

**KINDERGARTEN CLASS FOURTH GRADING DAILY PLANS**

**WEEK 39:** \_\_\_\_\_

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<b>MEETING TIME 1:</b> <b>Message:</b> People in the community can help keep the community clean and healthy for children. ⇒ Community leaders must make sure there are garbage cans in different areas. ⇒ People throw garbage properly. ⇒ People clean their backyards. ⇒ There is no stagnant water so mosquitoes don't breed on them. ⇒ Drainages work properly.	<b>MEETING TIME 1:</b> <b>Message:</b> Community leaders make sure there are enough plants and trees in the community.	<b>MEETING TIME 1:</b> Introduce the poem "Ako'y Ingatan N'yo"  <b>Message:</b> There are people in my community who make sure I am safe in times of war and disasters.  <b>Questions:</b>
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Recycling Activities Leaf people, Pen holder from milk cartons, Magazine Mosaic  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Clay Play</li> <li>• Picture Stories (Logical Sequencies)</li> <li>• Year-end Assessment Tasks</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Mural: Isang Mundong Makabata  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Clay Play</li> <li>• Opposite Words Puzzle</li> <li>• Picture Stories ( Logical Sequencing)</li> <li>• Odd one Out</li> <li>• Year-end Assessment task</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Big Book: How do people take care of us ?  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Odd One Out</li> <li>• Pin It</li> <li>• Sand Play</li> <li>• Opposite Word Puzzles</li> <li>• Year-end Assessment</li> </ul>
<b>MEETING TIME 2:</b> <b>Message:</b> Community leaders must make sure there are health centers and health workers who can attend to the health needs of children  Song: This is the Way We Care for Earth "	<b>MEETING TIME 2:</b> <b>Message:</b> Community leaders must make sure there are health centers and health workers who can attend to the health needs of children.  Poem: I know a little House	<b>MEETING TIME 2:</b> <b>Message:</b> Children can help in the community by:  ⇒ keeping the surroundings clean  Song: The Sound of the Word"
<b>Supervised Recess</b> <b>STORY:</b> Isang Mundong Makabata	<b>Supervised Recess</b> <b>STORY:</b> Ason, Luming at Teresing	<b>Supervised Recess</b> <b>STORY:</b> Ang Plauta ni Emong
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Sharing a room; Can I Have Half? (dividing wholes into halves) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• Pattern Blocks</li> <li>• Tangram Puzzles</li> <li>• Crayon Count</li> <li>• Who Has More?</li> <li>• Where does it go?</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Sharing a room; Can I Have Half? (dividing wholes into halves) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• Pattern Blocks</li> <li>• Tangram Puzzles</li> <li>• Catch Flies for the Frog</li> <li>• Bingo: More than, Less than</li> <li>• Which card is missing?</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Share It Fruit Halves; Fruit salad (dividing wholes into equal parts) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• Pattern Blocks</li> <li>• Tangram Puzzles</li> <li>• Find My Lily Pad</li> <li>• More or Less Spin It</li> <li>• Walk the number line</li> </ul>

<b>INDOOR/OUTDOOR ACTIVITY:</b> Paint Me a Picture	<b>INDOOR/OUTDOOR ACTIVITY:</b> Action and Freeze/Paint me a Picture	<b>INDOOR/OUTDOOR ACTIVITY:</b> Teacher May I?
<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> <b>Message:</b> Communities can protect us by making sure there are places where we can play safely.	<b>MEETING TIME 1:</b> <b>Message:</b> Community leaders and other adults need listen to children to find out what they need.	
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> I'm a Little Herb Pot, Watch me Grow  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Word Toss</li> <li>• Opposites</li> <li>• Playdough</li> <li>• Pin It</li> <li>• Year-end Assessment</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Shoebox for a Cause  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Word Toss</li> <li>• Opposite</li> <li>• Playdough</li> <li>• Pin It</li> <li>• Year-end Assessment</li> </ul>	
<b>MEETING TIME 2:</b> <b>Message:</b> Children can help in the community by: <ul style="list-style-type: none"> <li>⇒ joining special community activities e.g. tree planting</li> <li>⇒ joining drills ( earthquake, fire, evacuation</li> </ul>	<b>MEETING TIME 2:</b> <b>Message:</b> Children can help in the community by: <ul style="list-style-type: none"> <li>⇒ telling community leaders about what they need</li> </ul> Song : I am Special	
<b>Supervised Recess</b>	<b>Supervised Recess</b>	
<b>STORY:</b> Drip, Drip, Every Drop of Water is Precious	<b>STORY:</b> Si Linggit at Barukada	
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Share It Fruit Halves; Fruit salad (dividing wholes into equal parts) <b>Independent:</b> <ul style="list-style-type: none"> <li>• Who Has More?</li> <li>• Which card is missing?</li> <li>• Bingo: Addition</li> <li>• Bingo: Subtraction</li> <li>• Sorting shapes on a geoboard</li> <li>• Don't Rock the Boat</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> tangram puzzles  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Bingo: More than, Less than</li> <li>• Where does it go?</li> <li>• Train Ride</li> <li>• Balloons</li> <li>• Sorting shapes on a geoboard</li> <li>• Don't Rock the Boat</li> </ul>	
<b>INDOOR/OUTDOOR ACTIVITY:</b>	<b>INDOOR/OUTDOOR ACTIVITY:</b>	
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## APPENDIX WEEK 39

### SMALL GROUP ACTIVITIES

#### A. THEME-RELATED ACTIVITIES

##### **I'm A Little Herb Pot, Watch Me Grow**

Objectives: to plant seeds and nurture them  
to develop concern for plants

Materials: seeds, tin cans, shovel soil

Number of Participants: 5-7

Procedure:

Ask children to bring tin cans and seeds. They will make charming herb pots and watch them grow until the end of the school year. They can bring home their seedlings before summer. They may sing I'm a little herb pot while planting.

