

KINDERGARTEN CATCH UP EDUCATION DAILY PLAN
WEEK 12

Monday	Tuesday	Wednesday
CONTENT FOCUS: Family members are like one another in some ways and different in other ways		
MEETING TIME 1: Message: Some family members are male and some are female. Some are adults and some are young children. Questions: How many members in your family are male ? How many are female ? How many adults are there in your family ?	MEETING TIME 1: Message: Family members are like one another in some ways and different in other ways. Some may look alike and others may look different from each other. Questions: Who do you look like in your family ?	MEETING TIME 1: Message: Family members are like one another in some ways and different in other ways. Some may have similar interests and do common activities. Some may differ in things they like and do. Questions: How are you similar/different with your mother/father/brother/sister?
WORK PERIOD 1 Teacher-Supervised: Graph: How many members of your family are male and female ? Independent: <ul style="list-style-type: none"> • Funny Family Figure (PEHT p. 68) • Dramatic Play: Bahay-bahayan • Letter Fishing Game • Go Fish: Letters • Upper and Lower Case Match • Writer's Workshop 	WORK PERIOD 1 Teacher-Supervised: Target Letter: Ff Independent: <ul style="list-style-type: none"> • Funny Family Figure (PEHT p. 68) • Playdough: People in My Family • Letter Collage: Ff • Letter Mosaic : Ff • Dramatic Play: Bahay-bahayan • Three-Letter Sort word 	WORK PERIOD 1 Teacher-Supervised: Letter Poster: Ff Independent: <ul style="list-style-type: none"> • Family Place Mat • Dramatic Play: Bahay-bahayan • Letter Puzzlers • Playdough: People in My Family • Family Portraits: Family Activities • Sight words • Writer's Workshop
MEETING TIME 2: Invite children to look at the family chart. Talk about the composition of each family. Questions: Whose family has more male members? more female members ? Whose families have the same number of females ? males ?	MEETING TIME 2: Phonemic Awareness Activities	MEETING TIME 2: Have them share their family portraits to the class. Questions: Whose family eats together? Who goes to church /mosque together? Who works together? Who plays/spends leisure time together?
Supervised Recess	Supervised Recess	Supervised Recess
STORY: The Family-Teenagers	STORY: Big World, Small World	STORY: Chenelyn! Chenelyn!
WORK PERIOD 2: Teacher-Supervised: Number Stations and Number Books (quantities of 7; using toothpicks) Independent: <ul style="list-style-type: none"> • Playdough Numerals (0-7) • Number Cover All/ Number Call Out: (0-7) • Mixed Up Numbers (0-7) • Number Concentration (0-7) 	WORK PERIOD 2: Teacher-Supervised: Who Has More? (quantities of 7) Comparing Quantities: A Game for Partner Independent: <ul style="list-style-type: none"> • Playdough Numerals (0-7) • Number Cover All/Number Call Out: (0-7) • Mixed Up Numbers(0-7) • Number Concentration (0-7) 	WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 7) Independent: <ul style="list-style-type: none"> • Number stations/ number books (quantities of 7) • Playdough Numerals (0-7) • Number Cover All/Number Call Out: (0-7) • Number Fishing Game/ Number Concentration (0-7)
INDOOR/OUTDOOR ACTIVITY: Hopping Home (PEHT p. 74); House to Rent	INDOOR/OUTDOOR ACTIVITY: Footprint Walk (PEHT p.70) Mother/Father May We? (PEHT p. 230)	INDOOR/OUTDOOR ACTIVITY: The Boat is Sinking Body Letters; Movement counting
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine Homework: Bring pictures of your brothers and sisters	MEETING TIME 3: Dismissal Routine Homework: Are you happy to have helpers/maid at home? Yes/no...Why

