

**KINDERGARTEN CLASS SECOND GRADING DAILY PLANS**  
**WEEK 12:**

| Monday  | Tuesday   | Wednesday  |
|---|---|--|
| <b>CONTENT FOCUS :</b> I have needs. My basic needs are food, clothing and shelter. My family provides for my needs.  |   |  |
| <b>MEETING TIME 1:</b><br><b>Message:</b> I have needs. My basic needs are food, clothing and shelter.<br><br><b>Questions:</b> Why do we need these things? How do these things help us?   | <b>MEETING TIME 1:</b><br><b>Message:</b> My family provides for my needs. Some family members earn a living so they can help provide for the needs of the family.<br><b>Questions:</b> What do your parents do to provide for your needs?  | <b>MEETING TIME 1:</b><br><b>Message:</b> Some family members attend to my needs at home.<br><br><b>Questions:</b> What are the different things that your family members do to attend to your needs at home?  |
| <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> Target Letter : Ff <ul style="list-style-type: none"> <li>• Letter Mosaic : Ff</li> <li>• Letter Collage : Ff</li> </ul> <b>Independent:</b> <ul style="list-style-type: none"> <li>• Me Mobile: I have needs.</li> <li>• Fingerpainting</li> <li>• Writer's Workshop</li> <li>• Playdough Letters</li> </ul>  | <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> <ul style="list-style-type: none"> <li>• Let's Write Ff</li> <li>• Ff Words Poster</li> </ul> <b>Independent:</b> <ul style="list-style-type: none"> <li>• Poster: My family members earn a living in different ways.</li> <li>• Name Designs: Whose name begins with Ff?</li> <li>• Letter Making: Ff</li> <li>• Spot the Letter Ff</li> <li>• Dramatic Play</li> </ul> | <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> <ul style="list-style-type: none"> <li>• Letter Poster: What begins with Ff?</li> <li>• Poster: My family attends to my needs at home.</li> </ul> <b>Independent:</b> <ul style="list-style-type: none"> <li>• Spot the Letter Ff</li> <li>• Letter for the Day: What begins with Ff?</li> <li>• Sand Paper Letters: Ff, Tt</li> <li>• Fingerpainting</li> <li>• Writer's Workshop</li> </ul> |
| <b>MEETING TIME 2:</b><br>Show and Tell: Me Mobile  | <b>METING TIME 2:</b><br>Sing the song "What's the Sound?" (substitute with Ff words)<br><b>Activity:</b> Have children think of words that begin with Ff. List them down on the board.   | <b>MEETING TIME 2:</b><br>Sing "Can you say the first sound?" (use Ff words)<br><b>Activity:</b> Have them think of people and places that begin with letter Ff.   |
| <b>Supervised Recess</b>  | <b>Supervised Recess</b>  | <b>Supervised Recess</b>   |
| <b>STORY:</b> Hipon at Biya   | <b>STORY:</b> Ang Alamat ng Sibuyas   | <b>STORY:</b> The Blind Duckling   |
| <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> Hand Game (connecting; up to quantities of 4)<br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Comparing Quantities: A Game for Partners</li> <li>• Writing Papers (4)</li> <li>• Mixed Up Numbers/ It's A Match (1-4)</li> <li>• Number Snap/ Number Concentration (0-4)</li> <li>• Bingo: Numbers (0-6)</li> </ul> | <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> Hand Game (connecting; up to quantities of 4)<br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Comparing Quantities: A Game for Partners</li> <li>• Writing Papers (4)</li> <li>• It's A Match/ Mixed Up Numbers (1-4)</li> <li>• Number Snap/ Number Concentration (0-4)</li> <li>• Bingo: Numbers (0-6)</li> </ul>               | <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> Lift the Bowl and Peek Thru the Wall (concrete; up to quantities of 4)<br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Find 4</li> <li>• 4 Concentration</li> <li>• Number Snap/ Mixed Up Numbers (1-4)</li> <li>• Number Lotto/ Bingo: Numbers (0-6)</li> </ul>   |
| <b>INDOOR/OUTDOOR ACTIVITY:</b><br>Walking Backwards Relay  | <b>INDOOR/OUTDOOR ACTIVITY:</b><br>Body Letters   | <b>INDOOR/OUTDOOR ACTIVITY:</b><br>Walk, Hop, Jump   |
| <b>MEETING TIME 3:</b> Dismissal Routine  | <b>MEETING TIME 3:</b> Dismissal Routine  | <b>MEETING TIME 3:</b> Dismissal Routine   |

