

KINDERGARTEN CATCH UP EDUCATION DAILY PLAN
WEEK 11: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: Family members have different responsibilities at home. Families set their own rules.		
MEETING TIME 1: Message: Parents and older siblings earn a living for the family Question: Who earns a living for your family? What kind of work do they do?	MEETING TIME 1: Message: Sometimes other family members help their parent with their jobs. Ex. children help their parents in their farm or cook food to sell Question: Do you or your siblings help your parents with their job?	MEETING TIME 1: Message: People earn a living in different ways. Some people earn a living by making and selling goods. Question: Who makes and sells goods in your community?
WORK PERIOD 1 Teacher-Supervised: Making a trip chart poster: People earn a living in different ways. Independent: <ul style="list-style-type: none"> • Letter Collage : Ff • Letter Mosaic: Ff • Accordion Book: My Family • Dramatic Play • Sight Word Match (mother tongue) 	WORK PERIOD 1 Teacher-Supervised: Fieldtrip to a place of work of parent(Batch Independent: <ul style="list-style-type: none"> • Letter Poster: F words (drawing) • Sand Play • Writer's Workshop • Sight Word Match (mother tongue) • Family frames: How do we help at home? 	WORK PERIOD 1 Teacher-Supervised: Fieldtrip to a place of work of a parent (Batch 2) Independent: <ul style="list-style-type: none"> • Letter for the Day: Ff • Letter Connect: Upper and Lowercase letters • Family Mobiles: What I learned from my family • Writer's Workshop • Sand Play
MEETING TIME 2: Call on some children to show their family accordion book to the class. List down on the board work places of family members as children talk about this. Ask the rest of the class if any of them have parents who have the same or similar kind of work as those that have been listed down. Songs: Mag-anak (PEHT, p. 153) Masayang Pamilya (PEHT p. 15)	MEETING TIME 2: Invite a new batch of children to talk about the work that their parents and older siblings do. Songs: Heto na si Ina (PEHT p. 15), Si Kuya (PEHT p. 154)	MEETING TIME 2: Let's Write Ff Song: Masayang Pamilya (PEHT p. 154)
Supervised Recess	Supervised Recess	Supervised Recess
STORY: <u>Si Monica Dalosdalos</u>	STORY: Si Hinlalaki	STORY: Araw sa Palengke
WORK PERIOD 2: Teacher-Supervised: Descriptions Independent: <ul style="list-style-type: none"> • Block Play/Dramatic Play • Number Call Out: Addition/ Subtraction (0-6) • 6 Concentration/ Find 6/Go Fish /Draw 6 • Don't Rock the Boat 	WORK PERIOD 2: Teacher-Supervised: Subtraction Cards (writing number sentences) Independent: <ul style="list-style-type: none"> • Block Play • Number Stations (1-7) • Math Recording Game (1-6) • Don't Rock the Boat 	WORK PERIOD 2: Teacher-Supervised: Subtraction Cards (writing number sentences up to quantities of 6) Independent: <ul style="list-style-type: none"> • Block Play • Roll and Count (up to quantities of 7) • Number Stations (1-7) • Seriation Game (longest to shortest up to 7 strips or objects)
INDOOR/OUTDOOR ACTIVITY: Face to Face	INDOOR/OUTDOOR ACTIVITY: Snake Chase	INDOOR/OUTDOOR ACTIVITY: Cat and Mouse Trap
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY
MEETING TIME 1: People earn a living in different ways Message: Some people earn a living by giving services. Questions: What services offered by other people have you availed?	MEETING TIME 1: Message: Families set their own rules Questions: What rules do you follow at home? How do these rules help your family?
WORK PERIOD 1 Teacher-Supervised: Target Letter/Letter Poster: Bb Puppets: People Who Do Things for Others/ People Who Make or Sell things Independent: <ul style="list-style-type: none"> • Sound -O • Letter Collage : Bb • Lit-based: Picture Walk: Ang Araw sa Palengke • Mobile: Mga Paninda sa Palengke • Spin a Word • Dramatic Play/Block Play 	WORK PERIOD 1 Teacher-Supervised: Let's Write Bb (guided practice) Independent: <ul style="list-style-type: none"> • Shape Poster: Our Rules At Home • Letter for the Day :Bb • Sound-O • Literature-based Activity: Accordion Book (Ang Araw sa Palengke) • Spin a Word • Writer's Workshop
MEETING TIME 2: Show puppets they made. Talk about the jobs of these community helpers and have them identify whether these involve providing goods or services.	MEETING TIME 2: Ask some children to share rules that they follow at home. Compare some of these rules with those that they follow in school. How do these rules help them?
STORY: Ang Tikbalang Kung Kabilugan ng Buwan	STORY: Sina Dosol at Mokopoy sa Paanan ng Bundok Pinatubo
WORK PERIOD 2 Teacher-Supervised: Pattern Block/ Card Patterns Independent: <ul style="list-style-type: none"> • Block Play • Number Domino/Number Fishing Game • Number Stations up to 7 • Draw 6/Go 6 • Roll and Count (up to quantities of 7) • Writing Numerals (0, 1, 2, 3, 4, 5, 6,7) 	WORK PERIOD 2 Teacher-Supervised: Train Ride Balloons Independent: <ul style="list-style-type: none"> • Block Play • Pattern Block/Card Designs • Subtraction Cards (writing number sentences up to 6) • 6 Concentration/ Find 6/ Draw 6/Go 6 • Roll and Count (up to quantities of 7) • Writing Numerals (0, 1, 2, 3, 4, 5, 6,7)
INDOOR/OUTDOOR ACTIVITY: Snake Chase	INDOOR/OUTDOOR ACTIVITY: Leap frogs Roll the ball Through The Tunnel
SONGS/RHYMES: Si Neneng PEHT p. 154)	SONGS/RHYMES: Magtanim ay Di Biro
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