THURSDAY	FRIDAY
CONTENT FOCUS: Family members are like one another in some ways and different in other ways	
MEETING TIME 1: Message: Family members are like one another in some ways and different in other ways. Some may have similar interests and do common activities. Some may differ in things they like and do. Question: What activities do your father/mother/brother/sister do? What activities do you do together?	MEETING TIME 1: Message: Some family members share the same name. Other family members have different names. Questions: Who among your family members have the same name?
WORK PERIOD 1 Teacher-Supervised: Let's Write Nn Where's the sound? Independent: <ul style="list-style-type: none"> • Go Fish : Letters • Blocks/Construction Toys • CVC Memory Game • Finger painting • Odd One Out: Words 	WORK PERIOD 1 Teacher-Supervised: Family Name Designs Independent: <ul style="list-style-type: none"> • Go Fish: Letters • Tracing Letter Nn • Blocks/Construction Toys • CVC Memory Game • Finger painting • Odd One Out: Words
MEETING TIME 2: Listen to the Last Sound Circle Game (7)	MEETING TIME 2: Song: Brother, Sister, Help Me Do- PEHT p. 162 With My Family
Supervised Recess	
STORY: Milly, Molly and Heidi Untidy	STORY: Papa's House, Mama's House
WORK PERIOD 2: Teacher-Supervised: Hand Game and Cave Game (concrete; quantities of 7) Independent: <ul style="list-style-type: none"> • Number stations/ number books (quantities of 7) • Comparing quantities: A Game for Partners • It's A Match/ Number Concentration (1-7) • Number Cover All/Call Out : Numbers (0-7) • Number Fishing Game (0-7) • Tapatan 	WORK PERIOD 2: Teacher-Supervised: Shape patterns Independent: <ul style="list-style-type: none"> • Number stations/ number books (quantities of 7) • Comparing quantities: A Game for Partners • It's A Match/ Number Concentration (1-7) • Number Cover All/Call Out: Numbers (0-7) • Tapatan
INDOOR/OUTDOOR ACTIVITY: Footprint Walk (PEHT p.70); Mother/Father May We? (PEHT p. 230); House to Rent	INDOOR/OUTDOOR ACTIVITY: The Boat is Sinking Body Letters; People Counting Games (up to 7); Count and Turn (up to 7)
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THEME-RELATED ACTIVITIES

Graph: How many members of your family are male and female?

Objective: Counting and comparing data

Materials: manila paper, permanent marker.

Preparation: Make a graph on kraft or manila paper:

Procedure:

1. Let the children think about the number of male and female siblings in their own family.
2. Have children write their name and the number of male and female siblings on the chart.

How many siblings do you have ?

Name	Male	Female

3. Show the graph to the class during meeting time. Ask the following questions:
 - Who has the most number of male siblings? female siblings?
 - Who has the least number of male siblings? female siblings?
 - How many people in class do not have male siblings? female siblings?
 - Does are class have more male members than female members?

You may also ask the following questions to individual children:

- Do you have more female siblings than _____ ?
- Do you have less male siblings than _____ ?

Funny Family Figure (PEHT p.68)

Objective: develop fine motor skills, express oneself

Materials: old magazines, colored paper

Number of Players/Participants: 1-8 children

Procedure:

1. Cut out pictures of individual people from magazines or other sources.
2. Cut the pictures, separate the heads from the bodies of the figures. Use a tray for heads and another tray for the bodies.
3. Tell them to put or paste together people in the funniest way they can think of.
4. Give children opportunities to tell why they think figures are funny.

Play Dough: People in My Family

Objective: to develop fine motor coordination

Materials: play dough

Number of Players/Participants: 8 children

Procedure:

1. Tell children to make figures of their family members using play dough.
2. Encourage children to describe their family members, identify similarities and differences among the members.

Dramatic Play: Bahay-bahayan

Objectives: to recreate family activities through dramatic play
 to express one's feelings, thoughts and ideas
 to practice problem solving skills and build new knowledge

to develop gross and fine motor coordination

Materials: props for dramatic area (things usually found at the home such clothes and shoes, kitchen utensils, etc)

Number of Players/Participants: 4-8 children

Procedure:

1. Allow children to explore the different roles of family members through dramatic play
2. Encourage children to dramatize different roles of family members.

Letter Picking Up Game

Objective: to recognize and identify letters

Materials: fish cut-outs (that have different letters written on them) with paper clip, fishing rod with magnet

Number of Players/Participants: 6-8

Procedure:

1. Set up a "fishing area" where fish with shapes are placed on the floor.
2. Children take turns using the fishing rod to catch a 'fish'.
3. When a child catches a 'fish' he identifies the letters written on the fish.
4. The next child takes his turn.

