

KINDERGARTEN CATCH UP EDUCATION DAILY PLAN
Week 10 _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: I have right to have a peaceful, safe and clean environment.		
MEETING TIME 1: Message: Karapatan ng bata na lumaki sa kapaligirang mapayapa at ligtas sa kapahamakan. Questions: Sinu-sino ang mga tumutulong sa mga bata para magkaroon ng katahimikan at kaayusan ang kanilang kapaligiran?	MEETING TIME 1: Message: Ako ay may mga responsibilidad bilang miyembro ng aking paaralan at komunidad. Questions: Anu-ano ang aking mga responsibilidad bilang miyembro ng aking paaralan at komunidad?	MEETING TIME 1: Message: Ako ay may mga responsibilidad bilang miyembro ng aking pamilya. Questions: Anu-ano ang aking mga responsibilidad bilang miyembro ng aking pamilya?
WORK PERIOD 1 Teacher-Supervised: Poster: Ways I Can Protect Myself Isang Mundong Makabata Independent: <ul style="list-style-type: none"> Letter Poster – Ff (drawings) Letter Collage – Nn Alphabet Clothesline (M,N,A,T,N,F,E,) Shape Patterns Block /Dramatic Play PLaydough 	WORK PERIOD 1 Teacher-Supervised: Target Letter li li Words Poster Independent: <ul style="list-style-type: none"> Letter Designs (F, I) Mini-book: My Responsibilities in School and in the Community Alphabet Clothesline (M,N,A,T,N,F,E,) Shape Patterns Letter Domino 	WORK PERIOD 1 Teacher-Supervised: Let's Write li (guided practice) Independent: <ul style="list-style-type: none"> Sand Paper Letters Letter Poster: Pictures/Drawings of objects that begin with li Shape Patterns Letter Call Out Block /Dramatic Play PLaydough
MEETING TIME 2: Sing "Can you say the first sound? " (use Ff, li words) Activity: Have them think of people and places that begin with letter Ff, li.	MEETING TIME 2: show Chart: My Responsibilities in School and in the Community	MEETING TIME 2: show Chart: My Responsibilities in School and in the Community and at Home
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Ang Pambihirang Sombrero	STORY: Sa Ilalim ng Dagat	STORY: KLASMEYT
WORK PERIOD 2: Teacher-Supervised: Number Stations and Number Books (quantities of 6; using toothpicks or squares) Independent: <ul style="list-style-type: none"> Block Play Sand Play: Mark the Scoops Number Concentration/Fishing Game: Numbers (0-6) Number Cover All / Color Call Out: Numbers (0-6) 	WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 6) Independent: <ul style="list-style-type: none"> Number Stations/ Number Books (quantities of 6) Comparing Quantities: A Game for Partners It's A Match (1-6) Number Concentration/ Mixed Up Numbers (1-6) Number Cover All / Color Call Out: Numbers (0-6) 	WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 6) Independent: <ul style="list-style-type: none"> Number Stations/ Number Books (quantities of 6) Comparing Quantities: A Game for Partners It's A Match (1-6) Number Concentration/ Mixed Up Numbers (1-6)
INDOOR/OUTDOOR ACTIVITY: Traffic Policeman/Five Police Officers - PEHT p. 163, 165	INDOOR/OUTDOOR ACTIVITY: Sampung Karapatan	INDOOR/OUTDOOR ACTIVITY: Sampung Karapatan
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY
CONTENT FOCUS: I have family members. I have parents and grandparents.	
MEETING TIME 1: Message: Every person is a member of a family. Questions: Who are the members of your family? What do you call your father, mother, siblings?	MEETING TIME 1: Message: Some family members live in the same or different households. ⇒ Some children live with both their parents and siblings. ⇒ Some children live with one parent only. ⇒ Some children live with their grandparents. Question: Who are the family members who live with you ? Do you have family members who are not staying with you ?
WORK PERIOD 1 Teacher-Supervised: Graph: How many people are in your family ? Independent: <ul style="list-style-type: none"> • Word Poster : li • Shape Frames: My Family • My Family Book • Dramatic Play • Letter Lacing Cards • Letter Trail 	WORK PERIOD 1 Teacher-Supervised: Target Letter : Ss Word Poster : Ss Independent: <ul style="list-style-type: none"> • My Family Book • Letter Collage: Ss • Family Mobile • My Family Book • Dramatic Play/Block Play • Playdough
MEETING TIME 2: Message: People in a family are called by specific names e.g. Tatay, Nanay, Ate, Kuya Questions: How do you call your parents, older siblings and relatives ? Do you have a special name for them ? Do they have a special name for you ?	MEETING TIME 2: Message: People in the family help one another Questions: How do you help each other in the family?
Supervised Recess	Supervised Recess
STORY: Kung Dalawa Kami	STORY: Papa's House, Mama's House
WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting; up to quantities of 6) Independent: <ul style="list-style-type: none"> • Block Play: Building Houses • Comparing Quantities: A Game for Partners • Number Snap/ Mixed Up Numbers (1-6) • Hand Game/Lift the Bowl Worksheets (up to quantities of 6) 	WORK PERIOD 2: Teacher-Supervised: Walk the Number Line Independent: <ul style="list-style-type: none"> • Block Play • Find 6/ 6 Concentration/Go 6/ Draw 6 • Hand Game/Lift the Bowl Worksheets (up to quantities of 6) • Number Cover All / Color Call Out: Numbers (0-6)
INDOOR/OUTDOOR ACTIVITY: The Boat is Sinking	INDOOR/OUTDOOR ACTIVITY: Maria Went to Market
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