APPENDIX: WEEK 11

THEME RELATED ACTIVITIES

Poster: People Earn a Living in Different Ways

Objective: to develop fine motor coordination

Materials: manila paper, crayons/colored marker, glue, magazines

Number of Players/Participants: 6-8 children

Procedure:

1. Have children cut-out pictures of people earning a living.
2. Paste these pictures on manila paper or kraft paper.
3. Have children label each picture or drawing.

Note: if there are no magazines available, have children draw instead.

Trip Chart:

Family Mobiles: What I learned from my family

Objective: to develop fine motor coordination, describe family members

Materials: yarn, colored shape cut-out mounted on cardboard, puncher

Number of Players/Participants: 6-8 children

Procedure:

1. Have children draw things they have learned from particular family members.
2. Let them label their drawings.
3. Punch a hole on top of the shape card. Tie a yarn through it and hang on a hanger.
4. Write the title " Things I learned from my family" on a strip of paper and tape it into the handle of the hanger

Puppets: People Who Do Things for Other/People Who Make or Sell things

Objective: to identify community helpers, develop fine motor coordination

Materials: mineral water bottles, scrap cloth, glue, scissors

Number of Players/Participants: 4-6 children

Procedure:

1. Have children make puppets of community helpers using junk materials.
2. Let them write or draw what each community helper does for others.

Poster: At the (work place of parent)

Objective: identify role of family members, develop fine motor coordination

Materials: manila paper, crayons/ colored markers

Number of Players/Participants: 6-8 children

Procedure:

1. Ask children to recall what they saw at the workplace of the parent.
2. Have them draw things they saw there, other people who work there and what they do.
3. Have them share this poster with the rest of the class

Shape Poster: Our Rules At Home

Objective: develop fine motor coordination, identify roles and responsibilities of family members

Materials: house cut-outs (bond paper or construction paper), crayons/colored markers, pencils

Number of Players/Participants: 10-12 children

Procedure:

1. Have children draw or write rules their families have at home.

OTHER LANGUAGE ARTS ACTIVITIES

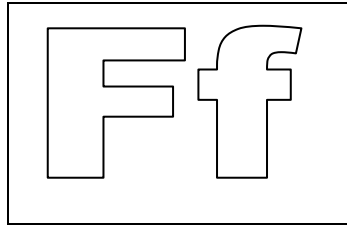
Letter Mosaic: Ff

Objective: letter recognition

Materials: craft paper, old magazines or newspapers, scissors, paste or glue

Preparation:

1. On a piece of 2' x 3' of craft paper, write the outline of the letter for the day in upper and lowercase.



Number of Players/Participants: 6-8 children

Procedure:

