outline, colored magazines, glue/paste

Preparation: Teacher will draw a big outline of one kind of clothing on a bond paper. Make sure there are enough drawings for each student.

Number of Participants: 6-8 children

Procedure:

1. Give each student a paper with a drawing of one kind of clothing.
2. Children tears out one page from the colored magazine and tears it to small pieces.
3. Children put glue/paste on the drawing and fill it with the small torn magazine pieces.
4. Children continue until the drawing is complete covered with the colored magazine pieces.
5. Ask each student to label the different parts of the clothes. Take down dictation if the child cannot write his own words yet.
6. Post on their artworks on the wall.

### **Clothes Memory Game**

Objective/Competency: To match clothes that are alike

Materials: at least 20 pieces of picture cards of clothes

Number of players/participants: 6-8 children

Procedure:

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

### **Clothes Domino**

Objectives: To recognize different kinds of clothing that are alike

Materials: set of 28 clothes 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.

### **Dress Me Up Paper Dolls**

Objective/Competence: to identify different kinds of clothes

Materials: pre-cut puppet cardboard design, colored markers, scrap cloth, colored markers

Number of Participants: 6-8 children

Procedure:

1. Tell the children that they will dress up their puppets.
2. Distribute pre-cut cardboard puppets to each child.
3. Ask each child to design his/her own puppet using the scrap cloth and colored markers available.
4. Attach each puppet to a popsicle stick using masking tape
5. Display the puppets.

## **B. OTHER MATH ACTIVITIES**

### **Block Play**

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

Materials: table or floor blocks

No. of Participants: 1-4

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

### **Sand Play: Mark The Scoops**

Objective: to compare quantities  
To see relationships

Materials: large container (basin) with sand                      assorted jars                      measuring cup  
1 cm or ½ in strips of paper                      tape                      funnel

Number of Players/ Participants: 2-4

Procedure:

The children take a measuring cup to experiment with. They tape a strip of paper to the side of each of the available jars. They put 1 measuring cup of sand in 1 jar and shake the jar to even out the sand and mark the level on the paper taped to the side of the jar. As the children add each measuring cup of sand, they mark the level on the paper. This is repeated for each jar.

Encourage the children to discuss why the distance between each mark differs with some jars and does not with others.

### **Writing Papers (5)**

Objective: 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 participants: individual

Procedure:

- Each child is given a writing paper with the numeral he is working on, in this case 5.
- Children use a crayon to connect the dots of the number pattern.

### **Number Stations (quantities of 5)**

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

Materials: several boxes of toothpicks

Procedure:

1. Teacher chooses a number to work with for the day, in this case 5.
2. Children work together exploring a given quantity of toothpicks, in this case 5, 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 5)**

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Procedure:

1. Help your child to draw pictures or glue in pictures from magazines of things that are important to him and write the number 5 underneath.
2. Try making a book to illustrate a number story or rhyme.

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

### **Number Lotto (0-6)**

Objective: to match numerals

Materials: lotto boards, 2 sets of number cards, 0-6

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 (0-6)**

Objective: To match numerals

Players: 2 or more

Materials: bingo card for each player                      calling cards                      tokens

Procedure:

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

### **Number Concentration (0-5)**

Objective: to match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-5

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.

### **Playdough Numerals (0-5)**

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

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them to form the numerals 0, 1, 2, 3, 4 and 5.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

### **It's A Match**

Objectives: to match numeral to set of objects/ dots

Players: pairs or small group

Materials: one set of cards with numerals – 0 -5  
one set of cards with dots (corresponding to the numerals)

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray.
3. Call on a child to get a card from the box and place it over the equivalent card in the chalk tray.
4. If correct, the child may choose the next player

### **Who Has More?**

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Procedure:

1. Put out about six saucers, each with a different number of things in, for example, six toothpicks, five small buttons, four big buttons, three peas, two pebbles, one marble.
2. The child points at two saucers and chooses without counting out, which has more. Child then checks by pairing up the contents of the two saucers.

Variations:

1. Put the same number of things in two of the saucers.
2. Put four big things and four small things in another saucer.
3. Put out bigger number of things.