Family Portraits: Family Activities

Objectives: to draw and describe family activities

to develop fine-motor coordination

Materials: popsicle sticks, small decorative accessories to stick on the frame, glue, scissors, yarn

Number of Players/Participants: small group

Procedure:

1. Talk about different family activities that their families engage in. Have them talk about which activities family members enjoy doing together. Assign children to draw these.
2. Then assign some children to draw activities that their family members do separately from the rest of the family. Have them talk about these too. Ex. My brother likes climbing trees. My sister likes playing with marbles.
3. Let children make borders around their drawings using popsicle sticks.
4. Let them design the popsicle sticks.

OTHER MATH ACTIVITIES

Shape Patterns

Objective: Reproduces patterns, Fine motor coordination

Preparation: Prepare shape patterns on card strips.

Procedure:

1. Distribute shape pattern cards and individual pieces of paper to the children.
2. Ask them to copy the pattern card on their paper.

Number Stations (quantities of 7)

Objectives: to count up to quantities of 7

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

to develop fine motor coordination

Materials: several boxes of toothpicks, paper and pencil

Number of Players/Participants: small group

Procedure:

1. Teacher chooses a number to work with for the day, in this case 7.
2. Children work together exploring a given quantity of toothpicks, in this case 7, making as many arrangements as possible. Then let the children write the number on their paper.
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, blocks and others.

Number Books (quantities of 7)

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Number of Players/Participants: 1-6 children

Procedure:

1. Help your child to draw pictures or glue in pictures from magazines of things that are important to him and write a number caption underneath it.
2. It is a good idea to include zero in your book.
3. Try making a book to illustrate a favorite number story or rhyme.

Variation: Glue the designs from the Number Stations activity on sheets of paper. Bind the paper to make a book.

Number Cover All (0-7)

Objective: to match numerals

Materials: lotto boards, 2 sets of number cards, 0-7

Number of Players/Participants:

Procedure:

1. Give each player a lotto board.
2. Players take turns to pick up a card from the deck.
3. If the number appears on their board they use this to cover the number.
4. Continue until someone fills their board.

Variation: One person is a caller as in a bingo game. She holds the number cards and players have to shout out the name of the number in order to claim it to put on their board.

Number Concentration (0-7)

Objective: to match numerals

Materials: 2 sets of number cards, 0-7

Number of Players/Participants: 1-6 children

Procedure:

1. Lay the cards down, either in rows or in any way.
2. Take turns turning over 2 cards.
3. If the cards match, you win them. If not, turn them face down again.
4. Player with most number of cards win.

Playdough Numerals (1-7)

Objective: to identify the numerals 1, 2, 3 and 4

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

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

Number Domino

Objectives: to recognize numbers 1-7

to match numbers that are alike

Materials: set of 28 number dominoes

Number of Players/Participants: small group

Procedure:

1. All dominoes are placed face down.
2. Each child draws 7 dominoes.
3. A child with a "double" begins play.
4. Each child in turn says the number names and then plays as in a regular domino game.
5. The winner is the child who has played all dominoes, or the child with the smallest number of dominoes when all children has pass.

Number Call Out: Number (0-7)

Objective: to match numerals

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

Number of Players/Participants: 2 or more

Procedure:

1. Provide each player with a bingo card (numerals).

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

Number Picking Up Game

Objective: to recognize and identify numerals (1-7)

Materials: fish cut-outs (that have the numbers 1-7 written on them) with paper clip, fishing rod with magnet

Procedure:

1. Set up a "fishing area" where fish with shapes are placed on the floor.
2. Children take turns using the fishing rod to catch a 'fish'.
3. When a child catches a 'fish' he identifies the number written on the fish.
4. The next child takes his turn.

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 a tray.
2. Ask the children 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 places.

It's a Match

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -7, 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 tray.
3. Call on a child to get a numeral card from the box and the equivalent card with dots in the tray.
4. If correct, the child may choose the next player.

Who Has More?

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Number of Players/Participant: 2 or more

Procedure:

1. Put out about six saucers, each with a different number of things in, for example, six toothpicks, five small buttons, four big buttons, three peas, two pebbles, one marble.
2. The child points at two saucers and chooses without counting out, which has more. Child then checks by pairing up the contents of the two saucers.

