

KINDERGARTEN CATCH-UP EDUCATION DAILY PLANS
WEEK 1: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: I belong to a class. (classroom orientation)		CONTENT FOCUS: We do many things in school.
MEETING TIME 1: Message: Welcome! Today is the first day of school. Questions: We belong to the Kindergarten class. We will meet new friends. We will do different things in school.	MEETING TIME 1: Message: We have jobs in the classroom. Questions: What is a job? Why do we need jobs inside the classroom? What will happen if we do not do the job assigned to us? Show Job Chart and discuss how it will be used in the class.	MEETING TIME 1: Message: We do different things in school. - We play. We work. - We sing. We dance. - We eat. We rest. - We listen to stories. We browse through books. - We fix our classroom. Questions: What activities can we do in school? Which of the activities do you like to do?
WORK PERIOD 1 Teacher-Supervised: Self Portrait / (write-up) My name is ____. Independent: <ul style="list-style-type: none"> • Block Play • Lacing Boards (color boards) • Find a Match (identical pictures) • Color Match • Drawing 	WORK PERIOD 1 Teacher-Supervised: Poster: I Can Help ... Independent: <ul style="list-style-type: none"> • Block Play • Lacing Boards (color boards) • Color Fishing Game • Drawing 	WORK PERIOD 1 Teacher-Supervised: Poster: We do many things in school' Color Call Out Independent: <ul style="list-style-type: none"> • Playdough • Name Collage (initial letter) • Book: I Do Many Things in School • Color Call Out • Color Fishing Game
MEETING TIME 2: Activity: Count and Turn (1,2,3) Questions: Why do children go to school? Why are there children who do not go to school?	MEETING TIME 2: Rhythmic activity: Count and Turn (1,2,3)	MEETING TIME 2: Song: Ito Ang Ginagawa Ko Sa Paaralan <i>Show Posters: We Do Many Things</i> Activity: People Counting Game: Stand and Sit and Hopping Forward (1,2, 3)
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Ayokong Pumasok Sa Paaralan	STORY: Bakit Matagal ang Sundo Ko	STORY: Celia Studios and Conrad Cat
WORK PERIOD 2: Teacher-Supervised: Junk Box Sorting Odd One Out Independent:: <ul style="list-style-type: none"> • Construction Toys • Color Sorting Game • Number Stations (1-3) 	WORK PERIOD 2: Teacher-Supervised: Number Stations (quantities of 3) Independent:: <ul style="list-style-type: none"> • Color Fishing Game • Shape Puzzles • Number Stations (1-3) • Color Sorting Game 	WORK PERIOD 2: Teacher-Supervised: Junk Box Sorting: Red/Not Red Objects Independent:: <ul style="list-style-type: none"> • Construction Toys • Number Stations (1-3) • Color Fishing Game • Table Blocks
INDOOR/OUTDOOR ACTIVITY: Name Chain	INDOOR/OUTDOOR ACTIVITY: Relay Games	INDOOR/OUTDOOR ACTIVITY: Teacher, May I?
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY
	CONTENT FOCUS: We follow rules in school.
MEETING TIME 1: Message: There are many areas in our school. We do different activities in these areas. - Some of the areas in school include the library, playground, canteen, classrooms, and principal's office. Questions: What are the other places of the school? Who do you see in these places? What can you do in these places?	MEETING TIME 1: Message: We follow rules in our classroom/school. Questions: Why do we need rules in classroom? What rules can help keep our classroom clean and orderly?
WORK PERIOD 1 Teacher-Supervised: Classroom Map Poster: I see Red Objects Around Me Independent: <ul style="list-style-type: none"> • Dramatic Play • Playdough: I Can Make Red Objects • Mini-book: I See Red Things Around Me • Red Collage • Drawing: In My School, I see.. 	WORK PERIOD 1 Teacher-Supervised: Classroom /School Rules Independent: <ul style="list-style-type: none"> • Dramatic Play • Playdough: I Can Make Red Objects • Mini-book: I See Red Things Around Me • Red Objects Puzzle • Red Collage
MEETING TIME 2: Song: I can sing a rainbow Message: We see red objects around us. <i>Show Red Book and Red Collage.</i>	MEETING TIME 2: Activity: People Counting Game: Stand and Sit and Hopping Forward (1,2, 3) <i>Show the different classroom rules the children came up with. Discuss what will happen if each rule is not followed</i>
Supervised Recess	Supervised Recess
STORY: Dragong Pula	STORY: Sumusunod sa Panuto (PEHT p. 203)
WORK PERIOD 2: Teacher-Supervised: Step on Numbers Independent:: <ul style="list-style-type: none"> • Table Blocks/Construction Toys • Number Stations (quantities up to 3) • Dice Game (quantities up to 3) • Number Books (quantities of 3) 	WORK PERIOD 2: Teacher-Supervised: Red/Not Red Chart Independent:: <ul style="list-style-type: none"> • Table Blocks/Construction Toys • Number-Object Match (up to 3) • Dice Game (quantities up to 3) • Number Books (quantities of 3)
INDOOR/OUTDOOR ACTIVITY: Line Up	INDOOR/OUTDOOR ACTIVITY: Line Up
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