APPENDIX: WEEK 10

THEME-RELATED ACTIVITIES

Family Tree

Objective: to develop fine motor-coordination

Materials: construction paper, crayons, string/yarn/ribbon; colored markers/crayons, pencil

Number of Players/Participants: 8 children

Procedure:

1. Distribute 1/8 bond paper or newsprint and construction paper with a drawing of a tree to each child in the group
2. Ask children to draw their family members on the bond paper/newsprint.
3. Let them paste the pictures on the tree. Have them paste the pictures of the parents on top while the siblings below his/her parents.

What I Like About My Family

Objective: to draw/write about their families

Materials: crayons/colored paper, bond or construction paper

Number of Players/Participants: any number

Procedure:

1. Have children fold the bond paper into two (crosswise).
2. On the flap page, have the children draw a family portrait.
3. On the inside page, have children draw the different things they like about their family.

Family Mobiles: Things I Learned from my Family

Objective: to identify ways one can help at home

Materials: crayons/colored paper, bond or construction paper, barbeque sticks, yarn

Number of Players/Participants: 6-8 children

Procedure:

1. Have the children draw pictures of the different things family members have taught them to do e.g. eat, bathe, prepare food etc.
2. Let them color and label their drawing.
3. Hang the drawing using yarn on the barbecue stick or hanger.

Shape Frames: Helping at Home

Objective: to strengthen eye-hand coordination

to identify ways one can help at home

Materials: large shape cut-outs, crayons or colored markers, glue or paste

Number of Players/Participants: 6-8 children

Procedure:

1. Have the children draw pictures of how they help their families at home inside the shape cut-outs.
2. Let them glue their drawings on manila or kraft paper.

Drawing: Sa Aming Tahanan

Objective: to identify ways one can help at home

Materials: strips of colored or construction paper, glue, crayons/colored marker

Number of Players/Participants: any number

Procedure:

Have children make a collage of how their family work together and help each other at various tasks like cooking, cleaning

Mini-Book: Who Helps Me ?

Objective: to identify people who help address his needs

Materials: shape book (person), colored markers or crayons

Number of Players/Participants: 8-10 children

Procedure:

1. Distribute a shape book to each child.
2. Have him/her draw the different people who help provide for his/her needs e.g. family members, people in school and the community.

Feelings Chart

Objective: to discriminate between different kinds of emotions

Materials: manila paper, bond paper scissors, crayons, markers

Preparation: Make a Happy/Sad Chart like the one below:

What makes us happy ?	What makes us sad ?

Number of Players/Participants: 6-8 children

Procedure:

1. Have each child draw about an experience where he/she felt either sad or happy on a small strip of construction paper.
2. Let him/her paste this on the appropriate column in the chart.

Poster: What Makes You Happy?"

Objective: to identifying kinds of feelings

Materials: paper, pencil or crayon

Number of Players/Participants: 6-8 children

Procedure:

1. Have children divide the clean sheet of paper into four.
2. Using pencil or crayon let the children draw four situations that make them happy.
3. Post their drawings.

Find a Match (Feelings)

Objective: to match emotions/feelings

Materials: emotion cards

Preparation:

- a. Make two copies of ten different faces with emotions: happy, sad, worried, scared (huge mouth in a horse shoe shape), loving (kissing face), stressed (big eyes and a wormy line for a mouth), mad, silly, tired (drooping eyelids with open mouth), Surprised (big eyes, big open mouth).
- b. Cut these out and attach one copy of each face into a folder. Let your children try to match the emotions.

Number of Players /Participants: 4-6 children

Procedure:

1. Lay down the cards on the table.
2. Have children take turns picking out two cards showing the same emotion.
3. A child gets a point for each pair of card that she successfully matches.

Variation:

1. Same set of cards can be used to play memory game. Instead of laying down the cards face up, all cards must be placed face down.
2. Each child takes turns picking out two cards. If the card matches, he/she gets the pair. If it does not, he/she returns it where he/she got it.
3. The game ends when all cards have been matched.

Feelings Collage

Objective: to recognize different emotions

Materials: magazines, scissors, glue, manila paper

Number of Players/Participants: 6-8 children

Procedure:

1. Have children cut out pictures of people showing different emotions.
2. Then let them make a collage for each emotion.
For example, they will glue together all pictures of happy faces.
3. Have them write the title "Sometimes people are happy."

