

**KINDERGARTEN CLASS FIRST GRADING DAILY PLANS**

**WEEK 10:** \_\_\_\_\_

Monday	Tuesday	Wednesday
<b>CONTENT FOCUS:</b> I can do and learn many things.		
<b>MEETING TIME 1:</b> <b>Message:</b> I can do many things. In school: I can draw and write. I can sing songs and recite poems. I can build with blocks and form figures out of playdough. <b>Questions:</b>	<b>MEETING TIME 1:</b> <b>Message:</b> I can do many things. At home: I can help with household chores. I can fix my things. I can eat and dress up on my own. <b>Questions:</b> What other things can you do at home?	<b>MEETING TIME 1:</b> <b>Message:</b> There are things I can do really well.  <b>Questions:</b> What are things you can do very well ?
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Poster - "Now We Can!"  <b>Independent:</b> <ul style="list-style-type: none"> <li>• A-Z Pocket Chart</li> <li>• Alphabet Crown</li> <li>• Color Memory Game</li> <li>• Treasure Box PEHT P. 87</li> <li>• Kaya Kong __ - PEHT p.80</li> <li>• Writer's Workshop</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Cooperative Finger Painting  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Chart: At Home/In School</li> <li>• I Can Do This - PEHT p. 101</li> <li>• Color Memory Game</li> <li>• Alphabet Crown</li> <li>• Blocks</li> <li>• Dramatic Play</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Word Pairs: (Oral Blending and Segmentation) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Look What I can do</li> <li>• I can learn</li> <li>• Treasure Box PEHT p. 87</li> <li>• Shape Trail</li> <li>• Dramatic Play</li> <li>• Blocks</li> <li>• Writer's Workshop</li> </ul>
<b>MEETING TIME 2:</b> <b>Song:</b> One Two, Buckle My Shoe Show the poster " Now We Can" . Ask children to share about other things they can now do.	<b>MEETING TIME 2:</b> <b>Activity:</b> I say, You Say ... List down the rhyming pairs they can think of and have the class read this after.	<b>MEETING TIME 2:</b> <b>Poem:</b> Me <b>Activity:</b> Snap and Clap Rhymes
<b>Supervised Recess</b>	<b>Supervised Recess</b>	<b>Supervised Recess</b>
<b>STORY:</b> Si Pagong at Matsing	<b>STORY:</b> Nang Magkakulay ang Nayon	<b>STORY:</b> Milly, Molly and the Stowaways
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Train Ride Balloons  <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Bingo: Addition/ Bingo: Subtraction</li> <li>• 3 Concentration/ Find 3</li> <li>• Subtraction Cards (2-3)</li> <li>• Draw 3/Go 3</li> <li>• Tapatan</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Hand Game and Lift the Bowl worksheets (symbolic) <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Bingo: Addition/ Bingo: Subtraction</li> <li>• 3 Concentration/ Find 3/ Draw 3/Go 3</li> <li>• Roll and Count</li> <li>• Number Hunt</li> <li>• Tapatan</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Bird Patterns  <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Hand Game and Lift the Bowl worksheets (symbolic)</li> <li>• Bingo: Addition/ Bingo: Subtraction</li> <li>• 3 Concentration/ Find 3/ Draw 3/Go 3</li> <li>• Roll and Count</li> <li>• Number Hunt</li> <li>• Tapatan</li> </ul>
<b>INDOOR/OUTDOOR ACTIVITY:</b> Counting Game - PEHT p.9	<b>INDOOR/OUTDOOR ACTIVITY:</b> Body Patterns.	<b>INDOOR/OUTDOOR ACTIVITY:</b> Monkey See, Monkey Do Simon Says or Sabi ni Pedro
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine

