

KINDERGARTEN CATCH UP EDUCATION DAILY PLAN
WEEK 14: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS : We see plants in the community		
MEETING TIME 1: Message: There are different kinds of plants in the community. Questions: Do you grow plants at home? What plants do you see in the street where you live ? What plants do we have in school?	MEETING TIME 1: Message: Plants help us in many ways. Plants have different parts. Each plant part can be used in different ways. Questions: How do plants help people? What are the parts of plants? How do people use each plant part?	MEETING TIME 1:
WORK PERIOD 1 Teacher-Supervised: Nature Trip Around the School Independent: <ul style="list-style-type: none"> • Pattern Cards • Matching/Memory Game: Community Helpers/Tools • Letter Trail/Letter Domino • Lo Look, Say Name Cover Write Check (sight words) • Graph: How many letters? (sight words) 	WORK PERIOD 1 Teacher-Supervised: Walking Trip Target Letter: Hh Letter Poster Independent: <ul style="list-style-type: none"> • Letter Mosaic • Letter Collage • Matching/Memory Game – Plant Parts • Dancing Leaves • Flowers for You (PEHT 103-105) 	WORK PERIOD 1 Teacher-Supervised: Let's Write Hh Independent: <ul style="list-style-type: none"> • Poster: Things We Get from Plants • Playdough Letters • Flowers for You (PEHT 103-105) • Letter Hh Designs • Dancing Leaves • Syllable Cover All/Match
MEETING TIME 2:	MEETING TIME 2:	MEETING TIME 2:
Message: There are different kinds of plants in the community Question: What kinds of plants did you see? How are plants different? How are they the same? (classify plants: with & without flowers; with & without fruits) Song; Old McDonald Had a Box	Message: Plants help us in many ways. Plants have different parts. Each plant part can be used in different ways. Question: What things in the classroom are made from plants? Song "The Seed Cycle" Gulay ay Kailangan	Message: Plants help us in many ways. Plants have different parts. Each plant part can be used in different ways. Question: What parts of plants can be eaten? Game: Put It Together - onset and rime
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Let Us Plant Trees	STORY: The Little Spider	STORY: The Giving Tree
WORK PERIOD 2: Teacher-Supervised: Nature Trip Independent: <ul style="list-style-type: none"> • Playdough • It's A Match/ Mixed Up Numbers (1-9) • Number Domino/Dice Game (1-9) • Math Recording Game (1-9) • Number 9 Designs 	WORK PERIOD 2: Teacher-Supervised: Hand Game (up to 9) Independent: <ul style="list-style-type: none"> • Playdough • Number Domino/Dice Game (1-9) • Math Recording Game (1-9) • Number 9 Designs 	WORK PERIOD 2: Teacher-Supervised: Pictograph: My favorite vegetable Independent: <ul style="list-style-type: none"> • Playdough • Dramatic Play • Subtraction Cards (2-9) • Writing Numerals (up to 9) • Call Out: Addition/Subtraction (0-9)
INDOOR/OUTDOOR ACTIVITY: One Potato (PEHT p231)	INDOOR/OUTDOOR ACTIVITY: Potato Carrier's Relay	INDOOR/OUTDOOR ACTIVITY: The Falling Leaves
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY
Message: Plants have many needs. All plants need water and sunlight. Some plants need soil. Questions: What do plants need? Do all plants need the same things?	Message: We care for plants in different ways. (Some plants grow in the wild and don't need to be cared for.) Questions: How do people care for plants? Resource person (ex. farmer) talks about how to care for plants
WORK PERIOD 1 Teacher-Supervised: <ul style="list-style-type: none"> Poster: Plants need ... Target Letter Uu – Letter Poster Independent: <ul style="list-style-type: none"> Flower Cut-outs (PEHT p.118) Printing (PEHT p.105) Story Banner Drawing: My Favorite Part Syllables Cover All Writer's Workshop 	WORK PERIOD 1 Teacher-Supervised: Let's write Uu <ul style="list-style-type: none"> Poster: How do we take care of plants? Independent: <ul style="list-style-type: none"> Flower Cutouts (PEHT p.118) Printing (PEHT p.105) Seeds Around Us Form a Word Drawing: My Favorite Part Writer's Workshop
MEETING TIME 2: Question: What happens to plants if it does not get enough water or sunlight? Eight Green Speckled Frogs Eight Little Monkeys Eight Little Fish	MEETING TIME 2: Question: What do you think will happen to the environment if all the plants die because we did not take care of them? Ating Alagaan (Likas na Yaman) PEHT p.179 Farm Chores (PEHT p.163)
Supervised Recess	Supervised Recess
STORY: Mayroon Akong Alagang Puno	STORY: The Last Tree
WORK PERIOD 2: Teacher-Supervised: Hand game (up to quantities of 8; writing number sentences) Independent: <ul style="list-style-type: none"> Block Play Counting Boards (quantities of 8) Subtraction Cards (2-8) Call Out: Addition/ Bingo: Subtraction (0-8) Go 8/ Draw 8/ Find 8/ 8 Concentration Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8) 	WORK PERIOD 2: Teacher-Supervised: Lift the bowl (up to quantities of 8; writing number sentences) Independent: <ul style="list-style-type: none"> Block Play Counting Boards (quantities of 8) Subtraction Cards (2-8) Call Out: Addition/ Bingo: Subtraction (0-8) Go 8/ Draw 8/ Find 8/ 8 Concentration
INDOOR/OUTDOOR ACTIVITY: Potato and Spoon Relay	INDOOR/OUTDOOR ACTIVITY: Potato Carrier's Relay
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