(to the tune of I'm a Little Tea Pot)

I'm a little herb pot  
I will someday pop  
Here is my sunshine  
Here is my food  
When I grow someday  
Hear me sing  
Thank you, I say  
You make me gay

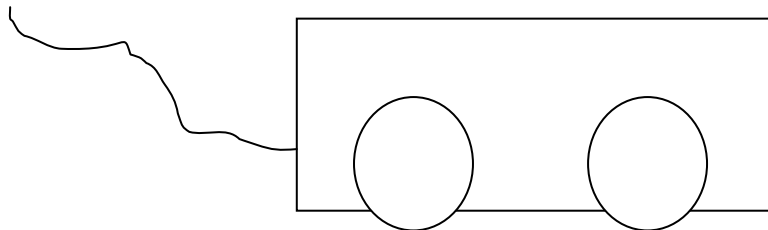
##### **Shoebox For A Cause**

Objective: to make a cart out of shoebox and mound recycled craft on it.

Participants: 5- 7

Procedure:

Each child will bring a shoe box to place their recycled art work/ craft inside. They will tie a string to the box and fasten it and with the help of parents or the teacher, make wheels to make them move.



##### **Recycling Activities**

Objectives: to reinforce their concepts of color, shape, size and form; to stimulate creativity skills.  
to develop their understanding of the concept of recycling.

How to make leaf people

Materials: leaves (all shapes, all sizes, all colors) small twigs, glue

Scissors, construction paper (different colors).

Participants: 4-5 participants

Procedures:

Look at a small pile of leaves to see if their shapes suggest heads, arms, bodies etc. Choose some leaves that resemble people parts and glue the shapes down on construction paper. You may need to do some cutting and rearranging to come up with a pleasing shape. If you have the leaves you could create a huge leaf person by drawing out a body shape and gluing leaves all over to fill in the shape. You can use twigs and construction paper scraps to add details to your leaf person.



### **Milk Carton Pen Holder**

Materials: scissors, pen & ruler, glue, carton or used plastic containers, old magazines

Procedures:

1. The teacher will mark a straight line around the milk carton.
2. Using safety scissors, teacher will assist the children in cutting the milk carton along the marked line.
3. Students will select from pre-cut pictures from magazines what they wish to use as design for the pen holder.
4. They will glue their chosen pictures to the milk carton.

### **Magazine Mosaics**

Materials: magazines or photos, scissors, old folder/ cardboard, paint (optional), glue

Procedure:

1. Teacher prepares cut outs of small pieces of magazines or photos. Related colors must be selected and presented in piles of reds, greens, blues etc.
2. Teacher may let the children draw their own design on the paper/ cardboard.
3. Dab some paste on the canvass/ old folder.
4. Students will start adding the pieces of magazines and photos to create a mosaic.
5. They may write a short title for their work.

### **Save Other Children Parade Drive**

Materials: shoe box cart, recycled craft big box or container for donations, slogans or pictures

Procedure:

1. Children will parade through the school or the nearby community (if possible with their parents) and prepare a big box where others could drop in coins or goods that they would like to donate to children who need help.
2. They may sing a tune while parading. Other students may be holding slogans ( those that they did the previous week)

Note: Teacher makes the necessary preparations for this event with the help of children and their parents.

### **Mural: Isang Mundong Makabata**

Materials: manila paper, construction paper, bond paper, marker, crayons, glue ,scissors

Number of Participants:6 or 8

Procedure:

1. Ask children what kind of world they want to live in. What would that have ? What would they be able to do in that world ?
2. Have them draw or paint this on the manila paper.
3. Have them color their work
4. Have them write their thoughts about this ideal world for children or take down dictation as needed.

### **Big Book: How do people take care of us ?**

Materials: manila paper, bond paper/newsprint, construction paper, colored markers, crayons, scissors, glue

Number of Participants:6 or 8

Procedure:

1. Have children brainstorm on different ways people can take care of them. Ask them how people care for children at home? in school ? in the community.
2. Have them choose which they will illustrate or draw.
3. Have them write 1-2 sentences about each drawing/illustration.

## **B. OTHER MATH ACTIVITIES**

### **Sharing A Room**

Objective: to develop an understanding of fractions

Materials: pocket chart, strips of lines of the poem Sharing a Room

Players: small group

Procedure:

1. List children's grievances along with the benefits of sharing a room. Place the strips of the first verse.
2. Ask the children to make it their own by substituting new words for *toys, laundry and gobs of toothpaste*. Write new words on a piece of paper and stick it over the words *toys, laundry and gobs of toothpaste*.

## SHARING A ROOM

Sally Sue is very messy.  
She leaves toys thrown everywhere.  
She's got laundry on her bookshelf,  
Gobs of toothpaste on her chair.

As for me, I'm neat and tidy,  
I have labels on each drawer.  
Every day I use the vacuum,  
You could eat right off my floor.

We divided up the bedroom,  
Drew a line across the floor.  
We made sure that it was even,  
Neither one was getting more.

She allows me in the closet,  
And I let her use the door.  
Though the plan is not quite perfect,  
It's much better than before.