THURSDAY	FRIDAY	NOTES
<b>CONTENT FOCUS:</b> I can learn.		
<b>MEETING TIME 1:</b> <b>Message:</b> : I can learn. I use my senses to learn. I get better at something with more practice.  <b>Questions:</b> What do you want to learn to do ? What can help you learn it ?	<b>MEETING TIME 1:</b> <b>Message:</b> I can learn in many ways. I can learn from people. I can learn from books. I can learn by doing.  <b>Questions:</b> What can help you learn ? Who are the people who can help me learn ?	
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Print Pals Wonder Webs  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Writing to Read</li> <li>• Kuwintas - PEHT p.234</li> <li>• Letter Shapes</li> <li>• Letter Making</li> <li>• Shape Trail</li> <li>• Sand Play</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Paglilimbag ng mga Patapong Bagay - PEHT p.121 Wonder Webs  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Writing to Read</li> <li>• Kuwintas</li> <li>• Letter Shapes</li> <li>• Letter Making</li> <li>• Sand Play</li> <li>• Writer's Workshop</li> </ul>	
<b>MEETING TIME 2:</b> <b>Song:</b> What's The Sound ? <b>Activity:</b> What's the New Word ( Add and Take away a Sound )	<b>MEETING TIME 2:</b> <b>Song:</b> Doo-doo- li-doo Let children show and describe their work. Talk about other things people can make out of recycled materials.	
<b>Supervised Recess</b>	<b>Supervised Recess</b>	
<b>STORY:</b> Milly, Molly and Lily May	<b>STORY:</b> Banana for Lunch	
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Dot Chart  <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Hand Game and Lift the Bowl worksheets (symbolic)</li> <li>• Bingo: Addition/ Bingo: Subtraction</li> <li>• 3 Concentration/ Find 3/ Draw 3/Go 3</li> <li>• Roll and Count</li> <li>• Number Hunt</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Searching for Shape Words Shadow Shapes  <b>Independent::</b> <ul style="list-style-type: none"> <li>• Block Play</li> <li>• Hand Game and Lift the Bowl worksheets (symbolic)</li> <li>• Bingo: Addition/ Bingo: Subtraction</li> <li>• 3 Concentration/ Find 3/ Draw 3/Go 3</li> <li>• Roll and Count</li> <li>• Dot Patterns</li> </ul>	
<b>INDOOR/OUTDOOR ACTIVITY:</b> Body Movement	<b>INDOOR/OUTDOOR ACTIVITY:</b> Skipping Rope	
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	

## APPENDIX: WEEK 10

### A. THEME-RELATED ACTIVITIES

#### **Poster - Now We Can!** - Things I can do now that I could not do when I was younger

Objective/Competency: To identify the activities the child can do by himself/herself

Materials: manila paper, pieces of papers, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. On a piece of construction paper, ask each child to draw one thing that they can now do by themselves/
2. Let him/her label his work or take down dictation as needed.
3. Paste it on the poster. Write the title of the activity.

#### **Look What I Can Do**

Objective/Competency: To identify the different things that the children can do

Materials: 4-5 pages of ½ crosswise papers stapled together, pencils, crayons (Teacher writes the title on each of the booklets.)

Number of Players/Participants: 8 children

Procedure:

1. Have each child write his/her name on the cover page of the booklet.
2. On each page, have him/her draw things that he/she can do now/
3. Teacher takes down dictation as needed.

#### **Cooperative Finger-painting**

Objective/Competency: To develop self-expression

To learn how to work with a partner (sharing, taking turns)

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

Number of Players/Participants: 6 children (3 pairs)

Procedure:

1. Tape the paper on the table so that it will not move or be blown away while the children are painting.
2. Ask the children to write their names on the paper with a marker.
3. Invite the children to dip their fingers in a tub of finger-paint and apply the finger-paint on their paper to paint pictures.
4. Remind children that they need to share the space on the paper while painting and to wait for their turn to get finger-paint from the tub.
5. Teach the children to wipe their fingers clean before dipping in another colored paint.
6. When children have finished painting, the teacher asks them about their painting and writes their answers on their paper.
7. Teacher hangs the painting up to dry.