Variations:

1. Put the same number of things in two of the saucers.
2. Put four big things and four small things in another saucer.
3. Put out bigger number of things.

Which Card Is Missing?

Objective: to identify missing number in a series of numbers

Materials: number cards with spots drawn on them (0-7)

Number of Players/Participant: 2 or more

Procedure:

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

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

Comparing Numbers – A Game For Partners

Objective: Compares quantities

Materials: clothespins, small card numbers, more/less spinner

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

Procedure

1. Each child draws a numeral card from a pile of cards.
2. They each build the appropriate clothespin stack to match their cards.
3. One child turns the more/less spinner. If it lands on less, the partner whose stack has lesser clothespins wins both stacks. If the spinner lands on more, the partner with more clothespins wins both stacks.
4. They continue to take turns, each accumulating clothespins.
5. When the time is up or the children decide to end the game, they snap together all the clothespins. They turn the spinner to see if the person who has accumulated more or less clothespins is the winner.

Hand Game (concrete, up to quantities of 7)

Objective: to explore different combinations that makes a given quantity

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

Number of Players/Participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 7.
3. Children separate counters in different ways and verbalize the combinations that result.

Teacher says:	Children say:
"Place seven sticks in your right hand."	"None and seven is seven." or "Zero and seven is seven."
"Place one stick in your left hand."	"One and six is seven."
"Place one more stick in your left hand."	"Two and five is seven."
"Place one more stick in your left hand."	"Three and four is seven."
"Place one more stick in your left hand."	"Four and three is seven."
"Place one more stick in your left hand."	"Five and two is seven."
"Place one more stick in your left hand."	"Six and one is seven."
"Place one more stick in your left hand."	"Seven and none is seven." or "Seven and zero is seven."

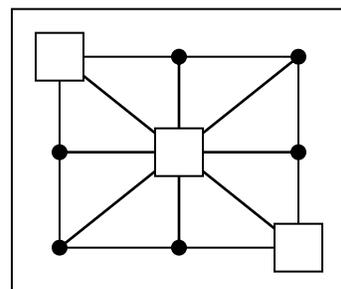
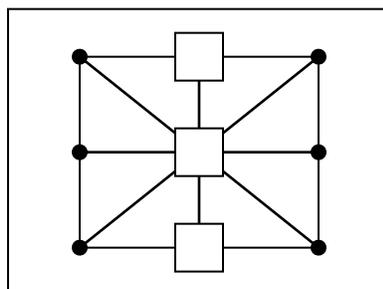
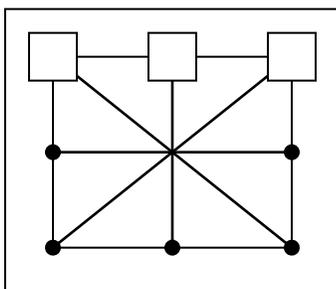
Variation: **CAVE GAME (concrete)**: The game proceeds as Hand Game but the position of hands is varied.

Tapatan (tic-tac-toe's brainy Filipino cousin)

Materials: playing board, 3 markers of two colors (3 red and 3 blue)

Procedure:

The object of the game is to arrange 3 markers of the same color in a row along any of the board lines (horizontally, vertically or diagonally). Players take turns placing one marker at a time on any of the board points. When all six pieces are placed, the players take turns sliding from point to point along the board lines until one player is able to arrange 3 markers of the same color in a row.



OTHER LANGUAGE ARTS ACTIVITIES

Please refer to instructions for the following activities to previous appendices: Letter Mosaic, Letter Collage, Letter Puzzles Cards, Odd One Out: Words, Letter Fishing Game

Target Letter F/N

Objective: to develop letter recognition

Materials: paper, pencil

Number of Players/Participants: any number of children

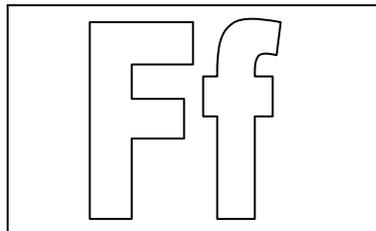
1. Assign a letter for the day
2. Ask children to draw or write down words that begin with the letter for the day
3. After everyone has listed down at least 5 words the group gets together and show each other the words they have thought.