### Can I have Half?

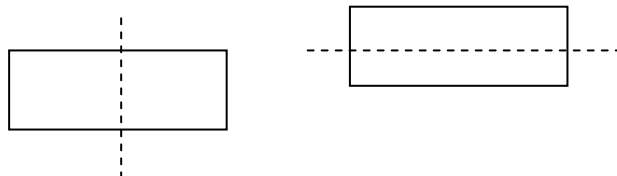
Objective: to develop an understanding of fractions

Materials: colored paper of different shapes – square, rectangle, circle, triangle

Players: small group

Procedure:

1. Tell children to choose a partner. Each pair will pretend they are a pair of twins who always share their food between themselves equally.
2. Give each pair a rectangle. Tell the pair to pretend that the rectangle is a birthday cake and that they should design the cake.
3. Then tell the pair to figure out a way to divide the rectangular cake so that each person can have an equal amount
4. Ask the children if there are other ways of dividing the cake.



5. When the children have tried out different ways of dividing the 'cake' give them a triangular 'cake' and repeat the procedure until the pairs have tried different ways of dividing each shape.

### Share It Fruit Halves

Objective: to develop an understanding of one-half by dividing the whole into half ( $\frac{1}{2}$ ).

Materials: pictures of fruits that can be divided into half equally, yarn, craft dowel or piece of twig strong enough to tie the halved fruits, puncher or any tool to help you punch out holes for the yarn string to pass through and safety scissors.

Number of Participants: 6 or 8

Procedure:

1. Distribute pictures of fruits glued on cardboard to make them durable.
2. Ask the children to cut the fruit into two equal parts. (Tell them that the other half or part is a one half).
3. Have them color the fruit.
4. Ask them to give the other half to their seatmate.
5. Have them write their name on the other half of the fruit. Teacher may assist the students.
6. Punch a hole on all the halved fruits they made and allow them to help in inserting the yarn into the holes. One yarn string may have four –five halved fruits.
7. Tie them to the dowel /twig and hang on any place in the classroom for everybody to see.

### **Fruit Salad**

Objective: to identify unit fractions

Players: 2 or more

Materials: paper plates, die with  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$  written on it, fractional parts of an apple (divided into halves), orange (divided into fourths), watermelon (divided into eighths)

Procedure:

1. Each player is given a paper plate. All the fruits are placed in a separate plate.
2. Players take turns rolling the die.
3. Each player takes a piece of a fruit that corresponds to the fraction rolled. The player with the most 'whole' fruits wins.

### **Crayon Count**

Objectives: to count

to recognize numerals

Players: pairs or small group

Materials: crayon box counting card (see reproducible) for each child

number cards 0-10 placed in a sack

crayons (for each child, the quantity depending on the number to be practiced)

Procedure:

1. Have students sit in a circle. Give each child a crayon box counting card and a set of crayons
2. Pass the sack around so each child can pick a number. (place only the numbers the children need to practice.)
3. Students read their numbers and put that many crayons in the crayon box counting card. Go around the circle having each child tell how many crayons are in their box. If a child makes a mistake, have him touch each crayon and count in sequence.
4. Collect the number cards and pass the sack around again to continue play.

Variation: For Beginners

Call a child to come and sit with you. Place a number of crayons on a crayon box counting card. The child counts the crayons and puts the same amount next to the card. If the child is not yet counting independently, have him place a crayon below each one on the card, and then touch and count the crayons with you. Repeat this with each child in the group using a different number of crayons each time.

### **Catch Flies for the Frog**

Objectives: to count

to recognize numerals

Players: pairs or small group

Materials: large playing board, large plastic or rubber frog

small flies (rubber or plastic or paper cut outs from reproducible)

small paper plate with a drawing of a frog (1 for each player)

Procedure:

1. Tape the board to the floor. Put a strip of masking tape several steps away from the board to mark where the player will stand. (The distance will depend on the age and motor development of your student.)
2. Each player stands behind the masking tape marker and throws the frog at the board to catch flies.
3. Have the players read the number the bean bag lands on. The player then counts out that many flies from the storage bag and places them on his frog plate.
4. After each child has had a turn, go around the group and ask each child to tell how many flies the frog has eaten.
5. Continue play until each child has had several turns. Repeat steps 3 and 4 each time.

### **Find My Lily Pad**

Objectives: to count

to recognize numerals

Players: pairs or small group

Materials: frog and lily pad cut outs (see reproducible)

Procedure:

1. Have the students sit in a circle with the teacher.
2. Pass out the lily pad to the players.

3. Show one frog at a time and ask "Can you find my lily pad?" Students count the flies on their lily pads. The child with the lily pad matching the number on the frog lays it in the center of the circle. Place the frog on the lily pad. Encourage players to say why they are putting the lily pad down.
4. Continue until all frogs and lily pads have been matched.

### **Who Has More?**

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Procedure:

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. 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.

### **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: More Than/ Less Than**

Objectives: to compare quantities

to use the more than, less than symbols to show relationships between quantities

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.

### **Which Card Is Missing?**

Objective: to identify missing number in a series of numbers

Materials: number cards with spots drawn on them (0-10)

Procedure:

1. Put in order a set of number cards.
2. While child closes her eyes, hide one of the card and close up the gap.
3. Ask the child which one is missing.

Variation: Swap two cards around instead of hiding one or spread the cards out anyhow and then hide one.

### **Walk The Number Line**

Objective: to sequence numbers

Materials : chalk, number cards 0 to 10

Procedure:

1. Chalk a line outdoors, long enough to include all the numbers 0 to 10 one step apart
2. Make a mark where each number will come but don't actually write them in.