Family Album: Family Activities/Celebrations

Objective: to develop communication/language skills
to identify events/occasions in the community

Materials: scissors, glue, craft materials

Number of Players/Participants: 6-8 children

Procedure:

1. Ask children to draw pictures of how their families celebrate birthdays, fiestas, Christmas, or what family activities they do together.
2. Use open-ended statements, such as "Tell me about this" or "Tell me what the people are doing" to elicit descriptions.
3. Suggest that children talk about why the occasion was special and about their role in the celebration.
4. Other children could find out from classmates about similar celebrations in their families.

Children's Gallery: What We Like To Do

Objective: to develop fine motor skills

Materials: shape book (person), colored markers or crayons

Number of Players/Participants: 8-10 children

Procedure:

1. Distribute different shape cut-outs. Have children draw different things children like to do or have.

Poster: My Responsibilities at Home

Objective: to identify his responsibilities at home

Materials: booklet, crayons/colored marker

Number of Players/Participants: 6-8 children

Procedure:

1. Talk about their responsibilities at home.
2. Ask each child to draw his/her answer and write about it.
3. Take down dictation if the child cannot write his/her own words or sentences yet.
4. Paste their answers in the manila paper and post it on the wall.

Drawing: Si (Tatay) At Ako

Objective: to identify the rights of a child

Materials: papel/bond paper, lapis, krayola

Number of Players/Participants: individual

Pamamaraan:

1. Pag-uusapan ng klase kung sinu-sino ang mga kasapi ng pamilya.
2. Tatanungin ng guro sa mga mag-aaral kung ano ang naitulong ng bawat kasapi ng pamilya sa kanila.
3. Papipiliin ng guro ang bawat mag-aaral ng isang kasapi ng pamilya na may naitulong sa kanya.
4. Gamit ang papel at lapis, iguguhit ng mag-aaral ang napili nyang kasapi ng pamilya pati ang naitulong sa kanya.
(Halimbawa: Tinuruan ako ni Nanay na magpunas ng mesa. Iguguhit ng mag-aaral si Nanay at ang sarili nyang nagpupunas ng mesa).
5. Gamit ang krayola, kukulayan ng mag-aaral ang kanyang ginawa.
6. Ang pamagat ng kanilang ginawa ay ayon sa napiling kasapi ng pamilya (Si Nanay at Ako)
7. Ipapasa ng mag-aaral sa guro ang kanyang ginawa.
8. Pag-usapan ang ginawa.

Mini-Book: Who Helps Me ?

Objective: to identify people who help address his needs

Materials: shape book (person), colored markers or crayons

Number of Players/Participants: 8-10 children

Procedure:

1. Distribute a shape book to each child.
2. Have him/her draw the different people who help provide for his/her needs e.g. family members, people in school and the community.
3. Distribute a shape book to each child.
4. Have him/her draw the different people who help provide for his/her needs e.g. family members, people in school and the community

My Needs

Objective: to identify his/her needs

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

Number of Players/Participants: 6-8 children

Procedure:

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

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

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

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

Number of Players/Participants: 6-8 children

Procedure:

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

Poster: I can help...

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

Materials: $\frac{1}{4}$ of construction 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".

Mobile: Mga Taong Tumutulong sa Akin

Layunin: makilala ang mga taong tumutulong sa atin sa komunidad

Mga Kagamitan: papel/bond paper, lapis, krayola

Pamamaraan:

1. Gumuhit ng mga taong tumutulong sa ating komunidad.
2. Idikit ito sa folder o cardboard.
3. Lagyan ng tali sa dulo.
4. Isabit ito sa isang bahagi ng classroom.
5. Lagyan ng pamagat "Ang mga Taong Tumutulong sa Ating Komunidad".

Note: The stories for this week revolve around children's rights. Use these stories to reinforce their understanding about rights. Encourage them to make personal connections with these stories.

OTHER MATH ACTIVITIES

Lift The Bowl (writing number sentences: up to quantities of 6)

Objective: to explore different combinations that makes a given quantity

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

Number of Players/Participants: 8 children

Procedure:

1. Game proceeds as Hand Game but bowls are used for separating quantities.
2. Children write a number sentence to represent number combinations.

Teacher says:	Children say:	Children write:
"Place six blocks under the bowl."	"None and six is six." or "Zero and six is six."	$\begin{array}{r} 0 \\ +6 \\ \hline 6 \end{array}$
"Place one block on the bowl."	"One and five is six."	$\begin{array}{r} 1 \\ +5 \\ \hline 6 \end{array}$

"Place two blocks on the bowl."	"Two and four is six."	$\begin{array}{r} 2 \\ +4 \\ \hline 6 \end{array}$
"Place three blocks on the bowl."	"Three and three is six."	$\begin{array}{r} 3 \\ +3 \\ \hline 6 \end{array}$
"Place four blocks on the bowl."	"Four and two is six."	$\begin{array}{r} 4 \\ +2 \\ \hline 6 \end{array}$
"Place five blocks on the bowl."	"Five and one is six."	$\begin{array}{r} 5 \\ +1 \\ \hline 6 \end{array}$
"Place six blocks on the bowl."	"Six and none is six." or "Six and zero is six."	$\begin{array}{r} 6 \\ +0 \\ \hline 6 \end{array}$

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together"

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:

1. Children use table or floor blocks to build structures.
2. 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)
3. Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Playdough Numerals (0-6)

Objective/Competency: to identify the numerals 1, 2, 3, 4, 5 and 6

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them to form the numerals 1, 2, 3, 4, 5 and 6.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

Mixed Up Numbers

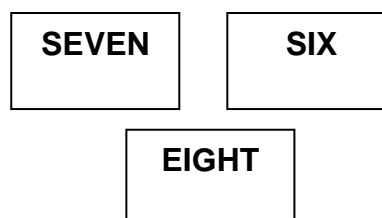
Objectives: to read and recognize number words.
to recognize the sequence of numbers.