APPENDIX: WEEK 1

THEME-RELATED ACTIVITIES

Self-Portrait

Objective: to draw one's self

Materials: ½ crosswise bond paper, pencil, crayon

Number of Players/ Participants: individual

Procedure:

1. Give each child a half piece of bond paper.
2. Ask the child to draw herself/himself.
3. Remind the child to color his/ her drawing.
4. Let the child write his/ her name on the paper. If the child does not know how to write his/her name, he/she can copy a model or his/her nametag.

Poster: I can help...

Objective: to identify ways a member of the class can help each other in class/ school

Materials: ¼ of construction paper, pencil, glue, manila paper

Number of Players/Participants: 8 children

Procedure:

1. Ask children to think of ways they can help one another in school.
2. Have them draw these on the construction paper.
3. Glue the construction paper on manila paper.
4. Write the title of the chart " We can help in many ways "

Poster – We do many things in school

Objective: to identify activities that children and adults do in school

Materials: manila paper, 1/4 lengthwise bond paper, pencils, crayons, manila paper with a pre-drawn outline of a school

Number of Players/Participants: 8 children

Procedure:

1. Distribute the paper to the children. Have them draw one activity they do in school on each piece.
2. Let them paste their drawings on the manila paper.
3. Let them label their work or take down dictation as needed.

Classroom Map – Can you find your way around our classroom?

Objective: to become familiar with the classroom environment

Materials: medium –sized manila paper, scratch papers, pencils, crayons

Preparations: Teacher should have labeled the map already with pencil to show the important areas in the classroom so as to guide the children in the actual mapping activity.

Number of Players/Participants: 8 children

Procedure:

1. Ask the children to look around the classroom and identify that area.
2. Give them a piece of paper and ask them to draw that area, the things they see there and help them label the area.
3. Lay out the pieces of papers and talk about how they are arranged in the classroom – What is beside that area? What comes next? What is behind it?
4. Paste them on the manila paper and post it on your wall. Write the title of the activity - "Can you find your way around our classroom?"

Poster: I See Red Objects Around Me

Objective: to recognize color

Materials: ¼ manila paper, 1/8 newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to think of red objects in their environment.
2. Ask each one to choose at least 2-3 red objects they would like to draw.
3. Have them draw each red object on the 1/8 piece of paper.
4. Paste these on the manila paper.
5. Show the poster to the whole class during Meeting Time.

Classroom Rules/ School Rules

Objective: to list classroom and school rules that help maintain cleanliness and orderliness in the classroom and in school

Materials: cardboard or paper strips

Number of Players/Participants: 8 children

Procedure:

1. Ask children to think of rules they should have in class to make it a better place for learning. Have them think of rules that can keep them safe; rules for work, meeting time etc; rules in dealing with people.
2. Let them write each rule on a strip of paper.
3. Post these rules around the classroom where most appropriate. For example, post rules related to books in the reading corner.

Book: I Do Many Things in School

Objective: to identify the activities that children do in school

Materials: 6-8 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. Give each child a booklet.
2. Ask them to write their name on the cover page of the booklet.
3. Ask them to draw and write about what they do in school. Take down dictation if the child cannot write on his/her own yet.
4. Have him color his drawings.