| THURSDAY  | FRIDAY  | NOTES |
|---|---|-------|
| <p><b>Message:</b> I need food.<br/>Sometimes we grow our own food.<br/>Sometimes we buy food from other places e.g. market, sari-sari store or food stalls/stand.</p> <p><b>Questions:</b> Where do you buy/get your food? What are the places in your community that sell food? Who among you grow vegetables or fruit trees in your backyard?</p>  | <p><b>Message:</b> Some food comes from plants. Some food comes from animals.</p> <p><b>Questions:</b> What food comes from plants? What food comes from animals?</p>   |       |
| <p><b>WORK PERIOD 1</b><br/><b>Teacher-Supervised:</b> Target Letter: Tt</p> <ul style="list-style-type: none"> <li>• Letter Mosaic : Tt</li> <li>• Letter Collage : Tt</li> </ul> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Food Baskets (Fruits and Vegetables in the Community)</li> <li>• Food in the Community RSW. p.251</li> <li>• Playdough: Iba't Ibang Pagkain</li> <li>• Food Memory Game/Food Domino</li> </ul> | <p><b>WORK PERIOD 1</b><br/><b>Teacher-Supervised:</b></p> <ul style="list-style-type: none"> <li>• Let's Write Tt</li> <li>• Tt Words Poster</li> <li>• Letter Poster: What begin with Tt?</li> </ul> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Letter Making: Tt</li> <li>• Sand Paper Letters: Ff, Tt</li> <li>• Food Chart: Food that come from animals/plants</li> <li>• Playdough: Iba't Ibang Pagkain</li> <li>• Food Memory Game/Food Domino</li> </ul> |       |
| <p><b>MEETING TIME 2:</b></p>   | <p><b>MEETING TIME 2:</b></p>   |       |
| <p>show the food baskets to the class – talk about the different fruits and vegetables</p>  | <p>show the food chart – talk about the food that comes from animals and food that comes from plants</p>  |       |
| <p><b>Supervised Recess</b></p>   | <p><b>Supervised Recess</b></p>   |       |
| <p><b>STORY:</b> The Little Red Hen</p>   | <p><b>STORY:</b> Vilma's Vineyard Workers</p>   |       |
| <p><b>WORK PERIOD 2:</b><br/><b>Teacher-Supervised:</b> Accordion Book: Little Red Hen</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Literature-based: Story Flip Chart: Little Red Hen</li> <li>• Literature-based: Animal Puppets</li> <li>• Find 4/ 4 Concentration</li> <li>• Number Snap/ Mixed Up Numbers (1-4)</li> </ul>  | <p><b>WORK PERIOD 2:</b><br/><b>Teacher-Supervised:</b> Pictograph: Favorite Fruit (3 categories)</p> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Find 4 /4 Concentration</li> <li>• Number Snap/ Mixed Up Numbers (1-4)</li> <li>• Bingo: Numbers (0-6)</li> <li>• Tapatan</li> </ul>  |       |
| <p><b>INDOOR/OUTDOOR ACTIVITY:</b> Fruit Salad</p>  | <p><b>INDOOR/OUTDOOR ACTIVITY:</b> Body Relay</p>   |       |
| <p><b>MEETING TIME 3:</b> Dismissal Routine</p>   | <p><b>MEETING TIME 3:</b> Dismissal Routine</p>   |       |

## APPENDIX: WEEK 12

### A. THEME-RELATED ACTIVITIES

#### **Me Mobile (My Needs)**

Objective/Competence: to identify his needs

Materials: cardboard, yarn, scissors, pencils, colored markers, crayons

Number of players/participants: 6-8

Procedure:

1. Ask children to draw his needs.
2. Let them color their drawings.
3. Attach a yarn to each drawing.
4. Have them label the drawing.
5. Hang this where everyone can see.

#### **Poster: My family members earn a living in different ways.**

Objective/Competence: to identify family member's way of earning a living

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

Number of Participants: 6-8 children

Procedure:

1. Have children draw different ways family members earn a living.
2. Ask each student to write something about his drawing. Take down dictation if the child cannot write his own words or sentences yet.
3. Paste their work on a manila paper, write the title of the activity and post on the wall.

#### **Poster: My family members attend to my needs at home.**

Objective/Competence: identify ways how their family members attend to their needs

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

Number of Participants: 6-8 children

Procedure:

1. Ask each student to draw different ways family members attend to his/her needs.
2. Have him/her write something about his/her drawing. Take down dictation if the child cannot write his own words or sentences yet.
3. Paste their work on a manila paper, write the title of the activity and post on the wall.

#### **Food in the Community RSW. p.251**

#### **Plaudough: Iba't Ibang Pagkain**

Objective/Competency: To identify different kinds of food

Materials: playdough

Number of Players/Participants: 6-8 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them mold the playdough to form different kinds of food.