APPENDIX: WEEK 14

THEME-RELATED ACTIVITIES

Trip Chart: Our Community

Objectives: to be able to recall what they have seen

to make a story of what they saw

to plan and organize;

Materials : clean bond paper, pencil,

Number of Players/Participant: individual

Procedure

1. Give each child 5 pieces of clean bond paper.
2. Assign each child a partner.
3. Ask the child to fold one bond paper into 2 (crosswise).
4. On the upper part of the paper tell the children to copy and fill-up the following (teacher can prepare format for children):

My name is _____
Today is __pril ____, 201__
My partner is _____
We will leave at __:00 A.M.
We will back by __:30 A.M.

5. During the tour, tell the children to bring at least 3 pieces of clean bond paper or teacher made format (shown below) and pencil. Tell them to draw the things and people they saw in the community (play ground or plaza; church; barangay hall, health center; etc.) on the corresponding column. (see sample below)

People	Things
In the barangay hall	
<hr/>	
People	Things
In the church	

6. After the trip, tell the children to compile their drawings (people and things in the community).
7. Talk about the visit.

Walking Trip

Objective: to classify plants

Materials: community surroundings

Procedure:

1. The class will visit different places in the neighborhood.

2. Children draw or write down all the plants they see.
3. When the class is back in the classroom the children talk about similarities and differences between the different plants they have seen.

Poster: Things We Get from Plants

Objective: to identify things we can get from plants

Materials: manila paper, 1/8 construction or newsprint, crayons.

Number of Players/Participant: 1-5 children

Procedure:

1. Have children draw different kinds of plants on the manila paper.
2. Then, ask children to draw different things we can get from plants on 1/8 construction or newsprint.
3. Have them paste their drawings on the manila paper

Plants Mobile

Objective: to identify needs of plants

Materials: cut-out of a big plant, cut-out of circles, crayons or markers

Number of Players/Participant: 1-5 children

Procedure:

1. Make a 3-D model of a plant.
2. Put a hole on top of it.
3. Have children draw different things that plants need to grow on the shape cut-outs.
4. Then let them thread a piece of string through the hole at the top of each shape and tie a knot.
5. Tie the string into the plant model.