Materials: Vocabulary cards of number words.

Number of Players/Participants: Small group

Procedure:

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



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

Draw 6

Objective : to explore different combinations that make 6

Materials : 4 sets of numeral cards (0 –6)

Number of Players/Participants: 3- 5 children

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 child goes through the cards received trying to find pairs that make 6. All the pairs thus made are discarded in the middle of the table.
3. The children then take turns, each holding his/her cards like a fan and letting the person to his/her left draw one of them without looking at them. If the child who draws the card can use it to make 6 with one of the cards in his/her hand, he/she discards the pair in the middle of the table. If he/she cannot use it, he/she has to keep it. He/She then holds all his/her cards like a fan so that the child to his/her left can draw one of them by chance.
4. Play continues until one child left holding the odd card and loses the game.

6 Concentration

Objective: to explore different combinations that makes 6

Materials: 4 sets of numeral cards (0-6)

Number of Players/Participants: 1-4 children

Procedure:

1. Sixteen cards are placed in the middle of the table, face down, in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The children take turns turning over two cards, trying to turn a pair that totals 6. If a pair can be made, the player keeps it and continues to play as long as he/she is successful. If he/she is not successful, he/she returns the two cards to their original face-down positions and replaces any cards he/she 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 child who collects the greatest number of pairs is the winner.

Find 6

Objective: to explore different combinations that makes 6

Materials: 4 sets of numeral cards (0-6)

Number of Players/Participants: 3-5 children

Procedure:

1. All cards are dealt. Last card is turned face up. Each child keeps the cards dealt to him/her in a stack, face-down, without looking at them.
2. By turns, children turn over the top card of his/her stack. If this card can be used with one on the table to make a total of 6, the child can take it and keep the pair. If there are no cards that can be used, he/she has to discard his/her card in the middle of the table, face up.
3. The child who collects the most number of pairs wins.

Go 6

Objective: to explore different combinations that makes 6

Materials: 4 sets of numeral cards (0-6)

Number of Players/Participants: 1-4 children

Procedure:

1. All the cards are dealt.
2. The children take turns asking specific people for specific cards in a way similar to the card game Go Pick. For example, John may say to Carol do you have a 1 ?" If Carol has a 1, he/she has to give it up to John. John then lays this 1 and a 5 in front of himself/herself, face up.
3. A child can continue asking for a card as long as he/she gets the card he requested. If he/she does not get the card he/she asked for, the turn passes to the person who said, "I don't have it."
4. The child who makes the greatest number of pairs is the winner.

It's A Match

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -6, one set of cards with dots (corresponding to the numerals)

Number of Players/Participants: pairs or small group

Procedure:

1. Place the numeral cards face down in a box.
2. Place the corresponding dot pattern cards in the chalk tray.
3. Call on a child to get a card from the box and place it over the equivalent card in the chalk tray.

Line Up

Objective: to sort the class into 3 groups based on similarities and differences

Materials: none

Number of Players/Participants: whole group

Procedure:

1. Tell the children that they are to make three lines based on the descriptions you give.
 - Make 2 lines: boys, girls
 - Make 3 lines: favorite drink: juice, chocolate drink, milk
 - Make 3 lines: favorite place: McDonald's, Jollibee, KFC
 - Make 3 lines: favorite activity: playing, watching TV, drawing/coloring picture

Subtraction Cards

Objective: to subtract quantities up to 6

Materials: subtraction cards, counters

Number of Players/Participants: 1-4 children

Procedure:

1. Teacher reads the total on the card, in this case 6.
2. Children get 6 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "five".
5. Teacher shows the group the five remaining dots on the subtraction card.

Call Out: Addition (up to quantities of 6)

Objective: to match an addition fact with its correct sum

Materials: call out board for each player calling cards tokens

Number of Players/Participants: 1-4 children

Procedure:

1. Provide each child with a call out board.
2. Assign a child to call out what is written on calling cards.
3. First one to cover all spaces wins. If children go through all the cards without reaching call out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Call Out: Subtraction (up to quantities of 6)

Objective: to practice subtraction up to quantities of 6

Materials: call out board for each child, calling cards, tokens

Number of Players/Participants: 1-4 children

Procedure:

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

Writing Numerals (0, 1, 2, 3, 4, 5, 6)

Objective: to write numerals

Materials: lined paper (blue-red-blue lines), numeral cards

Preparation:

- a. Draw the numerals on a piece of card board.
- b. The first part of the numeral is drawn with the purple crayon and the second part with green. The purple and green marks will help children determine which stroke to do first.