#### **Food Memory Game**

Objectives: To identify different kinds of food

To remember the location of certain food cards

Materials: 20 pieces of food cards

Number of Players/Participants: 6-8 children

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.

### **Food Domino**

Objectives: To recognize pictures of foods that are alike

Materials: set of 28 food dominoes

Number of Players/Participants: 6-8 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 food 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.

### **Chart: Food that come from plants/ Food that come from animals**

Objectives: to distinguish which food items come from animals and which comes from plants

Materials: manila paper, markers, crayons/colored markers

Prepare a food chart beforehand. Write food comes from plants on top of the first column and food that comes from animals on the second column.

Number of players/participants: 6-8 children

Procedure:

1. Ask children to draw food that comes from animals and food that comes from plants.
2. Have them paste this on the appropriate column on the chart.

### **Food Baskets**

Objective: Identify fruits and vegetables grown in the locality

Materials: drawing of food baskets on manila paper or kraft or scrap large pieces of paper

small pieces of paper      crayons      scissors

cardboard or old folder      glue or paste

Procedure:

1. Sing with the pupils "Bahay Kubo".
2. Talk about the fruits and vegetables mentioned in the song. Emphasize to the children that tomato, singkamas and kundol are fruits.
3. Ask pupils other fruits and vegetables they know aside from those mentioned in the song
4. Let the pupils draw fruits and vegetables grow in their places. Color them, cut and paste in the basket.
5. Let them identify their drawing after pasting them.

## **B. MATH ACTIVITIES**

### **Pictograph: Favorite Fruit (3 categories)**

Objective: to collect data

To organize data using a pictograph

Materials: Manila paper      cut outs of 3 kinds of fruits      glue

Prepare large graph on Manila paper where children will paste the fruit cut-out of their choice.

Prepare cut-outs of fruits. Make sure fruit choices are those familiar to the children.

Ex.

|         |  |  |  |  |  |
|---------|--|--|--|--|--|
| banana  |  |  |  |  |  |
| santol  |  |  |  |  |  |
| mangoes |  |  |  |  |  |

No. of Participants: small group

Procedure:

1. Ask children to name fruits they have eaten. Discuss what each looks like, taste like, smell like, feel like.

2. From among the list choose three fruits that will be used for the 3 category graph.
3. Show the graph drawn on Manila paper and say, "From the list of fruits we made earlier, I chose 3. Now look at these three fruits and choose which among these is your favorite"
4. Call each child to choose a fruit. The child then gets a cut-out of that fruit and pastes this on the appropriate box.
5. After the children have pasted their cut-outs, ask the following questions:
  - Which fruit is liked the most?
  - Which fruit is liked the least?
  - If we arrange the fruits from the most liked to the least like, what would come first? Next? And last?
  - What is the difference between the number of people who like bananas and the number of people who like mangoes? Bananas and santol? Mangoes and santol?

### C. 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)

#### **Writing Papers (4)**

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 4.
- Children use a crayon to connect the dots of the number pattern.

#### **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 u 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 (0-4)**

Objective: To match numerals

Number of Players/ Participants: 2-4

Materials: 2 sets of number cards, 0-4

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**

Objectives: To match numeral to set of objects/ dots

Players: pairs or small group

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

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

Procedure:

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

### **Mixed Up Numbers**

Objectives: To read and recognize number words

To recognize the sequence of numbers

Players: small group

Materials: vocabulary cards of number words (1-4)

Procedure:

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

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

### **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 (connecting level up to quantities of 4)**

Objective: to explore different combinations that make a given quantity

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

No. of Participants: small group

Procedure:

1. Teacher gives each child a given quantity of sticks, in this case 4.
2. 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 four sticks in your right hand."   |   | "None and four is four." or "Zero and four is four."    | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td><td>4</td></tr></table> | 0 | 4 |
| 0   | 4 |   |  |   |   |
| "Place one stick in your left hand."      |   | "One and three is four."                                | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td><td>3</td></tr></table> | 1 | 3 |
| 1   | 3 |   |  |   |   |
| "Place one more stick in your left hand." |   | "two and two is four."                                  | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>2</td><td>2</td></tr></table> | 2 | 2 |
| 2   | 2 |   |  |   |   |
| "Place one more stick in your left hand." |   | "three and one is four."                                | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>3</td><td>1</td></tr></table> | 3 | 1 |
| 3   | 1 |   |  |   |   |
| "Place one more stick in your left hand." |   | "Three and none is three." or "Three and zero is four." | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>4</td><td>0</td></tr></table> | 4 | 0 |
| 4   | 0 |   |  |   |   |

