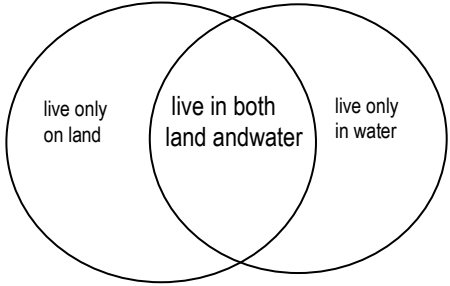
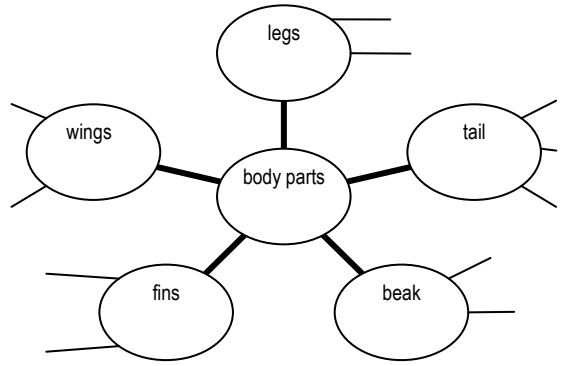
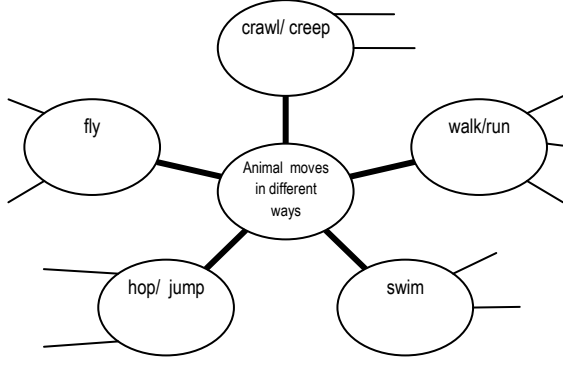


**KINDERGARTEN CATCH-UP EDUCATION DAILY PLAN**  
**WEEK 15:** \_\_\_\_\_

Monday	Tuesday	Wednesday
<b>CONTENT FOCUS:</b> Animals in our community. Animals have different body parts.		
<b>MEETING TIME 1:</b> <b>Message:</b> We see animals in our community. Some animals live on land. Some live in water. Some animals live on both land and water.  <b>Questions:</b> Where do animals live? Which animals live in water? Which animals live in both land and water?  	<b>MEETING TIME 1:</b> <b>Message:</b> Animals have different body parts. Some animals have special body parts. These body parts help the animal in different ways. <b>Questions:</b> What are the body parts of animals? How can these body parts help these animals?  	<b>MEETING TIME 1:</b> <b>Message:</b> Animals move in different ways. <b>Questions:</b> How do animals move? Can you name animals that can _____? (refer to the web )   <b>Introduce the poem : Animal Movement</b>
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Target Letter Cc/Letter Poster Cc Poster: Animals that Live in Land/water and both in land and water  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Fish Mobiles</li> <li>• Make Me an Animal</li> <li>• Writer's Workshop</li> <li>• Animal Match (picture-word)</li> <li>• Paper Plate Animal Masks</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Poster: Animals in our Community  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Hand Antler Headbands</li> <li>• Animal Match (Picture-Word)</li> <li>• Letter Collage</li> <li>• Make Me An Animal</li> <li>• Writer's Workshop</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Animal Movement Web  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Animal Shape Designs</li> <li>• Animal Puppets</li> <li>• Animal Alphabet Book</li> <li>• Letter Poster</li> <li>• Letter Sort</li> </ul>
<b>MEETING TIME 2:</b> <b>Question:</b> What animals live on land? <b>Activity:</b> Bugtungan: Mga Hayop sa Paligid (Animal live in land) Count and Turn (9)	<b>MEETING TIME 2:</b> Show Classification chart <b>Questions:</b> Are there animals with 3 legs? Why not? <b>Activity:</b> Stand and Sit (9)	<b>MEETING TIME 2:</b> Everybody Do This (animal movements) <b>Question:</b> How do animals move? Song: Tong, Tong, Tong... Vary the song by substituting the beginning letter.