Letter Mosaic: F/N

Objective: to recognize letter

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

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



Procedure:

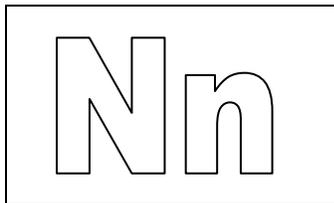
Have them cover the entire letter with cut-outs from magazine.

Letter Collage: Nn

Objective: to recognize letter

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

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



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 name on the paper with a marker.
3. Invite each child to dip his 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 fingers clean before dipping in another colored paint.
5. When a child has finished painting, teacher asks him about his drawing and writes his answer on the paper.
6. Teacher hangs the painting up to dry.

Letter Puzzles

Objective: to identifying and matching upper and lower case letters

Materials: cardboard pieces

Preparation: Cut each cardboard into two puzzle pieces. On one piece write the upper case letters and on the other, write the lower case letters. Prepare at least a set of 7 letters at a time and then put them inside a plastic bag.

Procedure:

1. Ask each child to form a letter using the puzzle pieces.
2. Let children state the name of each letter as they match them.

Odd One Out

Objective: to identify words that does not end with the same final sound.

Materials: cardboards/ old folders cut into approximately 3 by 8 inches, permanent markers, bond paper/art paper (optional)

Number of Players/Participants:

Procedure:

1. Distribute 4- 5 cards to each child.
2. Tell them to choose the word that has a different final sound from the four words written on each card.
3. After some time, have them exchange cards.
4. The teacher may assist children having difficulty in identifying words with different final sound.
5. The teacher may join the game and allow students to give her cards so she may have a turn at spotting the odd one too.

Go Fish: Letters

Objective: to recognize and match letters

Materials: letter cards

Number of Players/Participants: 4-6 children

Procedure:

1. The object of the game is to form pairs of identical letters
2. Each child is dealt 5 cards.
3. At the child's initial turn, he lays down all the pairs of letters he has.
4. On his next turn, the child asks the person to his/her right for a card that he/she can pair up with a card, he/she is holding one of his cards. For instance, if he/she is a holder of letter F/N", he/she can ask the person sitting next to him/her, "Do you have a letter F/N?" If the child being asked has letter F/N, he/she has to give it up to the player. The child then lays out the pair of cards face up. If the child does not have the card that the child is asking for, he/she would say, "No, I don't have it, go fish!"
5. The child then picks out a card from the deck. He/she will continue to take a card until he/she is able to get one that could make up a pair with any of the cards he/she is holding. He/she then lays down the pair of card. As soon as he/she has done this, it is the next child's turn to make a pair.
6. The child who makes the greatest number of pairs is the winner.

CVC Word Connect

Objective: Connect CVC words

Materials: CVC call out cards, hook

Preparation: Prepare fishing cards with CVC words that can be formed from the following letters

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

Body Letters

Objective: to be able to form letters through body simulations

Materials: to recognize letters of the Alphabet

Number of Players/Participants: 3-5 children in a group

Procedure:

1. Divide the class into groups of three to five children
2. Assign each group a letter to form with their bodies. They might form letter individually (each child forming it).
3. Use the entire group to form it, e.g. four children might lie on the floor to form letter E)

Where is the Sound ?

Objective: to listen sensitively and thoughtfully

Materials: eye cover

Number of Players/Participant: whole class

Procedure:

1. Let the children sit quietly in a circle. He/she should sit on a chair in the circle with his/her eyes covered.

2. Another child is sent to another part of the room and makes an animal sound .The child in the center of the circle must try to point where the sound is coming from.
3. When the child in the middle of the circle has figured from where the sound is coming from, the child who was hiding goes into the middle and becomes the new IT.

Variation: Children may use sounds other than animal sounds, perhaps sounds tied to a particular theme being studied by the class.