1. Have them cover the entire letter with cut-outs from the magazine.

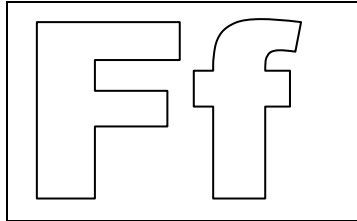
Letter Collage: Ff

Objective: to recognize letter

Materials: craft paper, old magazines or newspapers, scissors, paste or glue

Preparation:

1. On a piece of 2' x 3' of craft paper, write the outline of the letter for the day in upper and lowercase.



2. Give children one magazine or newspaper each.

Number of Players/Participant: 6-8 children

Procedure:

1. Have them cut out the letter for the day in upper and lowercase from the magazines. (The letters may come in different colors, font and sizes).
2. Have them paste the letters they have found inside the outline of the letter.

Letter Collage Bb - refer to above activity in letter Ff

Letter Making

Objective: to form a letter

Materials: cardboard, glue, buttons or beans

Preparation: On separate piece of cardboard, draw each letter of the alphabet and outline them in block style. Use numbers and arrows to show how the letters are formed.

Number of Players/Participant: 6-8 children

Procedure:

1. Distribute letter cards to each child.
2. Let each child place beans or buttons within the outline of each block letter.
3. Have them use the arrows and numbers as a guide for forming the letters in writing.
4. Have them run their finger over the beans or buttons and verbalize the movements they are making to form the letter. For example, for the capital **F**, they would say "down, across, across."

Letter Poster Bb

Objective: to recognize and form letter, to develop fine motor coordination

Materials: craft paper, old magazines or newspapers, scissors, paste or glue

Number of Players/Participant: 6-8 children

Procedure:

1. Have children cut out words that begin with **Bb**.
2. Let them paste the words inside the outline of the letter.

Letter Lacing Cards

Objective: to develop fine-motor coordination, to recognize letter

Materials: letter lacing cards

Number of Players/Participants: 6-8 children

Procedure:

1. Distribute the lacing cards.
2. Have them thread the cards until each hole has been covered.
3. Have them practice forming the letter by tracing with their forefingers, writing on air, on the back of the classmate and then on paper.

Literature-based Activity: Picture Walk

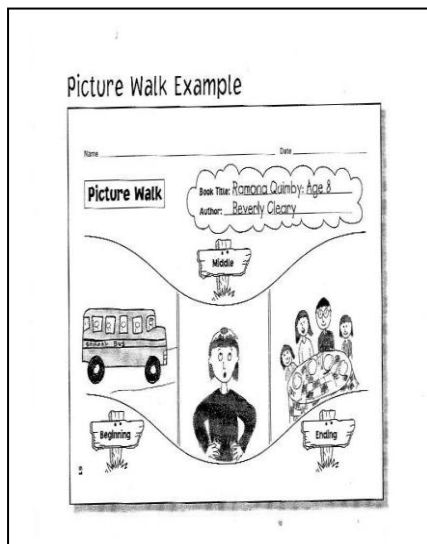
Objective: to retell a story, to develop fine motor coordination

Materials: storybook for the day, picture walk sheet, crayons or markers

Number of Players/Participants: 6-8 children

Procedure:

1. Tell the title and author.
2. Think about how to retell the story in pictures.
3. Decide on three key events. They should retell the beginning, middle, and ending.
4. Draw a picture for each event in the order they happened.



Letter Connect: Upper/ Lower Case Letters

Objective: to identify upper case letters

Materials: 24pcs upper case letter domino cards

Number of Players/Participant: 5-6 children

Procedure:

1. Deal all cards to the children.
2. The first child lays down a card.
3. The next child lays down a card that can be connected to either letter on the card that s been previously laid down.
4. Game continues until all cards have been laid down.

Sound- O

Objective: to develop letter sound correspondence

Materials: cardboard, picture cards

Preparation: Divide the cardboard into 26 sections and write a different letter of the alphabet on each. Prepare 26 picture cards (each showing an item beginning with a different letter). Write the name of the object on the back of its card and underline its initial letter. For example, if the card has a picture of a dog on it, write the word dog on the back and underline the letter **d**.