Procedure:

1. Provide each child with numeral cards and lined paper.
2. Let each child practice writing the numerals on lined paper.

Hand Game (writing number sentences, up to quantities of 6)

Objective: to explore different combinations that makes a given quantity

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

Number of Players/Participants: 8 children

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, for example 3.

- Children separate counters in different ways and verbalize the combinations that result.
- Children write a number sentence to represent number combinations.

Teacher says:		Children say:	Children write:
"Place six sticks in your right hand."		"None and six is six." or "Zero and six is six."	$0 + 6 = 6$
"Place one stick in your left hand."		"One and five is six."	$1 + 5 = 6$
"Place one more stick in your left hand."		"Two and four is six."	$2 + 4 = 6$
"Place one more stick in your left hand."		"Three and three is six."	$3 + 3 = 6$
"Place one more stick in your left hand."		"Four and two is six."	$4 + 2 = 6$
"Place one more stick in your left hand."		"Five and one is six."	$5 + 1 = 6$
"Place one more stick in your left hand."		"Six and none is six." or "Six and zero is six."	$6 + 0 = 6$

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

Lift The Bowl (connecting up to quantities of 6)

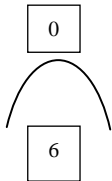
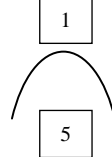
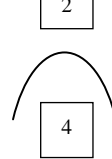
Objective: to explore different combinations that makes a given quantity

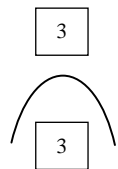
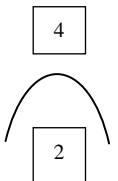
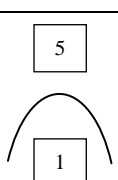
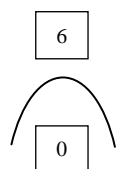
Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

Number of Players/Participants: small group

Procedure:

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

Teacher says:		Children say:	Teacher places these cards on the Lift the Bowl counting board
"Place six blocks under the bowl."		"None and six is six." or "Zero and six is six."	
"Place one block on the bowl."		"One and five is six."	
"Place two blocks on the bowl."		"Two and four is six."	

"Place three blocks on the bowl."		"Three and three is six."	
"Place four blocks on the bowl."		"Four and two is six."	
"Place five blocks on the bowl."		"Five and one is six."	
"Place six blocks on the bowl."		"Six and none is six." or "Six and zero is six."	

Counting Boards (concrete, up to quantities of 6)

Objective: to explore different combinations that makes 6

Materials: counting boards & counters (example: webs & spiders, rivers & fish, stores & hats, tables & chairs, sinks & plates)

Procedure:

1. Give each child one counting board.
2. Have the children take the number of counters being worked with for the day and decide what they want to represent.
3. Take turns in telling a story to go with the counters.

Ex: Three fish were swimming. Three more came. That makes six fish swimming.

I saw seven mangoes in the tree. I climbed the tree and got two mangoes. Five mangoes were left.

OTHER LANGUAGE ARTS ACTIVITIES

Note: Teacher may utilize words in the local dialect or mother tongue that with the target letters.

CVC Word cover all/Word Match (same as Letter cover all but replace with CVC words that can be formed from the letters b,s,e,i,n, t, c,p,o,g,u)

CVC connect (same as Letter connect but replace with CVC words that can be formed from the letters b,s,e,i,n, t, c,p,o,g,u)

CVC Sound Call Out (same as Letter Call out or bingo but replace with CVC words that can be formed from the letters b,s,e,i,n, t, c,p,o,g,u)

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

CVC Go Picking Up Game

Objective: to match CVC words

Materials: pairs of the following words (mat, cat, sat, bat, fat, hat, pat, rat, man, ban, can, fan, pan, ran, van,tan)

Number of Players/Participants: small group

Procedure:

1. Deal out the six cards each face down.
2. Each child keeps his/her cards concealed. The remaining cards stay in a pile in the center of the table.
3. Let the children find any CVC word pairs in his/her cards, reads the word and places the pair on the table.
4. At each turn, child now tries to make pairs by asking the other for a word pair. For example, do you have a mat ". If he/she has it, he/she has to hand it over to the player.

5. If he/she does not have the letter being asked for, he/she says "No I don't, go pick-up".
6. The child now takes the top card from the pile. If he/she finds a pair, he/she places them down. If he/she doesn't then the next child takes his turn.
7. The winner is the child with the most number of pairs.

CVC Fishing Game

Objective: to match CVC words

Materials: CVC fishing cards, hook

Preparation: prepare fishing cards with CVC words that can be formed from the following letters; m, a, t, f, e, n

Number of Players/Participants: 4-6 children

Procedure:

1. Lay down CVC cards on the table or floor.
2. Have children take turns fishing CVC words.
3. Children read out words that they catch.

Playdough Letters

Objective: to identify different letters

Materials: playdough

Number of Players/Participants: 6-8 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let the children form different letters.