Upper and Lower Case Letters

Objective: to identify upper/lower case letters

Materials: 24 pieces, upper/lower case letter cards

Number of Players/Participant:

Procedure:

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

Sight Words Trace

Objective: trace sight words

Materials: pencil, sight word cards mounted on cardboard

Number of Players/Participants: any number

Procedure:

1. Give each child worksheet with several sight words
2. Have the child trace these words with her pencil

Letter/Picture Sort

Procedure:

1. Spread the letters, pictures and words on the floor or table
2. Lay down the category cards
3. Have them sort the cards and place these under the appropriate category
4. Ask children how these set of cards are different from one another

Letter Poster

Objective: to recognize letter

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

Number of Players/Participation: 8-10 children

Procedure:

1. Write the upper and lower case form of the target letter for the day on top of the page.
2. Ask each child to draw or write words that begin with the letter for the day.
3. Children paste their drawing on the manila paper.
4. The group reads the words on the poster.

Blend Poster

Objective: to form words with consonant blends

Materials: paper, pencil, crayons, manila paper

Number of Players/Participant: any number of children

Procedure:

1. Assign a consonant blend for the day.
2. Ask children to draw or write down words that begin with the target consonant blend.

Writer's Workshop

Objective: to develop expressive language skills about family members

Materials: individual booklets, pencil, crayons or markers

Number of Players /Participants: any number

Procedure:

1. Distribute individual booklets or loose pages to each child.
2. Have him draw on the pages of this booklet.
3. Let him/her color his work.

4. Ask him /her to write/dictate to you the title of the story

What sounds do you hear?

Objective: to discriminate letter sounds

Materials: list of words pairs

Procedure:

1. Ask children to listen carefully to the words you are going to say have them identify the last sound that they hear in these words, then have them identify which of the two letters that you will show represents the sounds that they hear.

Ex. What is the first sound that you hear in the first word? Second word ? in the third word?

Show letter L/l then ask "Which of these letters represent the sounds that they hear?"

Three Letter Sort F/N/L

Objective: to classify words according to their initial letter

Materials: ¼ manila paper divided into three parts, glue, strips of paper, crayons, marker

Preparation: Divide the manila paper into three parts .Write F on top of the 1st column, N on the second L on the third column

Number of Players/Participants: 6-8 children

Procedure:

1. Have the children draw pictures of objects, people or places that begin with each of the target letters
2. Let them past these on the appropriate column.

Tracing Letter

Objective: to recognize letter

Materials: letter cut-outs

Number of participants/players: 4-6 (depending on the available cut-outs)

Procedure:

1. Put the letter cut-outs on the table.
2. Have each child pick out a letter by tracing them.
3. Have children display all the letters they can form.

Picky Mommy (for Meeting Time 2) (Adapted From: Blevins, W, Phonics from A to Z)

Objective: to identify initial/final sound

Materials: sock puppet, picture cards

Number of Players/Participants: 8 children

Procedure:

1. Distribute a set of picture cards evenly among the children.
2. Then, using classroom puppet or a sock puppet of any family member, explain to children that this puppet is a "sound puppet" who likes only things whose names begin with the /m/ sound. For example, if the puppet likes mangoes, it will also like other things whose names begin with the /m/ sound.
3. If the children have any picture cards whose names also begin with the first sound in the object's name, they should hold up those cards.
4. Have the puppet provide corrective feedback by reiterating the beginning sound of each card to check children's responses. For example:

PUPPET: I like marshmallows.

One child holds up the mop picture card.

PUPPET: I see a mop. M-m-mop. Mop begins with /m/, just like mmmmarshmallows,

Picture-Sound Match

Objective: to identify initial sounds

Materials/preparation: cardboard, pictures to represent the sounds of the initial alphabet letters.

Number of Players/Participants: 1-8 children

Procedure:

1. Divide a piece of cardboard or heavy paper into six sections.
2. Draw or cut out three pictures and glue them on the top three sections of the card. On the bottom three sections write (in random order) the letters that correspond to the pictures above. Laminate the card. (You can identify the letters you are targeting for a specific period).
3. Let the children match the pictures to their appropriate initial letters by using an yarn to connect them

STORIES

Chenelyn! Chenelyn

Questions before the story:

1. Sino sa inyo ang may kasambahay o katulong sa bahay?
2. Ano sa tingin ninyo ang ginagawa ng mga kasambahay o katulong?
3. Papaano sila nakakatulong sa mga miyembro ng pamilya?