Dramatic Play

During the week, children can take turns playing at the dramatic corner. The following themes are recommended:

The Classroom

At the dramatic area, set up a Meeting Area with a small blackboard. Let the children take turns being the teacher. Have them "write" the message on the board.

Bahay-bahayan: Getting Ready for School

Set up the dramatic play area like a home where children can pretend to be preparing for school. Let the children take turns in roles of different family members.

Drawing: In My School, I See

Objective: to identify things, people, places that children see in school

Materials: bond paper, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Distribute the paper to the children. Have them draw people, things and places they see in school.
2. Let them label their work or take down dictation as needed. You can write "In my school, I see..." at the top of the page.

OTHER MATH ACTIVITIES

Junk Box Sorting (grouping objects into 2 groups: big-small, long-short, red-not red, blue-not blue, etc.)

Objective: to sort objects based on similarities and differences

Materials: box of a variety of objects (make sure there are objects that are exactly the same and those that have similar characteristics – color, shape, function)

Number of Players/ Participants: 4-8 children

Procedure:

To give your child the idea of sorting in play, you may need to start casually sorting things out yourself. Try sorting out all the red blocks to make a tower, sorting coins into piles of different denominations, putting all the shapes in one field, all the cows in another. Keep a box full of small objects like buttons, paperclips, beads, dried beans, coins, nuts and bolts. Your child may like to have an egg tray to sort them into.

Color Call Out

Objective: to recognize color

Materials: big color boards; individual color cards, tokens or marker ex. pebbles, shells, bottle caps, buttons

Preparation:

1. Divide pieces of cardboard into 9 sections. Each frame must be filled out with different colors.
2. Prepare individual cards for each color. Use these as call out cards.

Number of Players/Participants: 1-4 children

Procedure:

1. Distribute 1 color board to each child.
2. Take one call card at a time and show the color card to the children.
3. If the child has this color in his/her color board, he/she covers this with a token.
4. The first child to cover all colors in his/her card wins the game.

Odd One Out

Objective: to sort objects based on similarities and difference

Materials: any available materials, e.g. three plastic glass and one breakable glass

Number of Players/ Participants: 4-8 children

Procedure:

Spotting the odd one out will get your child thinking about sameness and difference. You can make the game harder as he/she gets older. For instance, see if he/she can spot the difference in textures by having three hard objects and one soft, or in materials by having three plastic things and one metal.

Be sure to acknowledge that he/she is right if he/she spots a difference that you had not noticed. You can always tell him/her what you were thinking of afterwards. Let him/her give you some things so you have a turn at spotting the odd one out too.

Red/Not Red Chart

Objective: to discriminate between red and other colors

Materials: ¼ manila paper, 1/8 bond paper cut into pieces, pencil, crayons markers

Number of Players/Participants: 4-5 children

Preparation: Make a T-chart like the one below:

Objects that are...	
red	not red

Procedure:

1. Give the children 1/8 pieces of bond paper. Ask them to draw 1 colored object on each piece of paper
2. Ask the children what is the color of the object they drew. Ask them which part of the chart they will paste their drawing. Paste their drawings on the space below that says "RED" if their drawing is red. (You may write the word using red marker) Paste their drawing on the space that says "NOT RED" if their drawing is not red in color. (i.e. yellow, blue, green, violet, orange, etc.)

Block Play

Objectives: 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

Number of Players/Participants: 1-4 children

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)

Lacing Boards (color boards)

Objective: to develop fine motor and eye-hand coordination

Materials: shape cards, strings (old shoelaces or yarn)

Number of Players/Participants: 6 children

Procedure:

1. Give each child a piece of shoelace or yarn and a shape card (use same shape but of different colors).
2. Let the children lace the card by pushing the string through the hole of the card. Have them identify the color of the card they are lacing.
3. Have them lace as many cards as they can.