**Can You Do It?** - PEHT p.91

**I Can Do This** - PEHT p. 101

**Kaya Kong** - PEHT p.80

**Treasure Box** - PEHT p.87

**Kuwintas** - PEHT p.234

**Paglilimbag Ng Mga Patapong Bagay** - PEHT p.121

## B. OTHER MATH ACTIVITIES

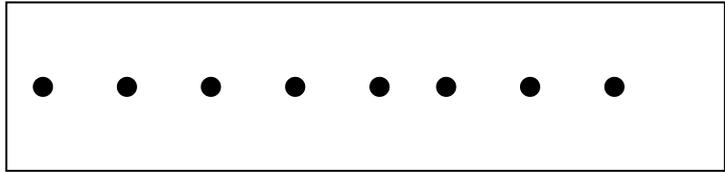
### Dot Chart/ Patterns

Objective: To recognize pattern in dot formations  
To translate dot patterns to rhythmic patterns and vice versa

Materials: dot charts

Players: small or whole group

Procedure:



1. Teacher shows symbols such as
2. Teacher asks children to interpret symbols using their bodies or their hands.
3. Teacher asks for different interpretations.
4. On subsequent days the teacher changes the original pattern and repeats the procedure.
5. Children can also be given their own dot charts where they can record the patterns that are produced.

### Hand Game – Worksheet

Objective: To write addition equations involving quantities of 3  
To conserve number

Materials: counters Hand game work mat Hand game worksheet pencil

Procedure:

- Instruct children to play the Hand game as before.
- Tell them to record or write equations that represent their concrete manipulations on the Hand game worksheet

*If worksheets are not available, teacher can simply write the combinations*

$$0 + 3 = \underline{\quad} \quad 1 + 2 = \underline{\quad} \quad 2 + 1 = \underline{\quad} \quad 3 + 0 = \underline{\quad}$$

$$3 - 0 = \underline{\quad} \quad 3 - 2 = \underline{\quad} \quad 3 - 1 = \underline{\quad} \quad 3 - 3 = \underline{\quad}$$

### Lift the Bowl - Worksheet

Objective: To write addition equations involving quantities of 3  
To conserve number

Materials: counters Lift the Bowl work mat Lift the Bowl worksheet pencil

Procedure:

- Instruct children to play the Lift the Bowl activity as before.
- Tell them to record or write equations that represent their concrete manipulations on the Lift the Bowl worksheet.

### Bird Patterns

Objective: To recognize color patterns  
To continue pattern in a series of objects

Materials: pocket chart, 10 bird cut-outs: 6 red birds, 3 blue birds, Phoebe blue bird

Players: whole or small group

Procedure:

- Read the poem The Lost Blue Parakeet.
- After reading the second verse, let the children line up the birds, including Phoebe, according to the pattern described in the poem (red, red, and blue). One blue bird can be waiting on a higher row of the pocket chart.
- When Phoebe flies away to join her owner, this blue bird can come to take Phoebe's place in the pattern.

### Roll and Count

Objective: To compare quantities

Number of participants: 2-4 players

Materials: plus and minus spinners die  
Newsprint or bond paper for each child clothespins

Procedure:

1. The children take turns rolling the die and turning the spinner.
2. Each child adds or subtracts clothespin from his or her working space paper according to the die and spinner.

3. If the spinner and die indicate they are to take away more clothespins than they have on their papers, the children say “impossible” and spin again.
4. If they are to add more clothespins than they have room for on their working space papers, they each get an additional paper.

### **Number Hunt (3)**

Objective/Competency: To identify the number 3

Materials: old magazines or newspapers, crayons

Number of Players/Participants: 8 children

Procedure:

1. Have each child get a newspaper or magazine page.
2. Point out the number 3 that they will be looking out for. Write it on the chalkboard in big print.
3. Let them search the target number.
4. Ask them to use a crayon to encircle it.

### **Searching For Shape Words**

Objective: To recognize 2-dimensional shapes  
To read shape words

Materials: copy of poem

Players: small or whole group

Procedure:

1. Write a list of 2-dimensional shape names on the board.(circle, square, triangle, rectangle)
2. Ask the children to hunt for and underline the shape words in the poem.
3. They can refer to the list on the board to guide them.