Questions during reading:

1. Sino sa inyo ang parang si Ate? Kuya? Tatay? Nanay? Bata?
2. Anong nangyari kay Chenelyn isang araw?
3. Bakit kaya sya nagkasakit?
4. Ano kayang gagawin ng buong pamilya?

Questions after reading:

1. Sino-sino ang mga tauhan sa kuwento?
2. Saan nangyari ang kuwento?
3. Ano ang nagging problema sa kuwento?
4. Paano ito naayos?
5. Kung ikaw ay miyembro ng kanilang pamilya, ganoon din ba ang iyong gagawin? Ano kaya ang dapat gawin?

Big World, Small World

Questions before the story:

1. Looking at the cover what do you think is the story about?

Questions during reading:

1. How do the characters look like?

Questions after reading:

1. Who are the main characters in the story?
2. How are you like one of the characters?
3. What were some of the things that Mama did? Anna did?
4. What are the things that they do that are the same?
5. What are the things they do that are different?

Milly, Molly and Heidi Untidy

Questions before the story:

1. What does the picture in the cover remind you of?
2. Have you seen your room or your house look like this?

Questions during reading:

1. Did you ever lose something important to you?
2. What did you feel?

Questions after reading:

1. What is the story about?
2. Where did the story take place?
3. What happened in the first part of the story?
4. Tell two things that happened in the middle of the story.
5. What happened at the end of the story?

The Family Teenagers

Questions before the story:

1. Who have an older brother or sister in the family?
2. What makes you different from your older brother/sister?

Questions during reading:

1. Have you had similar experience?
2. Is there an event that reminds you of your experiences?

Questions after reading:

1. What is the story about?
2. What do teenagers look like?
3. What are some of the activities teenagers do?
4. Are there teenagers in your family?

SONGS/RHYMES/POEMS

We are a family

We're girls and boys,
We're big and small,
We're young and old,
We're short and tall.
We're everything
That we can be
And still we are
A family.

We laugh and cry,
We work and play,
We help each other
Every day.
The world's a lovely
Place to be
Because we are
A family.

With My Family (Original Author Unknown)

Sung to: "The Muffin Man

Tell me what you like to do
Like to do, like to do.
Tell me what you like to do
With your family.
Edward likes to rake the leaves
Rake the leaves, rake the leaves.
Edward likes to rake the leaves
With his family."

Can you say ? (sang to the tune of Happy Birthday)

Can you say the last sound ?
Can you say the last sound ?
It's the last sound in rabbit ?
Can you say the last sound ?

A Family Fingerplay

This is a family *hold up one hand, fingers spread*
Let's count them and see,
How many there are,
And who they can be *count 1, 2, 3, 4, 5*

This is the mother *touch pointer finger*
Who loves everyone
And this is the father *touch big finger*
Who is lots of fun.

This is my sister *touch ring finger*
She helps and she plays,
And this is the baby *touch little finger*
He's growing each day.

But who is this one? *touch thumb*
He's out there alone,
Why it's Jackie, the dog,
And he's chewing a bone. *wiggle thumb.*

Family Items

These are Mother's knives and forks
interlock as in praying fingers and lift them slightly
And this is our dining table
lower fingers keeping them interlocked, straighten wrist to form a flat surface
This is Sister's looking glass
form a circle by touching thumbs and index finger
And this is the baby's cradle
cup hands together to form cradle.

BROTHER,SISTER, HELP ME DO

Brother, sister ,help me do
Pick up sticks and branches too.
When we work the pile will grow
Now, let's count them row by row
1,2,3,4,5,6,7,8,9,10.

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.

INDOOR/OUTDOOR ACTIVITIES

Mother/Father, May We? (PEHT p.230)

This game could be played indoor or outdoor. The leader or mother or father, stands at one end, while the children or players (1 representative from each team) line up beside one another at the other end of the area .Use real or imaginary "starting line" to help

children know where to begin. Mother or father gives directions to the players. Upon receiving a positive response, they designated a child follows the directions .If the child move without permission, he /she must return to the starting line. The object of the game is for the players to reach the leader wins the game. Types of steps:

- Baby step ; on tiptoe
- Giant step : as big as possible
- Split : slide one foot forward as far as possible
- Slide gallop: move sideways
- Fire engine or police car : run until father or mother says” stop”
- Umbrella step: place forefinger on top of head and spin around once
- Frog leaps : two footed –jump
- Rabbit steps : one –footed hop

The teacher should model the leader role for a while until children gain experience. Judges may be assigned to check if players follow the directions. Teacher may allow children to create their own steps.