Procedure:

1. First child picks up a picture card, say the name of the object aloud and place it beside the letter that corresponds to the initial sound of the object.
2. Continue until all the letters on the game board are covered.
3. Remove the cards, checking each one against the word on the back.

Spin a Word

Objective: to recognize sight words

Materials: sight words printed on the spinner board, individual sight word chart, pencil

Preparation:

1. Make a spinner board with a set of sight words
2. Write a chart containing the same sight words on the spinner board

Number of Players/Participants: 4-6 children

Procedure:

1. Distribute a sight word chart and pencil to each child.
2. Each child takes turns using the spinner. At each turn, the child reads the sight word that he/she lands on.
3. Then he/she marks this off on the chart.
4. The first child to mark off all the words on his chart is the winner.

Two Letter Sort F/N

Objective: to recognize letter **F** and **N**

Materials: assorted letter **F/N** cards, small strips of paper, glue

Number of Players/Participants: 6- 8 children

Procedure:

1. Place the objects in the middle of the table or floor.
2. Let the children sort the objects according to letter **F** and **N**.
3. Have them write the letter in strips of paper.
4. Have them glue this on the F/N chart

Literature-based Activity: Accordion Book

Accordion Book - "My Family"

Objective: to identify the members of the family

Materials: bond paper or newsprint, tape, scissors, crayons, markers

Preparation: Cut the bond paper in half lengthwise and tape this together to form a long strip.

Divide the panels into 5 parts.

Number of Players/Participants: 8 children

Procedure:

1. Ask the children to draw the members of his/her family in each panel.
2. Have the children color their drawing of their family members.
3. Post the accordion books on the wall. Write the title of the activity.

Writers' Workshop - "What do your parents do to earn a living?"

Objective: to identify ways parent earn a living, to develop fine motor coordination

Materials: ½ lengthwise bond paper, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Ask each child to draw one particular picture of how people earn a living, label the drawing. Take down dictation if the child cannot write his/her own words or sentences yet.
2. Compile the drawings and make it into a book. Write the title of the book – "People Earn a Living in Different Ways".

Finger painting – free exploration

Objective: to develop self-expression

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

Number of Players/Participants: 6 children

Procedure:

1. Tape the paper on the table so that it will not move or fly away while the child is painting.
2. Ask each child to write his/her name on the paper with a marker.
3. Invite each child to dip his/her fingers in a tub of finger paint and apply the finger paint on his white paper to paint pictures.
4. Teach the children to wipe his/her fingers clean before dipping in another colored paint.
5. When a child has finished painting, teacher asks him/her about his/her drawing and writes his/her answer on the paper.
6. Teacher hangs the painting up to dry.

Which Does Not Belong? (Meeting Time 2)

Objective: recognize words that have same final sound

Procedure:

1. Ask children to listen carefully to the words you are going to say. Have them identify the word that has a different final sound as the rest.
2. Slowly say " sit , tin, pin
Ask " What is the final sound that you hear in the first word ? in the second word ? in the third " Which word has different final sound
3. Repeat 2 using other sets of words below:

dip , ship, pit

ban cap, pan

cord, pork, word

pet, met, fan

man, cat , can

Syllable Chart

Objective: can tell the number of syllables in a given word

Materials: Syllable Chart written on manila paper, picture cards

Preparation: syllable graph that looks like the one below:

1 syllable	2 syllables

Number of Players/Participant: 6-8 children

Procedure:

1. Children take turns picking out a picture card.
2. Have him/her clap the number of syllables that make up the name of the picture card.
3. Then have him/her place the picture card under the correct column.

How Many Syllables?

Objective: to break up sounds in words according to syllables

Materials: 25-30 picture cards of words that have 1,2 and 3 syllables. Three shoe boxes/small boxes (labeled 1, 2 and 3)

Number of Players/Participant: 4-5 children

Procedure:

1. Prepare picture cards of words that have 1, 2 and 3 syllables.
2. Give each child 5-6 assorted picture cards. Ask a child to get one card and say the word out loud.
3. Next, ask him/her how many sounds he/she can hear in the word. Ask him/her to clap out the sounds which he/she can hear (for example – ‘elephant’ – “e/le/phant” – 3 claps).
4. If he/she is able to get the number of syllables correctly, he/she can put that card in the corresponding number box (ex. ‘Elephant’ – goes inside Box #3 because the word has three syllables).
5. If the child guesses incorrectly, ask the group to clap it out together so he/she can put that card in the right box. The game ends when all of the cards are in their right boxes.