Find a Match

Objective: to match identical pictures

Materials: 2 sets of pictures of common objects

Number of Players/Participants: 2-4 children

Procedure:

1. Give each group 2 sets of pictures of common objects
2. Tell the children to match identical pictures

Color Match

Objective: to match colors

Materials: a set of color cards

Number of Players/Participants: 2-4 children

Procedure:

1. Give each group 2 sets of color cards.
2. Tell the children to match cards of the same color

Color Sorting Game

Objective: to sort objects based on color

Materials: a set of counters of different colors preferable of the same shape and size ex. buttons, bottle caps, popsicle sticks, beads, blocks

Number of Players/ Participants: 4-8 children

Procedure:

1. Give the children the set of objects and ask them to put together the items that are the same.
2. Ask the children why they put them together. Ask them to identify the colors or each group. Point out the color names if the child/children are not familiar with them

Shape Puzzles

Objectives: to develop fine motor coordination
to recognize shapes

Materials: shape cardboard pieces

Preparation: Make shape cards and cut this into 2-3 puzzle pieces.

Number of Players/ Participants: 1-4 children

Procedure:

1. Ask each child to form a shape using the puzzle pieces.
2. Let children name the shape after the puzzle has been completed.

Color Fishing Game

Objectives: to identify primary colors
to sort cards by color
to develop eye-hand coordination

Materials: fishing rod /stick, color cards

Number of Players/Participant: 5-6 children

Procedure:

1. Arrange the chairs in a circle.
2. Place the color fish cards inside the circle.
3. Ask children to sit on each chair.
4. Each child takes turns fishing a card.
5. Ask each child to identify the color of the fish card that he gets.
6. After all cards have been caught, ask children to sort the cards that they got.
7. Have them count how many of each color did they get.

Playdough

Objectives: to develop eye-hand coordination

Materials: playdough

HOW TO MAKE PLAY DOUGH

COOKED PLAYDOUGH

Materials: Flour, water, salt, cream of tartar, oil, wax paper, food coloring

Procedure:

1. Mix 1 cup of flour, 1 cup of water, $\frac{1}{2}$ cup of salt, 2 tablespoon of cream of tartar, and 1 tablespoon of oil in a saucepan and cook until the concoction achieves a smooth texture.
2. Turn out onto wax paper and knead in food coloring.

UNCOOKED PLAY DOUGH

Materials: 3 cups all purpose flour, $\frac{3}{4}$ - 1 cup fine salt, 2 tablespoons oil, 1 cup water, food coloring

Procedure:

Mix dry ingredients together. Add oil. Add water until you get a nice consistency for molding. Store in airtight container.

Variations: Give each child a small ball and tell them to make a hole in it with their finger. Squirt a drop of food coloring into the hole and then let the child squeeze it to mix the color.

Playdough: I Can Make Red Objects

Objective: to develop eye-hand coordination

Material: playdough

Preparation: Make the playdough color red using food color 1 recipe (3 cups flour) is usually good for 4-6 children.

Number of Player/Participant: 4-5 children

Procedure:

1. Distribute a handful of playdough to each child.
2. Encourage the children to manipulate the playdough in whatever way they want.
3. Ask them to look or think of red objects in their environment and make them using the playdough that they have.
4. Label their finished product by putting them on top of a piece of paper with their name and the label.

Red Objects Puzzles

Objectives: to put together 3-4 piece puzzles
to identify red objects

Materials: red objects puzzles

Preparation: Cut out pictures of red objects from magazines. Paste them on cardboard pieces. Cut each picture in 3-4 pieces to make puzzles

Number of Players/Participant: 1-2 children

Procedure:

1. Give 1 red picture puzzle for each child or a pair of children.
2. Give them time to put together the puzzles. You may give suggestions in putting the puzzle together i.e. turning around, twisting, flipping.

Red Collage

Objective: to recognize colors

Materials: bond or scratch paper pencil torn or cut out pieces of red art paper

Number of Players/ Participants: 2-8 children

Procedure:

1. Ask children to choose 1 thing that is red.
2. Teacher draws that object on a sheet of bond or scratch paper. (Children can also draw their own figures.)
3. Ask children to 'color' the object red using the torn or cut out pieces of red art paper.

Variation: This activity can also be done during language arts activities

Table Blocks

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

Materials: table blocks

Number of Player/Participants: 1-4 children

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).

Construction Toys

Objective: to explore space by fitting things together and taking things apart

Materials: construction toys (e.g. interlocking blocks)

Number of Players/ Participants: 1-4 children

Procedure:

Provide children with a set of construction toys. Fitting things together and taking them apart provides children with both spatial challenges and a sense of accomplishment. Through trial and error, persistence and repetition, children gain first hand experience with putting things together, taking them apart, twisting and turning them.