Animals Run Home (PEHT p. 232)

Ask the children to form a circle. Put the animal sticker (rabbit, cow, dog, etc.) on each child’s sleeve so that he or she can see it. Select a “Caller” to call for two animals. Those children with the particular stickers whose animal names were called must leave their ‘home’ in the circle and change places. The “Caller” tries to get into one of their homes. Anyone who can’t find home becomes the next “Caller”.

Movement Counting

Objectives: to counts up to quantities of 7
to develop gross motor coordination

Number of Players/Participants: 8 children

Procedure:

1. Have the children stand.
2. Give directions for moving in different ways:
 - Jump one time
 - Hop two times
 - Tiptoe three times
 - Turn four times
 - Gallop four times
 - (Continue until 7)

House to rent

Kids make groups of 3, two of them hold hands and the third one stand in the middle of the house. As soon as the teacher says 'House to rent' the kid in the middle has to run and search another house and enters it.

Hopping Home (PEHT p.74)

Objectives: to identify shapes, colors and numbers
to develop motor coordination

Materials: Number cards

Number of Players/Participants: whole or small group

Procedure:

Inside the room, label a corner “home”. Draw the different shapes using colored chalk on the floor in a zigzag manner. Divide the class into two groups. Each child gets a number card on the box. A child who gets empty card losses a turn .The group who gets the higher number starts the game first. They will hop on the shapes as indicated on the number card until they reach the “home”. This will be done by the group alternately. The group with most numbers to reach home wins the game.

Footprint Walk (PEHT p.70)

Objectives: to count numbers 1-5
to identify numbers of the family

Materials: cutouts of 5 pairs of hands may also be used instead of footprints (footprints of father, mother, sister, brother, and baby) each footprint must have a corresponding number dots .

- Father-5dots
- mother – 4 dots
- brother – 3 dots
- sister – 2 dots

baby – 1 dot

Procedure:

Divide the pupils into 2 groups and have each group form a line. Spread two sets of the footprints face down on the floor or playing area in random order. Call the first child in each group. Let each child step on one of the footprints on the floor. He/she names the footprint he/she stepped on, turns the footprint face up and counts the number of dots on it. If the child misses naming whose footprint he/she stepped on and the numbers of dots on it, he/she is "out". The group then arranges the footprints on the floor in numerical order. The group that finishes first wins.

Count And Turn

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

Number of Players/Participant: whole or small group

Procedure:

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, three, four, five, six, seveeeen
(turn) one, two, three, four, five, six, seveeeen
(turn) one, two, three, four, five, six, seveeeen....

People Counting Games (7)

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 Players/Participant: whole or small group

Procedure:

Hopping forward: "One, two, three, four, five, six, seven" (change direction)
"one, two, three, four, five, six, seven" (change direction)

Circle Game

Objectives: to count in sequence
to learn one-to-one correspondence
to develop body coordination
to solve problems
to predict outcomes

Materials: chairs for each player

Number of Players/Participant: 6-8 children

Procedure:

Children stand in a circle with their chairs behind them. One child is designated to start the counting, and this child wears a hat to clearly delineate his or her from the others. The starter begins the counting and each child counts off in sequence. The child who says the last number in the sequence, in this case 7, sits down. The children go around and around the circle, skipping over those sitting down, until only one child is left standing.

Repeat the activity exactly, starting with the same child and going in the same direction, using the same sequence, and neither adding nor removing any children. Ask the children to predict who they think will be the last one standing.

Dismissal routine

1. Begin routine by sending few children at a time to collect their belongings.
2. Teacher may say things related to the content for the week like:
 - If you have two (substitute with other numbers) males in the family, get your things.
 - If you have three (substitute with other numbers) females in the family, get your things.
 - If your father's name starts with the sound /m/ (substitute with other sounds), get your things.
 - If your brother name starts with the sound /b/ (substitute with other sounds), get your things.
 - If you look like your mother/father, get your things.
 - If your family goes to church/mosque together, get your things.
 - If your family plays together, get your things.