Form a Letter

Objective: to develop letter formation

Materials: playdough

Number of Players/ Participants: 4-6 children (or depending on the amount of playdough available)

Procedure:

1. Put the letter cards on the table.
2. Have each child pick out a letter and put it in front of him/her.
3. Then have him/her form this letter out of playdough.
4. Have children display all the letters they can form.

Sight Word Call Out

Objective: to match sight word

Materials: call out card for each player, calling cards, tokens

Number of Players/Participants: 1-4 children

Procedure:

1. Provide each child with a call out card.
2. Assign a child to call out what is written on calling cards.
3. First one to cover all spaces wins. If child 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.

OTHER MATH ACTIVITIES

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)

Sand Play

Objective: to develop fine motor coordination

Materials: large basin filled with sand

Number of Players/Participants: 2–5 children

Procedure:

1. Allow free-play in sand drawing of family members.

Descriptions

Objective: can describe common objects/things in the environment

Assemble the children and ask for a volunteer. This child stands apart from the group so everyone can see him/her. The class describes the child by naming visual attributes, they sit down until the volunteer is the only child left standing. The teacher writes the attributes on cards as each is mentioned.

Teacher: Everyone stand up. What can you tell me about our volunteer?

Children: She's a girl.

The teacher writes

a girl

Teacher: Anyone fitting the description can remain standing. Anyone who doesn't fit it must sit down. What else can you tell me to write down about our volunteer?

Children: She's got long hair.

The teacher writes

long hair

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

Objective: to write numerals

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

Preparation: Draw the numerals on a piece of card board. 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.

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 person to his/her left can draw one of them by chance.
4. Play continues until one child is left holding the odd card and loses the game.

6 Concentration

Objective: to explore different combinations that make 6

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

Number of Players/Participant:

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 child 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 child to the left.
4. The child who collects the greatest number of pairs is the winner.

Find 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. All cards are dealt. Last card is turned face up. Each child keeps the cards dealt to him in a stack, face-down, without looking at them.
2. By turns, children turn over the top card of his 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 make 6

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

Number of Players/Participant: 1-4 children

Procedure:

1. All the cards are dealt.
2. The child take turns asking specific people for specific cards in a way similar to the card game Go Fish. For example, John may say to Carol do you have a 1 ?" If Carol has a 1, she has to give it up to John. John then lays this 1 and a 5 in front of himself, face up.
3. A child can continue asking for a card as long as he 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.

Subtraction Cards (writing number sentences)

Objective: to subtract quantities up to 6

Materials: subtraction cards, counters

Number of Players/Participant: 1-4 children

Procedure:

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

Number Call Out: Addition (up to quantities of 6)

Objective: to match an addition fact with its correct sum

Materials: call out card for each child calling cards tokens

Number of Players/Participants: 1-4 children

Procedure:

1. Provide each child with a call out 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.

Number Call Out: Subtraction (up to quantities of 6)

Objective: to practice subtraction up to quantities of 6

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

Number of Players/Participants: 1-4 children

Procedure:

1. Provide each child with a bingo 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.

Roll and Count

Objective: to compare quantities

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

Number of Players/Participants: 2-4 children

Procedure:

1. The children take turns rolling the die and turning the spinner.
2. Each child adds or subtracts clothespin from his/her working space paper according to the die and spinner.
3. If the spinner and die indicate they are to take away more clothespins than they have on their papers, the children say "impossible" and spin again.
4. If they are to add more clothespins than they have room for on their working space papers, they each get an additional paper.

Train Ride

Objective: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of Players/Participants: small or whole group

Procedure:

1. Divide the group into 2
2. The first child 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 child then comes up to draw a coach, on which he writes a combination that names the number selected for the engine, such as $4 + 4$.
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 Addition-Subtraction

Objective: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of Players/Participants: individual, small or whole group

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.