Number Station (quantities of 3)

Objectives: to count up to quantities of 3

to see that despite differences in appearance, quantities remain the same (conservation)

Materials: several boxes of toothpicks

Number of Players/Participants: 6-8 children

Procedure:

1. Teacher chooses a number to work with for the day, in this case 3.

2. Children work together exploring 3 toothpicks making as many arrangements as possible.
3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.

Variation: Children can explore other materials such as pebbles, popsicle sticks, and blocks.

Step-on Numbers

Objective: to recognize number

Materials: individual number cards (size: 8 x 11 or bigger)

Number of Player/Participant: 4-5 children

Procedure

1. Spread out number cards on the floor.
2. Ask a child to step on a number that the teacher will call out and let him/her identify the number.
3. The game continues until everyone has been called to step on a particular number.

Dice Game (quantities up to 3)

Objectives: to count up to quantities of 3
to match numerals

Materials: counters, paper plates or tag boards (cardboard pieces cut into rectangles 5 " x 8") or counting boards with matching counters (ex. mangoes and mango trees, plates and sinks, tables and chairs, spiders and webs), dice with 2 sides each of numbers 1, 2, and 3

Number of Player/Participant: 4-6 children

Procedure:

1. Distribute 1 paper plate, tagboard or counting board to each child. Children will take turns in rolling the dice. They will get the same number of counters as the number indicated in the dice.
2. The teacher will give a paper plate, tagboard or counting board to children after each turn.

Extension: They may sort paper plates, tagboards or counting boards with the same number of counters

Number Books (quantities of 3)

Objective: to use numerals to describe and record quantities

Materials: individual booklets, pencil, crayons or markers

Number of Player/Participant: individual

Procedure:

1. Give the children 1 booklet each. Help the children to draw pictures of things around the classroom and write a number caption underneath (e.g. 3 chairs, 3 tables, 3 bags)

OTHER LANGUAGE ARTS ACTIVITIES

Name Collage (Initial Letter)

Objective: to develop fine motor coordination

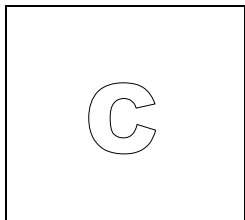
Materials: scrap art paper, glue, letter template

Number of Players/Participants: 8 children

Preparation:

1. Prepare individual name templates for children.
2. On a piece of 2' x 3' craft paper, write the outline of the initial letter of a child's name in uppercase.

Example:



Procedure:

1. Distribute individual initial letter templates to the children.
2. Have each child paste small pieces of scrap art paper inside the letter.

Mini-book: I See Red Things Around Me

Objective: to recognize colors

Materials: individual booklets, pencil, red crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Ask children to look for Red objects in the classroom.

2. Have them draw each of these objects on the pages of the booklet.
3. Let them label their drawings. Take down dictation as needed.

STORIES:

Ayokong Pumasok sa Paaralan ni Rene O. Villanueva

Guhit ni Dindo Llana

Question before reading the story

1. Bakit kaya gustong pumasok sa paaralan ng mga bata?
2. Ano ang mga ginagawa ng mga bata sa loob ng paaralan?

Question during the storytelling

1. Ano ang gustong gawin ni Buzzzz?
2. Sino ang palagi niyang kasama?

Questions after reading the story

1. Sino ang pangunahing tauhan sa kuwento? Sinu-sino ang kanyang mga kaibigan?
2. Anu-ano ang gustong gawin ni Buzzzz sa maghapon kasama ang kanyang mga kaibigan?
3. Saan sinamahan ng Nanay si Buzzzz?
4. Anu-ano ang ginagawa ni Buzzzz sa paaralan?
5. Bakit nagustuhan ni Buzzzz pumasok sa paaralan araw-araw?