3. Shuffle a set of number cards
4. Take it in turns to take a number card and walk along the line from the start, stepping on the markers and counting out loud as you do so.
5. When you get to the correct spot for your number, put the card on the ground.  
When all the cards are in position, turn them face down. Ask your child to walk slowly along the line from the beginning until you shout "stop". Then see if she can tell you which number she is on. Check by turning the card over.

### **Where Does It Go?**

Objective: to sequence numbers

Materials: number cards with numerals written on it

Procedure:

1. Put a set of number cards in a pile.
2. One by one take the card from the top, judge whereabouts in the sequence it belongs and position it on the table accordingly.
3. At the end all the cards should be in the correct order, and neither overlapping nor too spread out. Once a card is placed, you may not move it.

### **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.

### **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.

### **Tangram Puzzles**

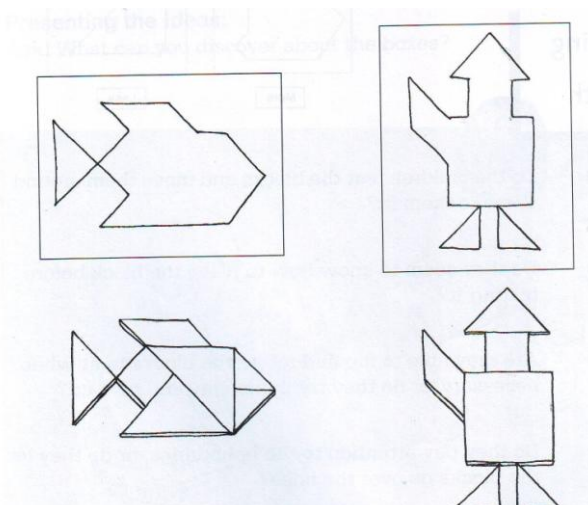
Objective: to explore spatial relationships using tangrams and puzzle cards

Players: individual, pair or small group

Materials: tangram, puzzle cards

Procedure:

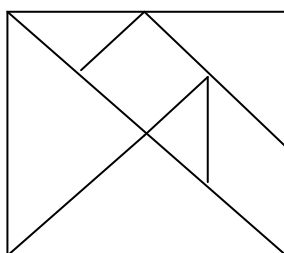
Children fill the shape and keep track of the ways they find.



*How to make a tangram puzzle.*

*Cut out a piece of 10cm x 10cm cardboard. Color or paste a piece of colored paper on this.*

*Cut out the square to make 7 puzzle pieces*



### **Sorting Shapes on the Geoboard**

Objective: to recognize, sort and describe shapes according to specific attributes

Materials: geoboards and rubberbands

Procedure:

1. Children each make a shape on a geoboard and wait for the teacher to give a sorting clue.
2. Teacher should look at the shapes that the students have made on their boards and decides on a particular attribute to sort by but does not tell the children. As students watch, the teacher chooses a few geoboards and makes two small groups, lining them up on the chalkboard or clustering them on the floor according to the particular attribute. (One group of boards has the attribute, and the other group has not)
3. Teacher directed to study the shapes in both groups and find other shapes that match those attributes
4. After watching the teacher sorts a few examples, they try to figure out the sorting rule.
5. One child at a time is called on to show their geoboard to the class.
6. Class members analyze the geoboard and point to the group in which they think it belongs. When everyone has had a turn, all the children to discuss their decisions.
7. Continue to sort in a variety of ways over time. You can sort by:
  - Number of corners
  - Number of sides
  - Open or closed figures
  - Right angles or no right angles
  - Symmetrical or not
  - No nails inside, one nail inside, etc.

Variation 1: The children could draw their shapes into smaller sized geoboard paper and these shapes could be used to sort and resort shapes in a variety of ways.

Variation 2: Children need to learn to recognize shapes that are identical but in different positions. They can explore this with the following:

### **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**

### **Picture Stories**

Objective: to arrange the story pictures according to their proper sequence.

Competency: to understand that pictures tell stories

Materials: story pictures (4 pictures per story) – teacher will draw four-part stories on paper and paste it on cardboard to make the story pictures, around 8 stories

Number of Participants: 4-6

Procedures:

1. Distribute two sets of cards to each team.
2. Tell them to arrange the pictures to make a story.
3. After arranging the pictures, ask them to explain what the story is about and what each picture tells.

Sample Story Pictures:

1. Preparing to go to school
2. Getting Ready to Bed
3. Taking a Bath
4. Preparing to go on a picnic with family

### **Onset And Rime Matching Game**

Objectives: to match the onset with its corresponding rime

to provide reinforcement for vocabulary development and spelling

Materials: Matching cards – one set for onsets and one for rimes

Number of Participants: 4 - 6

Procedure:

1. Prepare the matching cards.
2. Place all of the cards face up in front of the players.
3. Mix the pairs thoroughly.
4. At the word "go", the children will pull out matching pairs and place them in front of them.
5. When all the cards are in pairs, check to see that they are correctly matched.
6. Children read the words from the pairs of cards.
7. The child with the most pairs wins.

Variation: This could also be played with only one player. In this case, he will have to play against the clock as he tries to beat his previous time to finish up matching the pairs.

Examples of rimes: it, et, at, op, un and an

Examples of onsets: b, p, s, h, m, f

Words that can be formed: bit, bet, bop, bun, ban, pet, pit, pat, pop, pun, pan, etc.

### **Rhyming Words Puzzle Game**

Objectives: to match words that rhyme by playing the puzzle game

Materials: rhyming words cards prepared by the students in the previous days

Procedures:

1. Place all of the cards face up in front of the players.
2. Mix the pairs thoroughly.
3. At the word "go", the children will pull out matching pairs and place them in front of them.
4. When all the cards are in pairs, check to see that they are correctly matched.
5. Children read the words from the pairs of cards.
6. The child with the most pairs wins.