### **Shadow Shapes**

*I'm stepping on a triangle.*

*I hop onto a square.*

*The shadow shapes on sunny days*

*Are lying everywhere.*

*My hat looks like a triangle.*

*My arm looks like one, too.*

*I'm seeing lots of rectangles*

*On every block or two.*

*The shadow of that cat is not*

*A triangle or square.*

*It's made of lots of different shapes*

*All covered up with hair!*

### **Searching For Shadow Shapes**

Objectives: To identify 2-dimensional shapes

Materials: pictures of shapes to be hunted

Players: small group

Procedure:

1. Read the poem Shadow Shapes
2. Go outdoors and let children draw and/or record the names of objects that are 2-dimensional shapes. Shadows of objects can be inspected as well.
3. (Note: Natural objects such as trees, bushes, animals have shapes that are not geometrical.)
4. Indoors, you can show children pattern blocks, boxes, cans and other familiar objects and have them predict what shapes the shadows will make.

### **Shape Trail**

Objective/Competency: shape recognition

Materials: shape trail board game, markers

Number of Players/Participants: 6 children

Procedure:

1. Explain the directions of the game to the group.
2. The oldest player goes first. .

3. The first player throws the die and moves his playing piece according to the number that appeared on the die.
4. The child identifies the shape space he landed on.
5. The child on his left will have the next turn.
6. The game continues until a player reaches the finish line.

### **Color Memory Game**

Objective: match colors

Material : 8 pairs of identical color cards

Number of players/participant: 5-6

Procedure:

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

### **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.

### **Draw 3**

Objective : To explore different combinations that make 3

Materials : 4 sets of numeral cards (0 –3)

No. of players / participants: 3- 5 players

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 3. 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 3 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.

### **3 Concentration**

Objective: To explore different combinations that make 3

Materials: 4 sets of numeral cards (0-3)

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 3. 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.

### **Find 3**

Objective / Competency: To collect pairs of cards

Materials : 4 sets of numeral cards (0-3)

No. of players / participants : 3-5 players

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 3, 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.

### **Go 3**

Objective: to explore different combinations that make 3

Materials: 4 sets of numeral cards (0-3)

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 2 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.

### **Subtraction Cards**

Objective: To subtract quantities up to 3

Materials: subtraction cards, counters

No. of Participants: 1-4

Procedure:

1. Teacher reads the total on the card, in this case 3.
2. Children get 3 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "Two"
5. Teacher shows the group the two remaining dots on the subtraction card.

### **Bingo: Addition (up to quantities of 3)**

Objective: To match an addition fact with its correct sum

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

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: Subtraction (up to quantities of 3)**

Objective: To practice subtraction up to quantities of 3

Materials: bingo card for each player calling cards tokens

No. of Participants: 1-4

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.

**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.

### C. OTHER LANGUAGE ARTS ACTIVITIES

**Print Pals**

Objective/Competency: To know that sentences are divided into words

Materials: white paper, pencil

Number of Players/Participants: 8 children

Procedure:

1. Think of a sentence.
2. Clap and count the words so you will know how many you will need to write.
3. Teacher draws a line on the paper for each word in the sentence.
4. Point to each line as you say the sentence you will write there.
5. Now segment each word. If you know how to write the letter for the sound you hear, write it. Teacher writes the rest.
6. Keep sharing the pencil until the sentence is complete.

**Writing To Read!**

Objective/Competency:

Materials: paper, scissors, stapler, pencils, crayons, markers

Number of Players/Participants: 8 children

Procedure:

1. Make several booklets with blank pages.
2. Think of a title (suggested titles: I Can, I Am, I See).
3. Complete the sentence for every page of the booklet (I can dance. I can sing. I can jump.)
4. Write your name at the cover page.

**Wonder Webs**

Objective/Competency: To describe objects

Materials: paper, pencil

Number of Players/Participants: 8 children

Procedure:

1. Choose an object you want to describe.
2. Draw the object and write the label in the center of the sheet of paper.
3. Draw a circle around it.
4. Draw several lines coming out from the circle like a web.
5. At the end of each one, write a word that tells about your chosen object.

**A-Z Pocket Chart**

Objective/Competency: To group the picture cards the letter, picture with the beginning letter and the word that begins with that letter

Materials: playing cards with a letter card, picture card that begins with that letter and the word name of the picture (for each letter of the alphabet)

Number of Players/Participants: 8 children

Procedure:

1. Choose only 5 letters to work with at a line. Complete all 15 playing cards of those 5 letters.
2. Spread out the cards on the table.
3. Have the children sort among them what 3 cards belong in each set.
4. Ask them to put the three cards together side by side when they have found them.