Bakit Matagal ang Sundo ko? (aklat Adarna) ni Kristina Canon

Guhit ni Mariano Ching

Questions before reading the story

1. Paano kayo umuwi sa bahay pagkatapos ng klase?
2. Sino ang sumusundo sa inyo?

Question during the storytelling

1. Bakit kaya matagal ang kanyang sundo?
2. Dapat bang mag alala kung matagal ang iyong sundo? Bakit?

Questions after reading the story

1. Tama ba na hintayin ang sundo? Bakit?
2. Kung nag-iisa ka nalang sa paaralan, ano ang iyong maramdaman?

Celia Studious and Conrad Cat (Aklat Adarna) ni Regina S. Fernandez

Guhit ni Abi Goy

Question before reading the story

1. Saan kaya pupunta si Celia?

Question during the storytelling

1. Sinu-sino ang mga nakasalubong nya sa daan?

Questions after reading the story

2. Anu-ano ang mga nakita ni Conrad Cat?
3. Anu ang paborito mong bahagi sa kuwento? Bakit?

Sumunod sa Panuto (PEHT p203)

Unang araw ng klase. Handa na sa pagpasok si Tuta. "Sa wakas, papasok na ako sa eskuwela," ang masayang sabi ni Tuta. Ganito rin ang ginawa ni Kuting. Bago matulog, handa na ang kanyang bag. "Sinu-sino kaya ang magiging kaklase ko?" tanong ni Kuting sa sarili.

Masaya ang mga mag-aaral nang umagang iyon. Maya-maya, dumating na si Kuwago, ang guro. Lumapit siya sa mga mag-aaral. "Pumila kayo nang maayos. Pumasok kayo sa silid-aralan nang tahimik," ang mahinahong wika ni Kuwago.

Sinunod ng mga mag-aaral ang sinabi ng guro. Umupo sila nang maayos at tahimik. Nagsimula na ang klase. Nagpakilala ang bawat isa. "Ako si Kuwago. Sino naman kayo?" ang sabi ng guro. "Ako si Tsonggo." "Ako si Ibon." "Ako si Itik." "Ako naman si Sisiw."

Question before reading the story

1. Bakit kaya masaya ang umagang iyon?

Question during the storytelling

2. Sinu-sino ang mga kaklase ni Tuta?

Questions after reading the story

2. Anu-ano ang mga panuto na nabanggit ni Kuwago?
3. Kayo din ba ay masaya kapag unang araw ng pasukan? Bakit?

SONGS/RHYMES:

Meeting Time Songs:

Hello, Hello

Hello, hello, hello
Hello, how do you do?
I'm glad to be with you,
And you, and you, and you.
Tralalalalalalala (4x)

The More We Get Together

The more we get together (3x)
The more we get together
The happier are we.
For your friends are my friends
And my friends are your friends.
The more we get together
The happier are we.

Tell Me the Weather

Tell me the weather, the weather now (3x)\
Tell me the weather now.

Today is a *sunny, a sunny day (3x)
Today is a sunny day.

*You may change weather to cloudy, rainy, windy, stormy

Where Are the *Boys?

Teacher: Where are the *boys? (2x)
*You may change to girls, children, adults, people

Boys answer: Here we are. (2x)

Teacher: How are you this *morning?
*You may change to afternoon

Boys answer: Very well we thank you.

Teacher: Please *count the boys. (2x)
*You may change to count off

Ito Ang Ginagawa Ko Sa Paaralan (Tune: This is the Way...)

Ito ang ginagawa ko sa paaralan (3x)
(Children acts out one activity per verse: ex. writing, eating, reading, etc.)
Kaya ako ay masaya.

I Can Sing a Rainbow

Chorus:
Red and yellow and pink and green
Orange and purple and blue
I can sing a rainbow
Sing a rainbow tune.

Listen with your eyes (2x)
And sing everything you see

Kamusta, Kamusta

Kamusta, kamusta, kamusta
Kamusta kayong lahat?
Ako'y tuwang-tuwa
At kayo, kayo, kayo
Tralalalalalalala (4x)

Masaya Kung Sama-Sama

Masaya kung sama-sama (3x)
Masaya kung sama-sama
At may tawanan
Kay lungkot ng buhay
Kung wala kang kaibigan.
Masaya kung sama-sama
At may tawanan.

Sabihin ang Panahon

Sabihin, sabihin ang panahon (3x)
Sabihin ang panahon.

*Maaraw, maaraw, maaraw ngayon (3x)
Maaraw, maaraw ngayon.

*Maaring palitan ng maulap, maulan, mahangin

Nasan ang Mga *Lalaki?