### **Initial Sound Puzzle Matching Game**

Objectives: to connect the initial letter with its correct pair to form a meaningful word

Materials: initial sound word puzzles made by the students two trays

Procedures:

1. Place the initial letter puzzle face down in the first tray.
2. Place the corresponding part in the other tray.
3. Call on a child to get one from the first tray and look for its partner in the next tray.
4. The child then reads the word that was formed and says its initial sound.
5. If correct, the child may choose the next player.

### **Bingo Game On Upper Case And Lower Case Letters**

Objective: to distinguish upper case from lower case letters

Materials: Bingo card for each student markers to cover the squares; large bag or box for the counters

24 blank flash cards

rubber band

pencil/ crayon

Participants:10-12

Procedures:

Preparation:

1. Make enough copies of the blank Bingo card for each child.
2. Prepare a list of upper case and lower case letters that you want to reinforce.
3. Print each letter on a flash card large enough to be seen by the participants.
4. Cut colored construction papers which will be used as markers. You may also use counters.
5. Store these markers or counters in canisters or boxes.
6. Prepare a folder also to store blank Bingo cards in.
7. Keep the set of flashcards together with a rubber band.
8. You may write the words to be used on the board.
9. Ask them to copy the words, one in each square in a random fashion or according to where they want to write the word so that each card will be different.
10. When everyone has completed filling out the cards, the teacher erases all the words she had written.


Note to the Teacher: If you think that your students will not be able to fill out the cards, you may prepare the cards and just have them play the game.

Playing:

1. Distribute the markers or counters.
2. Shuffle the flashcards and place them face down in front of the caller.
3. The teacher or the caller picks up the first card, shows it to the class and reads it.
4. You may place the card in a pocket chart or post it on the board.
5. When a student covers the letters according to the patterns shown, he wins.

Patterns:

Triangle, one straight line vertical or horizontal, diagonal

B	I	N	G	O
		FREE 		

### **Word Toss**

Objective: provide words that begin with a given letter

Materials:

Number of players:

Procedure:

Tape several small boxes to the floor close together. . Inside each box, write a letter. Have each child toss a ball into the mass of boxes. The child then gives a word that begins with the letter in the cup. Continue until each child has had multiple turns.

Variation: replace letters with words. Children think of words that rhyme with the words on the boxes.

### **Pin It**

Objective: to form 3-4 letter words

Materials: cards with phonograms and consonants or consonant clusters

Number of players: 6-8

Procedure:

String a long clothesline across one section of your classroom. Place clothespins along the clothesline at various intervals. On each clothespin write the beginning part of a word, such as a consonant, cluster, or digraph. On separate cards, write the ending part of a word (phonogram). Have children form words by pinning each note card to a clothespin.

### **Blend Poster**

Objective: to provide words that begin with a consonant blend

Materials: ¼ manila paper , strips of paper ( 1/8 of bond paper)

Number of players/participant: 6-8 participants

Procedure:

1. Write the consonant blend for the day on top of the page.
2. Ask each child to draw or write words that begin with the target consonant blend.
3. Children glue their drawings into the manila paper.
4. The group reads the words on the poster.

### **Opposites**

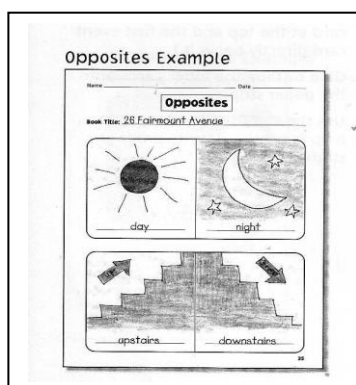
Objective : to identify opposite words

Number of participants: any number of students

Materials: bond paper or newsprint, pencil, crayons

Procedure:

1. Think of four words that are opposites. (Examples: *up* and *down*, *large* and *small*)
2. Write each word in a box.
3. Draw a picture to show what each word means.
4. Share your opposites with another students.



## STORIES

### **Ason, Luming at Teresing**

Questions before reading:

- Sa inyong palagay, sina Ason, Luming at Teresing kaya any magkakaibigan o magkakapatid?
- Sino kaya ang pinakabata sa kanila? ang pinakamatanda?

Questions while reading:

- Ano ang ginagawa ni Ason upang maktulong sa kanyang mga magulang sa gawaing-bahay? Ni Luming? Ni Teresing?
- Ano ang nangyari sa kanilang tatay habang nagtatrabaho?

Questions after reading

- Ano ang ginawa ng magkakapatid upang makatulong sa kanilang ina habang may sakit pa ang kanilang ama?
- Kung ikaw si Ason, ano ang gagawin mo upang matulungan ang iyong nanay sa mga gawaing-bahay?

### **Ang Plauta ni Emong**

Questions before reading:

- Sino sa inyo ang mahilig umawit/kumanta? Sino naman ang marunong tumugtog?
- Ano ang paborito mong kanta? (Maaring pakantahin ang isa sa mga batang tinanong).

Questions while reading:

- Ano ang napulot ni Emong habang naglalakad sa kakahuyan/gubat?
- Ano ang ginawa niya rito?

Questions after reading:

- Ano ang ginawa ng mga kaibigan ni Emong nang marinig ang tugtog ng kanyang plauta?
- Ano sa palagay mo ang sumunod na nangyari nang magpuntahan ang mga kaibigan ni Emong sa kanya?