Writer's Workshop

Objective: to develop expressing language skills

Materials: individual booklets, pencil, crayons or markers

Number of Players/Participants: any number

Procedure:

1. Distribute them individual booklets or loose pages to each child.
2. Have him/her draw on the pages of this booklet.
3. Let him/her color his work.
4. Ask them to write/dictate to you the title of their story.

Note: In the initial stages of writer's workshop, the child must be allowed to draw whatever he/she wants on the pages of this booklet. Have him/her tell you what he/she drew and take down dictation as needed OR if the child can already write letters, encourage him/her to write key words to describe what he/she drew.

As the child gains more confidence in writing, he/she can be encouraged to write his/her own stories. It could be about a personal experience or something he/she read about or an original one. Have him/her think about what happens in the beginning, middle and end of his story.

Three Sound Word Building

*see Week 14 Appendix but this time you will blend a different cluster of letters, such as:

mat	fat	sat	bat	cat	men	ten	tan
fan	ban	can	met	bet	set	tin	fin
sin	bin	fit	bit	net			

CVC Word Spinner

Objective: blend 3-letter sounds

Materials: CVC spinner

Number of Players/Participants: 6-8 children

How to prepare:

1. Make a big spinner on which you will write the chunks or rimes. Cut the spinner into 8 parts.
2. Write the following chunks or rimes on each: **an, ap, am, em, et, en, in, it**. Then make a smaller spinner on which you will put the letters.
3. Cut the spinner into 8 parts. Write the following letters: **m, t, f, n, s, p, b, c**. Put the small spinner on top of big spinner.

Procedure: At each turn, let a child turn the spinner. Have him/her blend the onset (letter on the smaller spinner) and the rime or chunk on the bigger spinner

Letter Lacing Cards

Objective: to develop visual discrimination, fine-motor coordination

Materials: lacing cards, yarn

Number of Players/Participants: 6-8 children

Preparation:

1. Make individual letters from cardboard or construction paper.
2. Punch the edges of the letter.
3. Attach a piece of string/yarn to each letter which should be long enough to lace the entire card.

Procedure: Have children lace each card

CVC Spelling

Objective: segment sounds to spell words

Materials: paper, pencil

Number of Players/Participants: half of the class

Procedure:

1. Explain that you are going to play a spelling game.
2. Give your child a piece of lined paper.
3. Explain that he/she should say the sounds as he/she writes the letters.
4. Have his/her spell 3-letter words that can be formed from the target letters the past 3 weeks.

Spot the Odd Word

Objective: to discriminate between words

Materials: spot the odd one out word cards

Number of Players/Participants: 4-6 children

Procedure:

1. Children place a marker on the word that is different from the words on the strip.

Spell a New Word

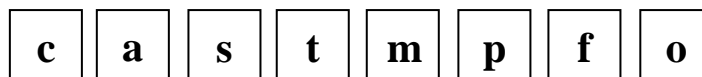
Objective: segment sounds to spell words

Materials : word puzzles inside each envelope Cut up word puzzles ahead of time. Write the name of each puzzle on the inside flap of the envelope. Store puzzles in envelopes.

Number of Players/Participants: 8-10 children

Procedure:

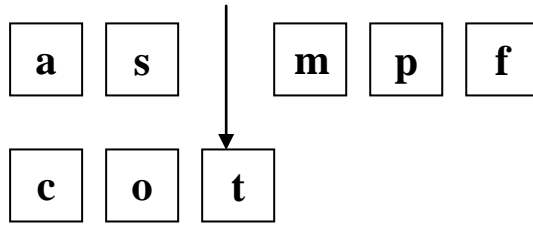
1. Lay out the sound pictures.



2. Hold the calling card in your hand so that your child cannot see the answers.

cot	cat
pot	sat
pat	sap
fat	tap
mat	cap

3. Say, "I'll go first. I'll spell 'cot'. Use your pointer finger to slide the letters one at a time into position to spell 'cot' on your white board with lines. Say each sound as you line up the corresponding sound letters.
4. Now, use your pointer finger or a pencil to point to each letter as your child says the corresponding sounds. If he/she is still learning the corresponding sounds, say each sound and then have his/her repeat it after you. Make sure he/she is looking at the letters as he/she says the sounds, and not at you.
5. Now say, "If that spells 'cot', 'let's spell 'pot'. Use your pointer finger or a pencil to slowly move across the word 'cot', as you say the new word, 'pot'.
6. This will bring his/her attention to the location of the letter that must be changed. Do not say the sounds separately, but as slowly as you can.
7. This will compel his/her to segment the sounds. Be very careful to make sure your pencil or pointer finger is in the correct location, over the corresponding sound as you slowly say the word.
8. Continue with each change, offering help as needed. After each change, point to each letter and have his/her say each sound in the word, as shown in step 4.



CVC connect Game

Objective: to match CVC words

Materials: CVC fishing cards, hook

Preparation: prepare fishing cards with CVC words that can be formed from the following letters; **m, a, t, f, e, n**

Number of Players/Participants: 4-6 children

Procedure:

1. Lay down CVC cards on the table or floor.
2. Have children take turns fishing CVC words.
3. Children read out words that they catch.