Matching Cards

Objective: to match word-picture of plants, to recognize plant parts

Materials: word cards of plant parts, large picture or drawing of a tree

Number of Players/Participant: 1-5 children

Procedure:

1. Teacher places a large picture of a tree on the board and places word cards (branch, leaves, flower, roots, fruits, stem) on the chalk board ledge.
2. Teacher calls on volunteers to identify parts of the tree and post the word cards to the correct part.

Puzzle (Plant Parts)

Objective: to develop fine motor coordination, to recognize plant parts

Materials: Plant Parts picture (horizontally, vertically cut)

Number of Players/Participant: Individual

Procedure:

1. Teacher provides puzzle pieces of different plants which children try to put together.

Seeds Around Us (PEHT p. 112-113)

Objectives: to classify seeds based on their characteristics

Materials: seeds of different kinds

Number of Players/Participant:

Procedure:

1. Ask children to bring different kinds of seeds.
Examples: mango, guava, santol, jackfruit, tamarind, avocado, squash, peanut, beans, mongo, corn and butong pakwan.
2. Put the seeds in a tray or any wide-mouthed container.
3. Let the children group the seeds according to size, shape, color.

Flower For You (PEHT 103-105)

Objective: to develop fine motor coordination

Materials: old glossy colored magazines or art paper

Number of Players/Participant: 1-5 children

Procedure:

1. Give each child a square-shape of glossy colored magazine or art paper.
2. Fold in half to make a triangle.
3. Fold up diagonally form a bottom point beyond the center.
4. Fold up the other side in the same manner.
5. Turn upside down and fold in the other side.
6. Fold inside corner just formed.
7. Turn over the completed tulip.

For the stem:

1. Cut 6" squares into quarter lengthwise. Each strip makes one stem. Give one to each pupil.
2. Fold lengthwise in half.
3. Fold in half again.
4. Combine two leaves.
5. Do many flowers you want and give to your parents.

See Seeds Grow (PEHT p.112)

Objective: to identify what plants need in order to grow

Materials: plastic cups, tissue paper, water and mongo seeds

Number of Players/Participant: 1-5 children

Procedure:

1. Group the class by 5s.
2. Have each group :
 - Place a wad of moistened tissue paper in a plastic cup.
 - Put about 10 piece of mongo seeds on top of the tissue paper.
 - Place the cup in different places of the room
 Examples: in a dark corner, on the window sill.

Printing (PEHT p105)

Objective: to show one's creativity

Materials: spool, bottle caps, leaves, cork, a piece of woven material, water color or dye, white paper, newspaper

Number of Players/Participant: 1-5 children

Procedure:

1. Give each child a white paper.
2. Let the child select the materials for printing (example: spool).
3. Place sheet of newspaper under the paper to be printed. Have another sheet of paper on which to try the design and to ascertain whether or not too much water color or dye is being used.
4. Cover the surface of the spool with water color and make a trial print on the other sheet of paper to eliminate excess color. One or two prints may be tried so that too much water color is not being used.
5. Start printing.
6. Several different colors may be applied. If these colors are also applied to different areas of the spool, interesting prints may result.

Flower Cutouts (PEHT p118)

Objective: to show one's creativity

Materials: crayon, bond paper, scissors, paste

Number of Players/Participant: 1-5 children

Procedure:

1. Prepare flower templates.
2. Children make pattern of dots using crayons on a ¼ size bond paper.
3. Vary the sizes and colors of the dots.
4. Trace the flower template on the dot pattern.
5. Cut-out the flower, arrange them on a bond paper and paste.

Dancing Leaves

Objective: to show one's creativity

Number of Players/Participant: 1-5 children

Procedure;

1. Take the class outside the room.
2. Let pupils collect leaves of different sizes.
3. When inside the classroom, pupils trace the leaves on a cardboard, color then cut.
4. Play a "Show Me" game
Show me a big leaf
Show me a small leaf
5. Hang the cut leaves to make mobiles (or other decorative ideas)

Writers' Workshop – "How do we take care of plants?"