5. Let them say the letter sounds and read the words in each set.
6. Replace the 15 cards with another set when the round is finished.

### **Alphabet Crowns**

Objective/Competency: To recognize the alphabet

Materials: long strips of white cardboard, old magazines or newspaper, scissors, pencils, crayons, tape

Number of Players/Participants: 8 children

Procedure:

1. Have the children look for the letters of their name from magazines.
2. Let him cut it out and paste it on his strip of cardboard.
3. When the child has already completed looking for all the letters, tape the ends together to fit around the child's head. Let him wear it as a crown.

### **The Treasure Box**

Objective/Competency: To design a box using torn art papers and glue

Materials: small boxes, scrap art papers, glue, marker

Number of Players/Participants: 8 children

Procedure:

1. Let each child choose a box from the pile.
2. Have them cover the box with glue and torn art papers.
3. Ask the child to label his box with his name.

### **Oral Blending and Segmentation**

Objective: manipulate a sound in words

Materials: Blocks, 2-3-4 phoneme word cards

Number of participants: half of class

#### **Oral Blending:**

Procedure:

1. Give each child inch cubes or counters.
  2. Show a picture card and say the word.
  3. Then say each phoneme (sound) with a pause (about half a second interval) between its phonemes. For example, if you are working with the word hair bow, say /b/ /o/.
  4. To show that the word bow consists of two separate sounds, the teacher now places blocks in two different colors underneath the picture as she enunciates the sound represented by each.
  5. Then have children repeat the word in the same manner, /b/ /o/
- In addition, you should have two blocks of your own and a set of pictures of two-phoneme words. Also, before beginning, it is important to have read the introduction to this chapter.
- The children then repeat the word sound by sound while representing the sounds of the word, left to right, with their own blocks. The children should repeat the sounds while pointing to the respective blocks and then the word, pausing slightly less between phonemes with each repetition (e.g., "b... ð..., bow, b... ð...bow, b- ð...bow".)

#### **Oral segmentation**

Objective: segmenting sounds in words

Material Blocks, Two/three/Four phoneme word cards

Number of participants: half of class

Procedure:

This game is just the reverse of the segmentation game

1. Choose a picture and place it face down so the children cannot see it.
1. Then say the word phoneme by phoneme (e.g., "b... ð...), while placing the blocks beneath the picture.
2. While pointing to their own blocks, the children must repeat the phonemes over and over and faster and faster as they did in the analysis game.
3. When they know the identity of the picture, they should raise their hands.
4. The teacher may then ask the group or any individual to name the picture. After resolving any disagreements, the picture is held up for all to see.
5. After modeling several words is held in this way,

### **Letter Shapes**

Objective/Competency: distinguish shapes that make up letters ; develop motor skills for writing

Materials/Preparation: cardboard, yarn

Preparation: On separate pieces of cardboard draw and cut-out following shapes : a slanted line, a tunnel, a straight line, a circle, a curved line and a straight and slanted line together.

Punch holes in the cardboard pieces

Number of players/participant: 4=6 children or it can also be played by just one child

Procedure: Ask students to get one cardboard piece at a time.

1. Each student pulls the yarn through the holes

### **Letter Making**

Objective/Competency: letter formation; motor skills for writing

Materials/Preparation: cardboard, buttons, beans or miniature counters

Number of players/participant: 3-4 students or it can also be played by just one child

Procedure:

1. Distribute letter cards to each student.
2. Ask each one to place the beans within the outline of each block letter.
3. Use the arrows and numbers as a guide for forming letters in writing.
4. Ask them to run their fingers over the beans, buttons or counters and verbalize the movements they are making to form the letter. For example, for letter L, they would say down, across.

## **ACTIVITIES FOR MEETING TIME 2**

### **"I say, You say" game:**

Procedure:

1. Tell students that you will play a rhyming game.
2. Teacher says a word and students think of a word that rhymes with teacher's word.
3. For example, teacher says:

*I say fat.*                      You say \_\_\_\_\_.                      I say red.                      You say \_\_\_\_\_.