### **Ang Plauta ni Emong**

Adapted from Best Bedtime Stories McAllister, H. "Billy's Wooden Flute"

### **Drip, Drip, Every Drop of Water is Precious**

Questions before reading:

- Saan natin ginagamit ang tubig?
- Ano kaya ang maaring mangyari sa atin kung walang tubig na maiinom, mapanliligo, mapanghuhugas ng pinggan o pandilig ng halaman?

Questions while reading:

- Saan nagpunta si Zia at kanyang alagang aso?
- Nakabingwit ba sila ng isda? Ano ang nabingwit nila?
- Bakit naging madumi ang ilog?

Questions after reading

- Kung nakita mo si Bobby na nagtatapon ng basura sa ilog, ano ang sasabihin mo sa kanya?
- Paano ka makakatulong na maging malinis ang ating paligid?

### **Zia, Ang Munting Guro**

By Dudi Gamos & Cathy Gamos

Si Zia ay may alagang aso, si Aro, na palagi niyang kasama saan man siya magpunta. Isang umagang maganda ang sikat ng araw, niyaya niya si Aro na mamingwit. Dala ang kanilang pamingwit, agad silang nagtungo sa ilog.

Tuwang-tuwang inihagis ni Zia ang kanyang pain sa tubig at tahimik na naghintay ng isdang kumagat sa pain. Bigla ay may nabingwit si Zia... ngunit hindi isda... kundi isang plastic na balutan na punong-puno ng basura.

Walang tigil ang ginawang pamimingwit ni Zia ng samut-saring basura mula sa ilog. Maya-maya, isang isda ang lumitaw sa ibabaw ng tubig at nagsalita, "Salamat, munting Zia at Aro, sa pagsisikap ninyong linisin ang ilog."

"Walang anuman, munting kaibigan," tugon ni Zia.

Sinabi sa kanila ng isda na may ilang taong walang pakundangang nagtatapon ng basura sa ilog, dahilan para masalaula ito at maging marumi.

Isa si Bobby Mapanupil sa mga sumasalaula sa ilog, at napakinggan nito ang kanilang pag-uusap. Galit itong sumabad, "Walang sinumang maaaring magbawal sa aking magtapon ng kahit na ano sa ilog."

Nagsumamo si Zia kay Bobby na tigilan na nito ang pagtatapon ng basura sa ilog.

"Parang awa mo na, Bobby, baka mapatay mo hindi lamang ang mga isdang naninirahan sa tubig kundi pati na ang ilog kapag hindi mo itinigil ang mga pinaggagagawa mo."

Ngunit naging bingi si Bobby; nagpatuloy siya sa masamang gawain sa ilog.

Habang nagtatapon si Bobby ng basura sa ilog ay isang malahalimaw na bulto ang lumitaw sa tubig. Nasindak si Bobby. Ang Halimaw sa Tubig ay umahon mula sa ilog at hinabol siya.

Galit na galit na sinunggaban ng Halimaw sa Tubig si Bobby, na nagsisisigaw sa paghingi ng saklolo. "SAKLOLO! MAAWA KAYO SA AKIN, TULUNGAN NINYO AKO!" ngunit walang nakarinig sa kanya.

"Hoy, Bobby, gising! Nananaginip ka ng masama," sigaw ni Zia.

Nahihintakutang ipinagtapat ni Bobby kay Zia ang tungkol sa panaginip nito.

"Walang Halimaw sa Tubig, Bobby," wika ni Zia. "Pero siguro ay napagtanto mo nang maaaring ipahamak ka ng maruming tubig."

"Maraming salamat, Zia, at itanim mo sa aking isipan ang kahalagahan ng malinis na tubig. Nangangako akong mula ngayon ay tutulungan na kita sa paglilinis ng ilog," wika ni Bobby.

Magmula noon ay lagi nang nakikipagtulungan si Bobby kay Zia para makumbinsi ang ibang taong panatiliing malinis ang ilog.

"Ikinalulungkot ko, kaibigan, pero hindi ka maaaring magtapon ng basura dito sa ilog. Mahalaga ang malinis na tubig. Dapat ay lagi nating panatiliing malinis ang tubig," ani Bobby.

Naging matalik na magkaibigan sina Bobby at Zia at silang dalawa ang hinirang na pinakamahasay sa pangangampanya ng "Malinis na Ilog."

At lahat sila ay namuhay ng maligaya.

Ang tubig ay mahalaga sa lahat ng nilalang sa mundo. Bawat araw ay umiinom tayo ng tubig. Dapat tayong maging matipid sa paggamit ng tubig.

Iba-iba ang pinagmumulan ng tubig: ulan, balon, ilog at batis.

Ang malinis na tubig ay iniinom at ginagamit sa pagluluto. Ginagamit din ito sa paliligo, paglalaba ng mga damit at paghuhugas ng plato.

Ang mga halaman ay nangangailangan ng tubig upang umusbong. Kapag walang tubig ay wala ring halamang magbibigay ng mga bunga o prutas, bulaklak at gulay.

Ang mga hayop ay nangangailangan din ng tubig upang mabuhay at lumaki.

Kapag ang tubig ay sinalaula, ito ay nagiging marumi at mapanganib inumin. Maraming paraan para masalaula ang tubig. Ang mga basurang itinatapon sa ilog, batis at dagat ay nakakapagparumi sa tubig.

Ang mga basurang nanggagaling sa mga pabrika at itinatapon sa ilog at dagat ay nagpaparumi rin sa tubig.