Pattern Block or Cards Designs

Objective: to explore relationships of shapes

Materials: pattern blocks or cards

Number of Players/Participant: individual, pair or small group

Procedure:

1. Allow children to explore the properties of pattern blocks or pattern cards by creating their own designs. Pairs of children can work together – one child creates a design that his/her partner reproduces
2. During exploration children can be asked a variety of questions that will help them think about the geometric properties of the blocks/ cards and about the relationship between shapes
 - Which shapes fit together with no shapes in between?
 - Which shapes fit together to make this shape?
 - How many triangles would you need to fill up this shape?
3. During exploration you may also comment about specific shapes or designs:
 - I notice here you made a little rectangle and then you made another twice as big.
 - If I drew a line here, it would look the same on both sides. That's because it is symmetrical.

STORIES

Si Monica Dalosdalos

Mga Tanong sa simula ng kuwento

1. Sino sa inyo ang maagang gumising sa umaga?
2. Tumutulong ba kayo sa bahay ?
3. Ano ang paborito niyong gawaing bahay ?

Mga tanong pagkatapos ng kuwento

1. Sino ang pinaguusapan sa ating kwento?
2. Anong ginagawa ni Monica Dalosdalos paggising niya sa umaga?
3. Anong nagustuhan niyo sa mga ginawa ni Monica Dalosdalos?
4. Ano ang hindi niyo nagustuhan sa kanyang mga ginawa?
5. Saan nangyari ang kwento?
6. Ano ang mangyayari kapag hindi nag-iingat sa mga gawaing bahay ?
7. Ano ang mga pag-iingat na kailangang gawin pag ginagawa ang mga gawaing bahay ?

Si Hinlalaki

Mga tanong bago bumasa:

1. Ilan ang ating daliri?
2. Alin si Hinlalaki?
3. Gusto ba ninyong malaman ang mga katangian ni hinlalaki mula sa kwento?

Habang Bumabasa?

1. Sino ang panganay sa limang magkakapatid?

2. Sino ang bunso?
3. Ano ang tawag kay hinlalaki?
4. Sino ang makapaglalarawan kay Hinlalaki?

Pagkatapos Bumasa:

1. Sino ang tinulungan ni Hinlalaki? Paano?
2. Dapat banating tularan si Hinlalaki? Bakit?

Sina Dosal at Makopoy Sa Paanan ng Bundok Pinatubo

Mga Tanaong sa simula ng kuwento

1. Sino na sa inyo ang nakaakyat ng bundok?
2. Ano ang nakikita sa bundok?

Mga tanong pagkatapos ng kuwento

1. Sino ang mga tauhan sa kwento?
2. Ano ang nagustuhan niyong ginagawa nila Dosal at Makopoy?
3. Ano ang hindi niyo gusto sa kanilang mga ginagawa?
4. Saan nangyari ang kwento?
5. Ano ang makikita niyo sa lugar na pinangyarihan ng kwento?
6. Ano ang inyong maririnig sa pinangyarihan ng kwento?
7. Bakit lumipat sina Dosal at Makopoy nang tirahan?
8. Ano ang nangyari sa lugar nila kung bakit lumipat sila nang tirahan?
9. Kung kayo si Dosal at Makopoy lilipat din ba kayo ng tirahan pagkatapos nang pagsabog ng
10. Pinatubo? Bakit?

Ang Tikbalang Kung Kabilugan ng Buwan

Mga tanong bago basahin ang kuwento?

1. Nakarinig na ba kayo ng kuwento tungkol sa tikbalang?
2. Ano ba ang anyo ng tikbalang?
3. Nakakatakot ba sila?

Mga tanong pagkatapos basahin ang kwento:

1. Sino ang mga pangunahing tauhan sa kuwento?
2. Anong bahagi ng kuwento ang nagustuhan mo at bakit?
3. Ano ang naramdaman nang tikbalang kapag may kalaro siya tuwing kabilugan ng buwan?
4. Saan nangyari ang kuwento?
5. Bakit nalungkot ang tikbalang?
6. Ano ang nakapagpasaya sa tikbalang?
7. Kung ikaw ang tikbalang at wala kang kalaro, ano ang gagawin mo?

Araw sa Palengke

Mga tanong bago bumasa

1. Sino sa inyo ang nakaranas ng pumunta sa palengke?
2. Ano ang ginawa mo sa palengke?
3. Anong magandang karanasan ang nakuha mo sa iyong pagpunta sa palengke?