### **Snap and Clap Rhymes**

Objective/Competency: identify words that rhyme

Materials: none

Number of players/participant: whole class during circle time or in half groups

Procedure:

1. Begin with a simple clap and snap rhythm.
2. Get more complex as children move along in rhyming.

Clap Clap	Snap fall	Clap Clap	Snap ball
Clap Clap	Snap hall	Clap Clap	Snap small

### **What's the New Word ? (Add and Take Away a Sound)**

Procedure:

1. Explain to the children that when you add a sound to a word, you end up with a totally different word.
2. Give an example to demonstrate the skill. For example, say /at/ and have children repeat it.
3. Ask what will happen if they add a new sound to the beginning of the word such /m-m-m-m/ ...at"
4. Children must be able to figure out that the new word is mat.
5. Then say, " We put a new sound on the beginning and we have a new word.!"
6. Tell children that you would take away the initial sound and have them identify the new word.
7. Ask them which sound and assign 2-3 pictures to each group. Have them agree on its name and give them time to analyze it on their own. To gain a good sense of who is and is not catching on, ask one or more individuals to share his or her solution to each word. Then the whole group should repeat the solution together, voicing the separate phonemes of the word as they point to their corresponding blocks.

## D. SONGS/POEMS/ RHYMES

### Three Little Ducks

Three little ducks went out one day  
Over the hills and far away  
Mother Duck said, "Quack, quack, quack, quack!"  
But only two little ducks came back.  
Two little ducks...  
One little duck...  
No more little duck...  
Sad Mother Duck....and all the three little ducks came back.

### Doodle-Li-Doo

Please sing to me  
A sweet melody  
Called doodle-li-doo, doodle-li-doo  
I like it so  
Wherever I go  
Sing doodle-li-doo, doodle-li-doo  
A simple a song  
There isn't much to it  
All you have to do  
Is doodle-li-doo it  
I like it so  
Wherever I go  
Sing doodle-li, doodle-li-doo, DOO

### One, Two, Buckle My Shoe - PEHT p.160

### I Can Do Many Things - PEHT p.162

### Three Little Monkeys

*Three 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!  
Two little monkeys sitting on a tree teasing Mr. Crocodile, "You can't catch me, no you can't catch me!"...*

### What's the Sound?

What's the sound that these words share?  
Listen to these words  
Sad and silly are these words  
Tell me what you've heard (ssss...)  
With a /s/, /s/ here and a /s/,/s/ there,  
Here a /s/, there a/s/, everywhere a /s/,/s/  
/s/ is the sound that these words share  
We can hear this sound

## E. INDOOR/OUTDOOR GAMES

### Body Patterns

Objective/Competency: To develop body coordination  
To develop a sense of rhythm

Materials: none

Number of Players/Participants: whole or small group

Procedure:

1. Have the children to sit in a circle.
2. Arrange the children as such: Boy, Boy, Boy, Girl, Boy, Boy, Boy, Girl
3. Ask the children what is next in the pattern.
4. Ask them to arrange themselves as such.  
(Variation: Assign a leader to think of a body pattern which the class will do.)

### Monkey See, Monkey Do

Objective/Competency: To develop body coordination  
To follow instructions

Materials: none

Number of Players/Participants: whole or small group

Procedure:

1. Have the children to sit in a circle.
2. Assign a leader who will stand in the center.
3. The leader makes a pattern using his body (example: clap, clap, stomp, clap, clap, stomp).
4. The class imitates his body movements.
5. Let the children take turns being the "monkey."

**Body Movement**

Objective/Competency: To develop body coordination

To develop a sense of rhythm

Materials: CD player, CD/music, ball

Number of Players/Participants: whole class or small group

Children respond to the rhythm of the music with the ball eg. dribbling, throwing, shooting, passing rolling, etc.

**Simon Says** (English version of “Sabi ni Pedro” – PEHT p.51)

**Move That Body** - PEHT p.55

**Counting Game** - PEHT p.9

**Skipping Rope** - PEHT p.22