Ang langis o grasa na lumigwak sa tubig ay nakakapagparumi rin dito.

Patak...patak... bawat patak ng tubig ay mahalaga. Marami kang pwedeng gawin para magamit ng wasto ang tubig.

1. Isarang mabuti ang gripo pagkatapos gumamit ng tubig. Ang tumutulong gripo ay maaaring masayang ng limampung gallon ng tubig sa loob ng isang araw.
2. Isara ang gripo kapag nagsesepilyo.
3. Gumamit ng palanggana kapag naghuhugas ng plato at iba pang kubyertos.
4. Ipunin ang tubig-ulan para pandilig sa mga halaman.
5. Muling gamitin ang tubig. Ang tubig na ginamit sa paglalaba ay maaaring gamitin sa pagbomba sa kubeta at paglilinis sa mga sementadong lugar gaya ng garahe o daanan.

### **Si Emang Engkantada at ang Tatlong Haragan**

Springboard: Magpakita ng larawan ng isang diwata o engkantada

Questions before reading:

- Kung ikaw ay isang engkantada, ano ang gagawin mo para mapasaya ang ibang bata?
- Kung may engkantada ngayon sa harapan natin, ano ang hihilingin mo?

Questions during reading:

- Bakit galit na galit ang mga tao sa tatlong haragan?
- Ano ang ginawa ni Emang Engkantada sa tatlong haragan?

Questions after reading:

- Kung nasalubong mo ang tatlong haragan, ano ang sasabihin mo sa kanila?
- Sa palagay ninyo, matapos makausap ni Emang engkantada ang tatlong bata, ano ang susunod na mangyayari?

### **Nasaan ang Tsinelas ko**

Questions before reading:

- Lagi ka bang nagsusuot ng tsinelas sa loob at labas ng bahay?
- Ano kaya ang pwedeng mangyari sa atin kapag hindi tayo nagsusuot ng tsinelas kapag naglalaro lalo na sa labas ng bahay?

Questions while reading:

- Bakit laging marumi ang paa ni Tanya?
- Bakit hindi makita ni Tanya ang tsinelas niya?

Questions after reading

- Ano ang maaring mangyari sa atin kapag hindi tayo nagsusuot ng tsinelas?
- Paano mo iingat ang iyong tsinelas?

### **Nasaan Ang Tsinelas Ko?**

Kuwento ni Rene O. Villanueva

Guhit ni Arnold Arre

Lagi ba kayong nagsusuot ng tsinelas sa loob at sa labas ng bahay? Alam ba ninyo kung bakit kailangang lagi tayong nakasuot ng tsinelas?

Basahin nyo ang kwento tungkol kay Tanya para malaman ninyo ang sagot.

Kapag nasa loob ng bahay si Tanya, lagi niyang nakakalimutang magsuot ng tsinelas. Kapag naglalaro siya ng bahay-bahayan, palagi siyang nakapaa.

Madalas tanungin ng tatay niya si Tanya. "Bakit ka nakapaa, Tanya," Nasaan ang tsinelas mo?" Saka lang maaalala ni Tanya ang mga tsinelas niya.

Laging ganoon si Tanya. Lagi niyang nakakalimutang isuot ang tsinelas niya. Kaya laging marumi ang mga paa niya.



Kahit sa labas ng bahay, kapag nakikipaghabulan siya, hinuhubad din ni Tanyaang tsinelas niya. Hanggang malimutan niya kung saan niya inilagay ang kanyang tsinelas. Dahil dito, nagtampo ang mga tsinelas ni Tanya.

Isang araw, nagtago ang mga tsinelas ni Tanya. "Nasaan kaya ang mga tsinelas ko?" tanong ni Tanya.

Hinanap niya ng hinanap ang mga tsinelas niya. Napagod na siya sa kahahanap pero talagang mahirap makita ang mga tsinelas na nagtampo kay Tanya.

Hindi alam ni Tanya na nang mga sandaling iyon, maraming di-nakikitang dumi at mikrobyo sa sahig ang tuwang-tuwa sa nangyari.

"Pwede na nating salakayin ang mga paa ni Tanya! Mwa-ha-ha!" sabi ng mga dumi at mikrobyo.

Masayang-masaya sila dahil ang mga batang laging nakapaa ay pwedeng-puwede nilang lusubin. Didikit sila sa mga paa ng mga batang walang tsinelas o sapatos at papasok sa loob ng katawan ng hindi namamalayan. Dahil dito, maaaring magkasakit ang mga batang hindi nagsusuot ng tsinelas.

"Mwa-ha-ha! Mwa-ha-ha!" sabi ng mga dumi at mikrobyo.

Hindi lang ang mga dumi at mikrobyo ang Masaya. Sa labas ng bahay, marami ring kontrabida ang tuwang-tuwa sa mga batang nakapaa.

"Lapit pa! Lapit pa! Nyak-nyak-nyak!" sabi ng mga bubog at tinik.

Masayang-masaya sila dahil ang mga batang laging nakapaa ay pwede nilang masugatan o matibo. Nyak-nyak-nyak!" sabi ng mga bubog at tinik.

Humingi ng tulong si Tanya para hanapin ang mga tsinelas niya.

Sinabi ng tatay ni Tanya na kailangang nakatsinelas ang mga bata para maligtas ang mga paa sa dumi at mikrobyo at saka sa mga bubog o tinik na nasa paligid.

Mabuti na lang, nakita nila ang mga tsinelas ni Tanya. Isinuot ni Tanya ang mga tsinelas niya. Tinandaan niya kung bakit kailangang laging magsuot ng tsinelas.