Objective: to represent experiences through drawing

Materials: 1/2 lengthwise bond paper, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Ask each pupil to draw a particular experience he/she had in taking care plants and write about it.
Take down dictation if the child cannot write his own words or sentences yet.
2. Compile the stories and make it into a book.

OTHER MATH ACTIVITIES

Block Play: Places in the Community

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)

Playdough Numerals (0-8)

Objective: to identify the numerals 0, 1, 2, 3, 4, 5, 6, 7 and 8

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 0, 1, 2, 3, 4, 5, 6, 7 and 8.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

Writing Numerals (0,1, 2, 3, 4, 5, 6, 7, 8)

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.

Number of Players/Participant: 1-6 children

Procedure:

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

It's A Match

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -8
one set of cards with dots (corresponding to the numerals)

Number of Players/Participant: 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.
4. If correct, the child may choose the next player.

Mixed Up Numbers

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

Materials: vocabulary cards of number words (1-8)

Number of Players/Participant: small group

Procedure:

1. Place the word cards at random in the chalk 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.

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

Draw 8

Objective: to explore different combinations that make 8

Materials: 4 sets of numeral cards (0 –8)

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 8. 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 child to his/her left draw one of them without looking at them. If the child who draws the card can use it to make 8 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 is left holding the odd card and loses the game.

8 Concentration

Objective: to explore different combinations that makes 8

Materials: 4 sets of numeral cards (0-8)

Number of Players/Participant: 1-6 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 8. 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 8

Objective: to collect pairs of cards

Materials: 4 sets of numeral cards (0-5)

Number of Players/Participant: 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 stack. If this card can be used with one on the table to make a total of 5, 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 8

Objective: to explore different combinations that make 8

Materials: 4 sets of numeral cards (0-8)

Number of Players/Participant:

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 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 7 in front of himself, face up.
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 child who said, "I don't have it."
3. The child who makes the greatest number of pairs is the winner.

Subtraction Cards

Objective: to subtract quantities up to 8

Materials: subtraction cards, counters

Number of Players/Participants: 1-4 children

Procedure:

1. Teacher reads the total on the card, in this case 8
2. Children get 8 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "seven".
5. Teacher shows the group the seven remaining dots on the subtraction card.

Call Out: Addition (up to quantities of 8)

Objective: to match an addition fact with its correct sum

Materials: call out card for each player 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 card, 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 8)

Objective: to practice subtraction up to quantities of 8

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

Number of Players/Participant: 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 card, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Counting Boards (concrete, up to quantities of 8)

Objective: to explore different combinations that make a given quantity

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

Number of Players/Participant: 1-6 children

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.

Lift The Bowl (connecting, up to quantities of 8)

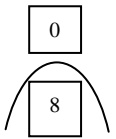
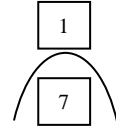
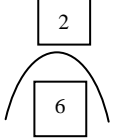
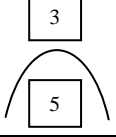
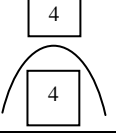
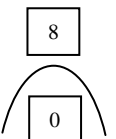
Objective: to explore different combinations that make a given quantity

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 eight blocks under the bowl."		"None and eight is eight." or "Zero and eight is eight."	
"Place one block on the bowl."		"One and seven is eight."	
"Place two blocks on the bowl."		"Two and six is eight."	
"Place three blocks on the bowl."		"Three and five is eight."	
"Place four blocks on the bowl."		"Four and four is eight."	
Continue until you reach...			
"Place eight blocks on the bowl."		"Eight and none is eight." or "Eight and zero is eight."	