### **Comparing Numbers – A Game For Partners**

Objective: Compares quantities

Number of Players/ Participants: 3 pairs

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

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 wins 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 (concrete, up to quantities of 5)**

Objective: to explore different combinations that make a given quantity

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

No. of Participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 4.
3. Children separate counters in different ways and verbalize the combinations that result.

| Teacher says:                             |  | Children say:  |
|---|--|--|
| "Place five sticks in your right hand."   |  | "None and five is five." or "Zero and five is five." |
| "Place one stick in your left hand."      |  | "One and four is five."                              |
| "Place one more stick in your left hand." |  | "Two and three is five."                             |
| "Place one more stick in your left hand." |  | "Three and two is five."                             |
| "Place one more stick in your left hand." |  | "Four and one is five."                              |
| "Place one more stick in your left hand." |  | "Five and none is five." or "Five and zero is five." |

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

### **Measure It**

Objectives: to measure the length of objects

Materials: assorted objects with varying lengths, popsicle sticks, paper, pencil

Number of players/participants: 4-6

Procedure:

1. Ask children to measure the length of the following: blackboard, shelf, table, blocks  
(Note: you may also substitute these items with other things in the classroom)
2. Use different non-standard tools such as popsicle sticks, straw. You may use inch cubes to Measure length of smaller objects such as pencil, table block, crayons

### **Don't Rock the Boat**

Materials: playing board, counters, dice

Procedure:

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

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

### C. OTHER LANGUAGE ARTS ACTIVITIES

#### **Three Sound Word Building**

Objective: segment sounds in 3-letter words

Materials:

Number of Participants: half class during work period 1

Procedure:

*The word 'mat' is used as an example. The lesson is the same for all of the three-sound word building puzzles.*

1. Tell children that you will be breaking apart sounds of a word you are going to spell.
2. Make 3 lines on your paper.
3. Lay out the letters that make up the word 'mat'. Say, "What's the first sound you hear in 'mat'?" Run your finger along the three lines as you slowly say 'cat'.  
Note: Do not segment the sounds in the word. That's your child's job. But say the word very slowly as you move your finger along the lines, so that she can hear all the sounds and understand that they should be represented in sequence.
4. After she says the first sound, ask her to find the corresponding letter. Make sure she says the sound as she puts the letter on the first line. Once she has put the first letter, ask her to say the next sound he/she hears. Once again, you should run your finger along over the lines as you slowly say "mat". Make sure that she says each sound as she looks for the corresponding letter and places it in sequence
5. After all the letter cards have been placed, have her say each sound as you point to its letter in sequence. Then have her map the word on a piece of lined paper. When mapping she should say one sound at a time as she writes the sound picture that sound. Mapping should be clear, concise, and completely segmented.

**Note:** Segmentation and blending will be done after learning a cluster of letters the previous weeks. Do this in half groups instead of the whole group so you can easily spot children with difficulties and provide the necessary support. Have children practice segmenting after you have demonstrated it to them.

**CVC Domino (same as Letter Lotto but replace with CVC words that can be formed from the letters m,a,t,f,e,n)**

**Word Lotto ( same as Letter Lotto but replace with CVC words that can be formed from the letters m,a,t,f,e,n)**

**CVC Sound Call Out (same as Letter Call out or bingo but replace with CVC words that can be formed from the letters m,a,t,f,e,n)**

**Variation : Teacher sounds out letters of the CVC word instead of showing children the CVC card**

### D. SONGS/POEMS/ RHYMES

**What's the Sound ?, Can you Say the First Sound?** - please refer to Week 11 appendix

#### **Deep and Wide**

Deep and wide (2x)

There's a fountain flowing deep and wide.

Deep and wide (2x)

There's a fountain flowing deep and wide.

(variations: replace the underlined words with the following opposite sounds/antonyms - loud and soft, high and low, fast and slow)

### E. INDOOR/OUTDOOR GAMES

**Move the Body –PEHT p.55.**

#### **Ankle Walk**

Line the children up on one side of the room. Ask them to bend over and hold onto their ankles. Have them walk to the other side of the room while holding onto their ankles.



**Drop The Handkerchief**

Arrange all but one of the players in a circle standing at normal intervals and facing in. Appoint the extra player X. Give him a handkerchief and place him outside the circle. At a signal, X runs around the circle and when he chooses, drops the handkerchief. The player behind whom it was dropped picks it up and runs around in the opposite direction. The player who reaches the gap first steps into it. The other player becomes X and runs around the circle and drops the handkerchief behind another player. In this way the game continues.

**Clothes Relay**

Players are divided into 3 equal teams. Each team forms a line. One sack of clothing is set at least 4 yards in front of each team. The first player on each team runs to the sack of clothing, putting on each article of clothing in any order. Clothes need not be tied or buttoned. Player then runs back to his team, takes clothes off and helps the next player get dressed. The next player runs to the other end and back to the finish line. He then takes each article of clothing off and help the next player get dressed. The next player takes his turn in the same fashion. The game continues until all players of one team have had a turn and thus win