Naghugas ng paa si Tanya. Sinabon niyang mabuti ang mga paa niya. Pagkatapos, kumuha siya ng malinis na pamunas at pinatuyo ang kanyang mga paa.

Mula noon, hindi na niya nalimutang isuot ang kanyang tsinelas.

Muling naglaro si Tanya. Suot na niya ang mga tsinelas niya. Kaya may proteksiyon na siya laban sa mga salbaheng dumi at mikrobyo at sa mga pilyong bubog at tinik.

Mula noon, inis na inis ang mga dumi at mikrobyo. Bigong-bigo ang mga bubog at tinik. Pero tuwang-tuwa naman ang mga paa at tsinelas ni Tanya.

## SONGS/POEMS/RHYMES

### The Sound of the Word

(To the tune of The Wheels on the Bus)

*This song intends to reinforce children's phonemic awareness. They will ask other members of the class to guess the word they are singing as they articulate the sounds.*

*For example, the word is man.*

The sound of the word is m, a, n. m.a.n, m,a,n.

The sound of the word is m, a, n

Do you know the word? Be sure that students will give

### I Know A Little House

I know a little house  
With walls, one, two, three, four  
With ivy climbing up them,  
And roses round the door.  
It's got four little windows  
With shutters open wide  
And a lovely windy staircase,  
That goes up and up inside.  
There's a roof with a crooked chimney,  
And in a garden, a tree so tall,

the sound and not the letter as they sing.

*Call one to answer. Answer is man.*

*They will sing again but call somebody to give the next word.*

Example of words: s, i, t      c a p                      c a n

That if you were to climb it  
You'd see over the garden wall.

(There should be a picture of the house for unlocking of difficult words)

Please see page 83 , Early Years Poems and Rhymes, Jill Bennett, Scholastic Collections, 1996.

### **I Am Special**

I am me and I am special. I am special, it is true.

The way I look and speak is special.

The way I play and think is too.

I'm so glad we each are different. It makes the world so bright and new.

I am me and I am special, and you are special too.

### **This is the Way We Care for Earth**

This is the way we care for earth, care for earth, care for earth

This is the way we care for earth, won't you come and join me?

*Suggested Actions: Planting, Sweeping( With Broom sticks), Picking up Litter, Watering Plants*

### **Get Out**

( To The Tune Of Bingo)

What happens if there is a fire ?

Do you know what to do ? Oh !

GET OUT ! QUICK , GET OUT !

get out ! Quick ,get out !

get out ! QUICK, get out !

Stay very low and go. GO !

What happens if there is a fire ?

Do you know what to do ? Oh!

STAY OUT ! DON'T GO BACK !

stay out ! Don't go back !

stay out ! Don't go back !

Don't go back in the house. No !

What happens if there is a fire?

Do you know what to do ? Oh !

GET HELP ! CALL FOR HELP !

get help ! call for help !

get help ! call for help !

call 911 for help ! oh!

## **INDOOR/OUTDOOR ACTIVITIES**

### **Paint me a Picture**

Procedure:

The teacher will announce a scene which pupils have to portray. When she shouts "action", pupils will start preparing for the scene/picture. When she says "freeze", pupils will stop and freeze. They will form a scene showing how children help out at home.  
(e.g. sweeping the floor, dusting off furniture, watering plants etc.)

### **Duck Duck Goose Game**

Materials : toy goose and duck or pictures of them

Procedure:

1. Tell children to hold hands and form a circle.
2. Then tell them to sit down (with legs folded).
3. Say, "You are the ducks".
4. Say, I will be it.
5. Teacher walks around the outside of the circle.
6. She will touch each child on the head lightly and say duck, duck, duck, duck. ( Touch 5 or 6 children).
7. Choose one person and say "goose!"
8. Explain that when the "it" says goose, the goose must get up and run after the "it."
9. The "it" will then try to occupy the space where the goose was sitting.
10. If the "it" gets tagged by the goose, he will remain the it.
11. If the "it" gets to the empty space without being tagged, she sits down and the goose becomes the "it."

### **Fruit Salad Game Marathon**

Materials: cut outs of usual fruit ingredients of a salad, small containers per station, big containers for two teams.

Procedure:

Children line up. The first pupil on the line walks towards the first station and gets the first ingredient, proceeds to their final station then drop in the ingredient into the bowl and stays there. When she is done, the second child then starts then goes to the second station. Just like what the first child did, she gets an ingredient and proceeds to the final station. The same procedure is followed until the last child is through. When all the members are complete, they will lift the bowl and say would you like some fruit salad? The first team to do this wins.

### **Teacher May I**

Procedure:

1. Teacher stands facing away from a line of kids.
2. She then chooses a child at random or in order, and announces a direction.
3. Example, she may say, Cecil, you may take 3 baby steps forward.
4. The child responds with "Teacher may I?"
5. The teacher then replies yes or no.
6. If the child forgets to ask Teacher may I, she goes back to the starting line.
7. The first to touch teacher wins.

Variation of steps: bunny step (hop), baby step( very little steps) ballet turn, giant step, horse step etc.

### **Fire Drills Game**

Materials: Human barriers or blockades

Participants: 7-8 at a time

Procedure:

1. Present an evacuation plan or escape plan and tell students that this is how they should go out or this is the route they must follow.
2. Have someone stand somewhere in the classroom (could be the teacher or a classmate).
3. Shout "I am a fire, find a different way out. You can't come through here!"
4. Make them find alternative routes by creating blockades.
5. When they are totally familiar with the set-up, do the game again but with the children blindfolded.