Hand Game (symbolic, up to quantities of 8)

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

Teacher says:		Children say:	Children write:
"Place eight sticks in your right hand."		"None and eight is eight." or "Zero and eight is eight."	$0 + 8 = 8$
"Place one stick in your left hand."		"One and seven is eight."	$1 + 7 = 8$
"Place one more stick in your left hand."		"Two and six is eight."	$2 + 6 = 8$
"Place one more stick in your left hand."		"Three and five is eight."	$3 + 5 = 8$
"Place one more stick in your left hand."		"Four and four is eight."	$4 + 4 = 8$
"Place one more stick in your left hand."		"Five and three is eight."	$5 + 3 = 8$
"Place one more stick in your left hand."		"Six and two is eight."	$6 + 2 = 8$
"Place one more stick in your left hand."		"Seven and one is eight."	$7 + 1 = 8$
"Place one more stick in your left hand."		"Eight and none is eight." or "Eight and zero is eight"	$8 + 0 = 8$

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 (symbolic; up to quantities of 8)

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.

Note: 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."

Hand Game – Worksheet

Objectives: to write addition equations involving quantities of 8
to conserve number

Materials: counters, hand game work mat, hand game worksheet, pencil

Number of Players/Participant: 1-8 children

Procedure:

1. Instruct children to play the Hand game as before.
2. Tell them to record or write equations that represent their concrete manipulations on the Hand game worksheet

If worksheets are not available, teacher can simply write the combinations

$$0 + 5 = \underline{\quad} \quad 1 + 4 = \underline{\quad} \quad 2 + 3 = \underline{\quad} \quad 3 + 2 = \underline{\quad} \quad 4 + 1 = \underline{\quad} \quad 5 + 0 = \underline{\quad}$$

$$5 - 0 = \underline{\quad} \quad 5 - 1 = \underline{\quad} \quad 5 - 2 = \underline{\quad} \quad 5 - 3 = \underline{\quad} \quad 5 - 4 = \underline{\quad} \quad 5 - 5 = \underline{\quad}$$

Lift the Bowl - Worksheet

Objectives: to write addition equations involving quantities of 8
to conserve number

Materials: counters, lift the bowl work mat, lift the bowl worksheet, pencil

Number of Players/Participant: 1-8 children

Procedure:

1. Instruct children to play the Lift the Bowl activity as before.
2. Tell them to record or write equations that represent their concrete manipulations on the Lift the Bowl worksheet.

If worksheets are not available, teacher can simply write the combinations in the following vertical position

0 <u>+5</u>	5 <u>-5</u>
1 <u>+4</u>	5 <u>-4</u>
2 <u>+3</u>	5 <u>-3</u>
3 <u>+2</u>	5 <u>-2</u>
4 <u>+1</u>	5 <u>-1</u>
5 <u>+0</u>	5 <u>-0</u>

OTHER LANGUAGE ARTS ACTIVITIES

Letter Poster- Hh

Objective: to recognize letter

Materials: 1/4 manila paper, strips of paper (1/8 of bond paper)

Number of Players/Participant: 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 drawings on the manila paper.
4. The group reads the words on the poster.

Letter Poster- Uu (same as above only target letter is changed)

Letter Mosaic: Hh

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

Number of Players/Participant: 1-6 children

Procedure:

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

Letter Mosaic:Uu (same as above only target letter is changed)

Letter Puzzles

Objectives: to identify and match upper and lower case letters

Materials: cardboard pieces

Preparation: Cut each cardboard in the shape of 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.

Number of Players/Participant: 1-6 children

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.

Playdough: Make a Letter Hh/Uu

Objective: to form letter

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.
3. Then have him form this letter out of playdough.
4. Have children display all the letters they can form.

Onset and Rime Matching Game

Objectives: to match the onset with its corresponding rime
to provide reinforcement for vocabulary development and spelling

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

Number of Players/Participants: 4 – 6 children

Procedure:

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

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

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

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

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

Form a Word

Objective: to form words

Materials: letter cards

Number of Players/Participants: individual or small group

Procedure:

1. Have each child pick out a letter card.
2. Let the form a word on their own by using the letter cards.

Letter Designs

Objective: to form letter

Materials: letter cut-outs, glue, bond paper or newsprint

Number of Players/Participants: 8 children

Procedure:

1. Give each child ½ bond paper or newsprint
2. Ask each one to make a design using Letter cut-outs e.g. house, garden, building

3. Have them glue their design on their paper

Syllable Cover All

Objective: to match the same syllable

Materials: playing board with one to three words syllable written on it, calling cards with one to three syllables that match with playing board

Procedure:

1. Make some boards with one to three syllables written on them and cut some syllables call out card to match.
2. Teacher holds up each syllable card in turn for the children to claim.
3. Continue until someone fills up his or her board.