Guro: Nasan ang mga *lalaki? (2x)
*Maaring palitan ng babae, bata, matatanda, tao

Sagot ng mga Lalaki: Nandito. (2x)

Guro: Kamusta kayo ngayon?

Sagot ng mga Lalaki: Mabuti po naman.

Guro: Bilangin nyo. (2x)

Paalam Na Sa 'Yo

Paalam na sa 'yo (2x)
Bukas babalik (2x)
Paalam na sa 'yo (2x)
Bukas babalik

Goodbye Song

And now the school is over
And we are going home.
Goodbye (2x)
Be always kind and good.

We are going (2x)
Now goodbye (2x)
See you all tomorrow (2x)

I can sing a rainbow, sing a rainbow
Sing along with me.
Repeat Chorus.

Now goodbye (2x)

INDOOR/OUTDOOR GAMES

Count And Turn (1, 2, 3)

Objectives: to count in sequence
to develop body coordination
to develop a sense of rhythm
to learn one-to-one correspondence

Materials: none

Number of Players/Participants: whole or small group

Procedure:

1. The children stomp their feet as they count, throwing their arms up in the air to emphasize the last number in the sequence. The children change directions without losing the beat, counting "one" as they turn.
One, Two, Threeeeeee (turn)
One, Two, Threeeeeee (turn)
One, Two, Threeeeeee (turn)

Name Chain

Objective: to introduce one's name

Material: none

Number of Player/Participant: whole or small group

Procedure:

1. Sit the children in a circle on the floor.
2. Choose a child to start the introduction game.
3. This child says her name, then introduces the child next to her. For example, "My name is Susan, and I would like to introduce Gregory."
4. Gregory gives his name and introduces the next child to him. This is a good way to learn names as well as how to introduce others.

Relay Games (walking, hopping, jumping)

Objective: to develop gross motor skills

Materials: 2 small chairs

Number of Players/Participants: whole class

Procedure:

1. Divide the class into 2 groups.
2. Place a small chair in front of each group (check that the distance is not too far from the children).
3. Agree on what action they will do (example: walk or hop)
4. Teacher says "Ready, get set, go!" At the mark "go," the first child will walk to the small chair, go around it and go back to his/her team, tapping the hand of the next child to signal that child's turn and so on and so forth until all the children have taken a turn.
5. You can modify the relay next time: walk backwards, walk on tiptoes, etc.

People Counting Games (1, 2, 3)

Objectives: to count in sequence
to learn one-to-one correspondence
to develop body coordination
to develop a sense of rhythm

Materials: ball or jump rope

Number of Player/Participants: whole or small group

Procedure:

Stand and Sit: "One" (sit), "Two" (stand), "Three" (sit),
Hopping Forward: "One, Two, Three" (change direction)
"One, Two, Three" (change direction)

Teacher, May I?

Objectives: to follow directions
to develop gross motor skills

Materials: none

Number of Players/Participants: whole class

Procedure:

1. Teacher stands a few feet away from the group of children facing her.

2. Teacher tells the children that she is going to give each child a command (example: "Caloy, make five baby steps.") but before that child can obey the teacher, he has to ask permission first by saying "Teacher, may I?" then waits for teacher to answer, "Yes, you may." before proceeding with the task assigned.
3. The child who forgets to ask permission loses his turn to move forward. Likewise, the child who proceeds without waiting for teacher to grant him permission, also loses his turn to move forward.
4. The teacher calls out the children's names one by one and gives them a command (example: "Carisa, make four giant steps." or "Celina, make three frog hops.").
5. The child moves forward as he obeys the commands accordingly.
6. The first to reach the teacher wins and gets the chance to be the next "Teacher."

Line Up

Objective: to compare and group people into 2 groups based on given attributes

Material: None

Number of Players/Participants: whole group

Procedure:

1. Ask children to form a circle.
2. Tell them that when you give them some descriptions, they will need to form 2 lines in front of you.
 - BOYS and GIRLS
 - WEARING DRESS or SKIRT and WEARING LONG or SHORT PANTS
 - 5 YEAR OLDS and not 5 YEAR OLDS
 - HAS EARRING and HAS NO EARRINGS
 - WALKS TO SCHOOL and RIDES A VEHICLE GOING TO SCHOOL

Note: include other descriptions that can be used for your own class