STORIES

Ang Pambihirang Sombrero

Question before reading

1. Mayroon ba kayong sombrero? Ano ang hitsura nito?

Questions during reading

1. Anong lugar pa kaya ang pupuntahan ni Mia?
2. Ano kaya ang mangyayari sa suot niyang sombrero?
3. Ano ang nakita ni Mia sa lumang baul?
4. Ano ang naramdaman niya sa kanyang natagpuan?

Questions after reading

1. Anong mga lugar ang pinuntahan ni Mia? Sino ang mga taong nakita niya sa mga lugar na ito?
2. Nagustuhan niyo ban g mga tao ang sombrero ni Mia? Bakit?
3. Ano ang nagging wakas ng kuwento?

Sa Ilalim ng Dagat

Question before reading

1. Ano kaya ang mga nakikita sa ilalim ng dagat?
2. Paano ninyo ipinapakita ang inyong pagmamahal sa taong maysakit?
3. Anu-ano ang ginagawa ninyo para sa kanya?

Questions while reading

1. Ano ang naging pakiramdam ni Pugita nung siya'y tinamaan din ng milagrang sakit?
2. Ano ang ginawa kay Pugita nang kanyang mga kasamahan?
3. Bakit kaya hindi matanggap ni Pugita na may sakit na rin sya?
4. Ano ang naramdaman at naisip ninyo nung marinig nyo ang linyang ito? "Palayasin natin ang mga maysakit para hindi tayo mahawa sa kanila?"

Question after reading

1. Ano ang balita ni Pating na ikinagulat ng lahat?
2. Paano naapektuhan ang iba pa nyang kasama? Ano ang nangyari sa kanila?
3. Ano ang ginawa nina Pugita, Pating, at Barakuda sa mga maysakit?
4. Tama ba ang ginawa nila? Bakit?
5. Kung ikaw si Pugita, Pating, o Barakuda, gagawin mo rin ba ang ginawa nila? Bakit?
6. Ano ang maipapayo mo sa kanila?
7. Paano nalunasan ng mga nilalang sa ilalim ng dagat ang milagrang sakit na dumapo sa kanila?

Kung Dalawa Kami

Mga tanong bago basahin ang kuwento

1. Marami ba kayong magkakapatid? May kakilala ka bang kabilang sa isang malaking pamilya?
2. Mas mahirap kaya kung marami kayong magkakapatid?

Mga tanong habang / pagkatapos basahin ang kuwento

1. Naranasan niyo nab a ang kulangin kayo ng pagkain, damit o higaan?
2. Naiisip mo rin ba minsan n asana ay isa ka lang o kaunti lang kayong anak?
3. Ano ang maaring mga kabutihan na naidudulot ng malaking pamilya o marami kayong magkakapatid?
4. Ano naman ang mainam sa pagkakaroon ng maliit na pamilya o ng kaunti lang na kapatid?

SONGS/POEMS/ RHYMES

<p><u>My Family</u> (tune: twinkle, twinkle) I love mommy. . .she loves me We love daddy. . .yes sir e He loves us and so you see We are a happy family</p> <p>I love grandma. . . she loves me We love grandpa. . .yes sir e He loves us and so you see We are a happy family</p> <p>I love sister, she loves me We love brother. . Yes sir e He loves us and so you see We are a happy family</p> <p><u>Mahal Ko Ang Tatay at Nanay</u> Mahal ko, Mahal ko Mahal ko si Nanay Mahal ko Mahal ko Mahal ko rin si TaTay Sila nga ay mahal ko't Iginagalang, humahalik ako ng kamay</p>	<p><u>The Family's in the House</u> (to the tune of "The Farmer in the Dell")</p> <p>The father's in the house The father's in the house fa. . la. . .la. . La la la la The father's in the house</p> <p>The father takes the mother (one student grabs hand of another) The father takes the mother fa. . la. . La. . la la la la The father takes the mother</p> <p>The mother takes the brother (one student grabs hand of another) The mother takes the brother fa. . la. . La. . la la la la The mother takes the brother The brother takes the sister The brother takes the sister fa. . la. . La. . la la la la</p> <p>The sister takes the baby The sister takes the baby fa. . la. . La. . la la la la the baby takes grandma the baby takes grandma fa. . la. . La. . la la la la Grandma takes grandpa Grandma takes grandpa fa. . la. . La. . la la la la</p>
<p><u>Masayang Pamilya</u> Sa lahat ng oras Kami ay Masaya Laging nagtutulungan Sa hirap at ginhawa</p> <p>Laging magkasundo Si Inay at Itay Kami'y maligaya Sa loob ng bahay</p>	<p><u>Daddy is Special</u> sung to "Where is Thumbkin?"</p> <p>Daddy is special, daddy is special, Yes he is, yes he is, Daddy is special, daddy is special, Yes he is, yes he is. Replace Daddy with other family members</p>
<p><u>Lima ang Daliri</u></p> <p>Lima ang daliri ng aking kamay Si tatay, si nanay, si Kuya, Si Ate At sino ang bulilit Ako, ako Lima ang daliri ng aking kamay</p>	<p><u>Helping Hands</u> Helping Hands I'm a good helper Yes I am Here is one hand, Here is the other, When I see work piled up Hear me shout I'll use my hands to help out!</p>
<p><u>Sound It Out</u> (tune: If you're happy and you know it) If you have a new word sound it out (/m/ /a/ /t/) If you have a new word walk. At first, an adult should lead the "chain," but in about thirty seconds a child should take over the lead. Every thirty seconds give another child a turn to lead until all of the children have had a chance. Before trying this outdoor activities and movement game, make sure that children understand certain basics about the safety - such as the importance of not running, not pulling on the string, and not attempting anything that the entire group cannot do. rd sound it out (/m/ /a/ /t/) If you have a new word</p> <p>Slowly say the word If you have a new word walk. At first, an adult should lead</p>	<p><u>Families do Things Together</u> (tune: The More We Get Together) Families Together Families do things together, together, together Families do things together</p> <p>For your family likes to _____. My family likes to _____. The more we do things together, together, together The more we do things together the happier we are!</p> <p><u>Brother, Sister, Help Me Do</u> Brother, Brother, help me do Pick up sticks and branches too. When we work the pile will grow</p>