Mga tanong pagkatapos bumasa

1. Sino sa inyo ang nakaranas ng pumunta sa palengke?
2. Saan nagpunta ang bata sa kuwento?
3. Anu-ano ang ibinilin ng Nanay niya sa kanya na mga gagawin?
4. Ano ang bitbit nila papuntang palengke? Ilan?
5. Anu-ano ang nakita niya sa palengke?
6. Bakit kaya inaamoy ng Nanay ang isda, karne at manok na kanyang binibili?
7. Anong prutas ang ipnatikim sa knila ng mga tindera?
8. Anong bagay ang nakita niya sa palengke na gustung-gusto niya?
9. Pagdating sa bahay ano ang ginawa ng bata sa mga pinamili nila?
10. Bakit nagpasalamat ang bata sa Nanay niya?

SONGS/POEMS/RHYMES

Mag-anak (PEHT p. 153) Ang natin ay mahalín Ang tatay natin ay gayundin Utos nila ay ating sundin Kapatid ay huwag awayin. Mahal ko si Ama Gayundin si Ina	Masayang Pamilya (PEHT p.154) Sa lahat ng oras Kami ay Masaya Laging nagtutulungan Sa hirap at ginhawa Laging magkasundo si Inay at Itay
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Kung sila ay wala Anong lungkot pala	Kami'y maligaya sa loob ng bahay
Heto na si Ina (PEHT p. 154) Isa, dalawa, heto na si Ina Tatlo, apat, may basket na dala Lima, anim, ating salubungin Pito, walo, sa kusina tayo Siyam, sampu, tayo'y magluto	Si Kuya (PEHT p. 154) Mahal ko si Kuya At lagi kong kasama Pag kapiling siya Ako ay Masaya
Si Neneng (PEHT p. 154) Ang bunsong si Neneng Tuwa naming lahat Kapag humahalakhak Kami'y nagagalak	We are hopping, hopping frogs We are hopping, hopping frogs, Hopping frogs, hopping frogs. We are hopping, hopping frogs, Here hops [name of child!]

INDOOR/OUTDOOR GAMES

Cat and Mouse Trap

Five people are chosen to be the trap and they form a circle by holding hands with arms raised over their heads.

One child is chosen to be the cat who starts by facing away from the trap, not looking at it (perhaps with eyes closed). The remaining children are all mice.

The game begins with the mice walking in and out of the trap simultaneously. The cat waits for the right moment then suddenly turns back around and shouts "snap!" at which point the trap brings its arms down and captures whoever is in the circle. The captured mice becomes part of the trap. The game continues until all but one mouse is caught. He/she is declared the winner.

Face to Face

Each child is assigned a partner by the leader. The leader may play music and begin calling out instructions as to how the partners may face each other. For example, if he/she calls out "face to face" they stand opposite each other, looking at each other. He/she can call out things such as side to side, back to back, elbow to elbow, thumb to thumb, right hand to left hand. At some point he/she stops the music or calls out (if no music is used), "Everyone changes partners! The person left without a partner is the new leader who calls out the directions. As the game goes on, it can be more challenging if the rule is that each child must find a partner he/she has not had before.

Leapfrogs

Number of Players/Participant: whole class

Procedure:

1. Have children form a line.
2. Let them crouch down as if they are playing leapfrog.
3. Sing the following song to the tune of "London Bridge is Falling Down"
4. The child in the song should be the last child in the row.
5. When the child hears his/her name, he/she holds onto the shoulders of the child in front of him/her and leaps. After each leap, the children call out a number. When he/she reaches the front of the line, the game begins again

Snake Chase

Number of Players/Participant: whole class

Procedure

1. This game starts out like a regular game of tag.
2. When the first child is tagged, the two children join together to make a "snake," and the snake runs after the remaining children.
3. Each child who is tagged becomes part of the snake.

Roll the Ball Through the Tunnel

Number of Players/Participant: whole class

Procedure

1. Stand with your legs spread wide.
2. Challenge the child to roll the ball through the "tunnel" that is formed.
3. As they become better and better at this, stand farther away and see if they can still succeed.

Variation: Set up several tunnels so that the child rolls the ball through multiple tunnels with the adults standing in a line so that their legs line up.