**Lift The Bowl (concrete, up to quantities of 4)**

Objective: to explore different combinations that make a given quantity

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

No. of Participants: small group

Procedure:

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

| Teacher says:                       |  | Children say:  |
|-------------------------------------|--|--|
| "Place four blocks under the bowl." |  | "None and four is four." or "Zero and four is four." |
| "Place one block on the bowl."      |  | "One and three is four."                             |
| "Place two blocks on the bowl."     |  | "Two and two is four."                               |
| "Place three blocks on the bowl."   |  | "Three and one is four."                             |
| "Place four blocks on the bowl."    |  | "Four and none is four." or "Four and zero is four." |

**Peek Through The Wall (concrete, up to quantities of 4)**

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 no blocks."    |  | "None and four is four." or "Zero and four is four." |
| "Wall off one block."    |  | "One and three is four."                             |
| "Wall off two blocks."   |  | "Two and two is four."                               |
| "Wall off three blocks." |  | "Three and one is four."                             |
| "Wall off four blocks."  |  | "Four and none is four." Or "Four and zero is four." |

**Find 4**

Objective: to explore different combinations that make 4

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

No. of 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.

#### **4 Concentration**

Objective: to explore different combinations that make 4

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

Number of Players/ Participants: 2-4

Materials: 3 sets of number cards, 0-4

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)

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

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.

### **D. OTHER LANGUAGE ARTS ACTIVITIES**

**Name Designs, Letter Making, Spot the Letter, Letter Mosaic, Letter Collage, Let's Write, Word Poster, Letter Poster, Letter for the Day and Sand Paper Letters** - please refer to Week 11 appendix

#### **Writers' Workshop**

Objective: to represent experiences through drawing

Materials: ½ lengthwise bond paper, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Ask each student to draw a particular experience he/she had and write about it.  
Take down dictation if the child cannot write his own words or sentences yet.
2. Compile the stories and make it into a book.

**Fingerpainting** – free exploration

Objective/Competency: To develop self-expression

Materials: fingerpaint (red, blue, yellow), white paper, tape, markers, wet cloth for wiping fingers

Number of Players/Participants: 6-8 children

Procedure:

- Tape the paper on the table so that it will not move or fly away while the child is painting.
- Ask each child to write his name on the paper with a marker.

- Invite each child to dip his fingers in a tub of fingerpaint and apply the fingerpaint on his white paper to paint pictures.
- Teach the children to wipe his fingers clean with the cloth before dipping in another colored paint.
- When a child has finished painting, teacher asks him about his drawing and writes his answer on another piece of paper.
- Teacher hangs the painting up to dry. Teacher attaches the paper with his description of his painting when it is dry already.

### **Playdough Letters**

Objective/Competency: To identify different letters

Materials: playdough

Number of Players/Participants: 6-8 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let the children form different letters.
3. Ask them to identify the letters as they create.

## **E. SONGS/POEMS/ RHYMES**

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

### **Fruit Salad**

Watermelon, watermelon  
Papaya, papaya  
Saging and banana (2x)  
Fruit salad (2x).

### **Kung Ang Ulan Ay Malapot Na Sorbetes**

Kung ang ulan ay malapot na sorbetes  
(*masarap na tsokolate, malutong na mangga*)  
O, kay sarap ng ulan  
Akoy lalabas at akoy nganganga  
Ah, ah, a-ah, ah, ah a-ah  
O, kay sarap ng ulan.

### **Walk, Hop, Jump**

(to the tune of Fruit Salad)

Walking (4x)  
Hop (6x)  
Jumping (6x)  
Now we stop.

Note: Do the action while singing the song.

Variations: change the action words into any body movement

## **F. INDOOR/OUTDOOR GAMES**

### **Walking Backwards Relay**

Objective/Competence: to develop gross motor skills and body coordination

Number of Players/Participants: whole class

Materials: none

Procedure:

1. Divide the class into 2 equal groups. Ask each group to form a straight line.
2. Put a chair in front of each group (about 3 meters away).
3. Teacher models how the action is done – walking backwards toward the chair, goes around the chair, then goes back to his group mates, touching the hand of the child next to him. As soon as that classmate next to him has moved on, he goes to the end of the line.
4. When the children have understood how the relay game is played, you may now start the game.
5. At the signal "Go!" the first child of each group, does the action demonstrated by the teacher and the game continues until everybody had taken his turn.

### **Body Letters**

Objective/Competency: To utilize their body to form letters

Materials: letter cards

Number of Players/Participants: whole class

- Divide the class into groups.
- Assign each group a letter to form. (If they are not familiar with the letter, give them the letter card).
- All the children in the entire group must join in forming the letter assigned to them (four children might lie on the floor to form the letter F).