<p>the “chain,” but in about thirty seconds a child should take over the lead. Every thirty seconds give another child a turn to lead until all of the children have had a chance. Before trying this outdoor activities and movement game, make sure that children understand certain basics about the safety - such as the importance of not running, not pulling on the string, and not attempting anything that the entire group cannot do. Sound it out (/m/ /a/ /t/)</p>	<p>Now, let's count them row by row 1,2,3,4,5,6,7,8,9,10.</p> <p>Sister, sister, help me do Get the brooms and dustpans too. Come let's sweep and clean our room Check the books for paper torn 1,2,3,4,5,6,7,8,9,10.</p>
<p><u>My Feelings</u> When I am <u>sad</u>, I feel like <u>crying</u>. (rub eyes) When I am <u>proud</u>, I feel like <u>trying</u>. (head held high) When I feel <u>curious</u>, I want to <u>know</u>. (look up, wondering) When I'm <u>impatient</u>, I want to <u>go!</u> (cross arms, tap foot) When I feel angry, I look this <u>way</u>. (angry look) When I feel <u>happy</u> I smile all <u>day</u>. (big smile) When I am <u>puzzled</u>, I make a <u>shrug</u>. (shrug shoulders) When I feel <u>loving</u>, I want to <u>hug</u>. (hug yourself)</p> <p><u>Kung Ikaw ay Masaya</u> Kung ikaw ay masaya, <u>pumalakpak</u> ka (2x) Kung ikaw ay Masaya, buhay mo ay <u>sisigla</u> <u>Kung ikaw ay masaya, pumalakpak ka (2x)</u> (pumadyak, humalakhak)</p>	<p><u>Ako ay Kapitbahay</u></p> <p>Ako ay Kapitbahay Kapitbahay niyo Laging handang tumulong sa inyo Kilala niyo ako Kilala niyo Ako ay kapitbahay Kapitbahay ninyo</p>

INDOOR/OUTDOOR GAMES

Hot Potato

Materials: Medium size playground ball.

Direction: Put a medium sized ball in the center of a circle along with a child chosen to be 'it'. The child who is 'it' pushes the ball with his or her feet, trying to get it out of the circle. The other children try to stop the ball with their feet. Once the ball is out, another leader is chosen. The ball is called the 'hot potato' and the children will enjoy trying to keep it in the 'oven'.

Move around the Hoop

Materials: Different colored hoops, an open area and drum or tambour.

Direction: Let the children warm up in an open area. Give the children different ideas for moving around - walk, hop, skip, run, walk sideways, run, backwards and so on. Place lots of different colored hoops around the open space. Demonstrate to the children how to walk or run around without touching the hoops. Intersperse these instructions with 'stand in groups of two in red hoops' or 'three people go into each green hoop' and so on.

Get the children to listen to the next instruction using a tambour, beat the drum or clap your hands, the children stop and listen for the next step. For example, put your hand in a hoop, put your foot in a hoop. Make it more complex by adding colors and numbers. For example, put one knee in a red hoop, put four fingers in a yellow hoop and so on.

Catch It !

Direction: Have a group of children sit in a circle with one child in the middle. Give the children in the circle a ball and challenge them to catch the “fish,” or the child in the center. To catch him, they need to roll the ball lightly and hit him, while he tries to avoid the ball. The child who finally catches the fish becomes the new fish, and the game starts anew.

Chain Game

Direction: Let the children form a long line and provide a string for them to hold. Tell the children that they will be following a leader and doing everything that the leader does. For example, the leader might wave her hands over her head, march like a marching band, or jump over a crack in the sidewalk. At first, an adult should lead the “chain,” but in about thirty seconds a child should take over the lead. Every thirty seconds give another child a turn to lead until all of the children have had a chance. Before trying this outdoor activities and movement game, make sure that children understand certain basics about the safety - such as the importance of not running, not pulling on the string, and not attempting anything that the entire group cannot do.