Sight Word Match

Objective: to match identical sight word cards

Material: sight cards,

Number of Players/Participant: 4-6 children

Procedure:

1. Place all sight word cards on the table face down.
2. Each child turns over two cards during his/her turn. If he/she gets a pair of identical sight word cards, he/she gets to keep the pair and takes another turn.
3. If the sight word cards do not match, the child puts back the cards into their original places.
4. The child who is able to get the most number pairs wins the game.

Look, Say, Name, Cover, Write, Check

Objective: to read and write high frequency words

Materials: high frequency words cards

Number of Players/Participant: 8-10 children

Procedure;

1. Distribute one word card to each student.
2. Have the children look at their cards, read it, name the letters of the word.
3. Ask them to turn over the word so the word cannot be seen.
4. Let them turn their cards again to show the word and check it against what they wrote.

Draw Your Favorite Part

Objective: to make personal connections to the story

Materials: storybook, newsprint, crayons or colored markers

Number of Players/Participants: 1-6 children

Procedure:

1. Draw a picture of your favorite part of the book.
2. Write a few sentences describing your favorite part.
3. Write a few sentences telling why this was your favorite part.

Story Banner

Objective: to identify story details

Materials: manila paper/kraft paper

Number of Players/Participants: 6-8 children

Procedure:

1. Talk about the story you have just read.
2. Discuss what possible details they can include in the banner.
3. Have the children write details about the story in small strips of paper.
4. Paste this on the 1/8 manila paper.
5. Invite children to design the banner.

STORIES

Let Us Plant Trees

Questions before reading:

1. How do trees help us?

Questions after reading:

1. How are trees different from one another?
2. What are the different uses of wood?
3. What do you think will happen if there were no trees in our neighborhood?

The Little Spider

Questions before reading

1. Have you seen a spider?
2. How does it look like?
3. Have you had experience playing with spiders?

Questions after reading

1. What was the first thing the little spider remembered inside their house?
2. What happened to the tiny spiders after their food had gone out?
3. Who taught the little spider to spin her web?
4. Did the little spider finish spinning her silvery web? Why?
5. Why did the mother spider scold her daughter little spider?

Mayroon Akong Alagang Puno

Mga tanong bago bumasa

1. Sino sa inyo ang may alagang puno sa inyong bakuran?
2. Ano ang pakinabang natin sa ma puno?
3. Bakit mahalagang alagaan natin ang mga puno

Mga tanong pagkatapos bumasa

1. Saan tumubo ang puno?
2. Sinu-sino ang naging bisita ng may alaga ng puno?
3. Bakit sila tumira sa kanyang alagang puno?
4. Ano ang gingawa niya sa puno bago pumasok sa eskwelehan?
5. Paano nawala ang puno sa kanyang kuwarto?

The Last Tree

Questions before reading:

1. What will happen to our environment if there are no more trees?
2. How will you take care of trees in your community?

Questions after reading:

1. Who came to the island?
2. What did she do in the island?
3. What happened to the gum tree?

SONGS/POEMS/RHYMES

The Seed Cycle (PEHT p.161) (sung to the tune of Farmer in Dell) The farmer sows his seeds. The farmer sows his seeds Hi-ho the dairy-o The farmer sows his seeds. 2 – The wind begins to blow. 3 – The rain begins to fall. 4 – The sun begins to shine. 5 – The seeds begin to grow. 6 – The plants grow big and tall.	Farm Chores (PEHT p.163) Five little farmers woke up with the sun (hold up hand, palm forward) It was early morning and the chores must be done The little farmer went out to milk the cow (hold up hand, point to the thumb) The second little farmer though he'd better plow. (hold up hand, point to index finger) The third little farmer cultivated weeds (point to middle finger) The fourth little farmer planted more seeds. (point to the fourth finger)
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<p>7 – The farmer cuts them all. 8 – He puts them in his barn. 9 – He's happy in the farm.</p>	<p>The fifth little farmer drove this tractor round. (point to last finger) Five little farmers, the best that can be found. (hold up hand)</p>
<p>Gulay ay kailangan</p> <p>Saluyot at petsay Kangkong at malungay Mga dahong gulay Sagana sa mineral.</p> <p>Kulitis, sili at saluyot Pagkaing pampalusog Karot at dilaw na kalabasa Sagana sa bitamina A.</p> <p>Mga bitaminang taglay Ng mga dahong gulay Nagpapalusog, nagpapalakas Ng ating katawan</p>	<p>Eight Little Fish <u>Eight</u> little fish swimming in the water Swimming in the water, Swimming in the water <u>Eight</u> little fish swimming in the water, Bubble, bubble, bubble, bubble, splash!!! <i>(On the word splash, "one child in each group falls to the ground.)</i></p> <p><i>Repeat the rhyme until no fish are left.</i></p>
<p>Eight Green Speckled Frogs <u>Eight</u> green speckled frogs Sat on a speckled log Eating the most delicious bugs, "Yum, yum!" One jumped into the pool where it was nice and cool Then there were <u>seven</u> green speckled frogs <i>Repeat until no more frogs are left on the log.</i></p>	<p>Eight Little Monkeys <u>Eight</u> little monkeys sitting on a tree Teasing Mr. Crocodile, "You can't catch me, no you can't catch me!" Along came Mr. Crocodile hungry as can be and SNAP! <u>Seven</u> little monkeys sitting on a tree teasing Mr. Crocodile, "You can't catch me, no you can't catch me!"</p> <p><i>Repeat until no more monkeys are left on the tree.</i></p>
<p>Ating Alagaan – Likas na Yaman</p> <p><u>Ating alagaan ang likas na yaman</u> Nang pakinabangan Sa lahat ng araw Kung magkagayon, O anong ganda. Tayong lahat maligaya.</p>	<p>Old McDonald Had a Box</p> <p>Old McDonald had a box E-I-E-I-O And in that box , he had a /k/...E-I-E-I-O With a can, can here And a can , can there, Here a can, there a can Everywhere a can-can Old McDonald had a box E-I-E-I-O</p>

INDOOR/OUTDOOR GAMES

One Potato (PEHT p. 231)

Procedure:

1. Have the children sit in a circle.
2. Ask them to close their fists with both hands and hold them in front of their bodies.
3. Choose a leader to tap the fists of each child while everybody is reciting the rhyme:
One potato, two potatoes
Three potatoes, four.
Five potatoes, six potatoes
Seven Potatoes, more.
4. The first that is tapped on the word "more" goes behind the back or is out.
5. Start the game again and continue until only one child remains.
6. That child becomes the leader for the next game.

The Falling Leaves

1. Take the class outside the classroom.
2. Let pupils collect leaves of different sizes.
3. When inside the classroom, pupils trace the leaves on a cardboard, color then cut.
4. Teacher asks the children :
Show me a big leaf
Show me a small leaf.
Show me a leaf that is not green.

Potato and Spoon Relay

Materials: one spoon and one potato for each team

Procedure:

Two meters in front of each team there is a circle with a piece of potato in it; at the turning line there is another circle, empty. Give a spoon each to the first player of each team. At the signal, he runs to the potatoes, picks it up in the spoon without the use of the other hand, runs to the second circle, deposits the potato in it returns to the starting line, and gives the spoon to the second player. This player runs to the potatoes, picks it up, and brings it back to the first circle, and so on.

Potato Carrier's Relay

Materials: one basket and eight potatoes per team

Procedure

In front of each team's position is a row of eight circles with a potato in each basket. The first player runs down the course, picks up all the potatoes continue until all have run