		Ex. bong bong bong bong    babibong bibong”
<b>Supervised Recess</b>	<b>Supervised Recess</b>	<b>Supervised Recess</b>
<b>STORY:</b> Sa Ilalim ng Dagat	<b>STORY:</b> Si Langgam at si Tipaklong	<b>STORY:</b> Si Pilandok at ang Buwaya
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Lift the Bowl (connecting)  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Playdough Numerals (0-9)</li> <li>• Go Fish 9/Find 9</li> <li>• Seriation ( according to size up to 9)</li> <li>• Number Designs (quantities of 9)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Lift the Bowl (connecting)  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Writing Papers (9)</li> <li>• Go Fish 9/Find 9</li> <li>• Seriation ( according to size up to 9)</li> <li>• Number Designs (quantities of 9)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Peek Through the Wall (connecting)  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Grab bag Subtraction</li> <li>• Roll a Die</li> <li>• Which Card is Missing? (1-9)</li> <li>• Number Designs (quantities of 9)</li> </ul>
<b>INDOOR/OUTDOOR ACTIVITY:</b> Calling the Kittens	<b>INDOOR/OUTDOOR ACTIVITY:</b> A Fish Story	<b>INDOOR/OUTDOOR ACTIVITY:</b> Animal Relay (animal movements)
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine



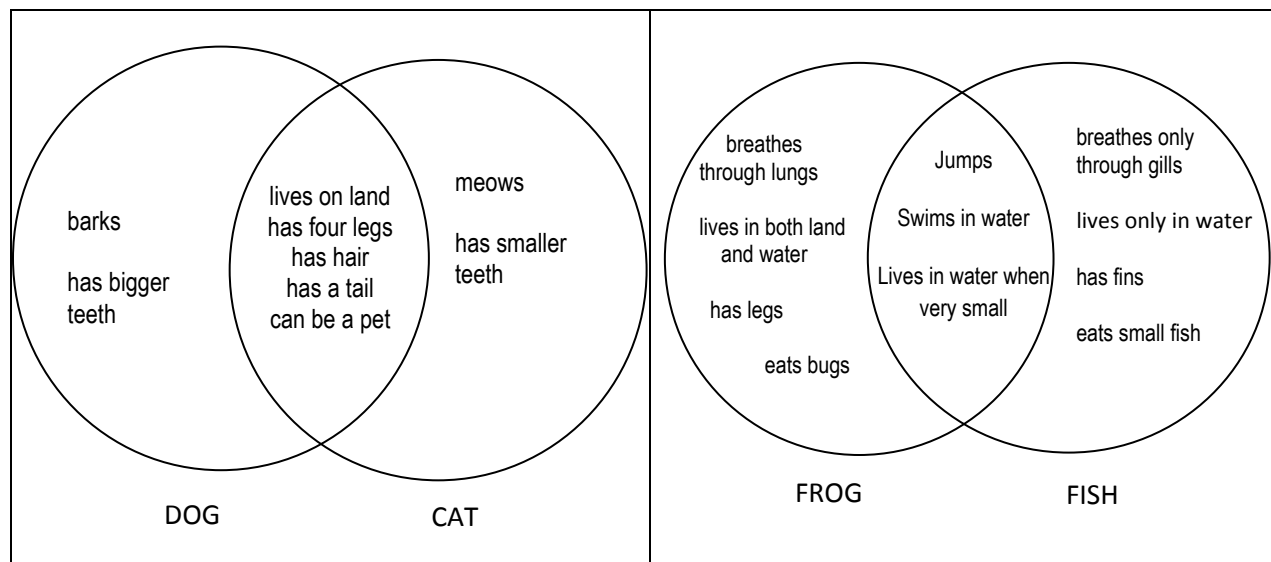
THURSDAY	FRIDAY
<b>MEETING TIME 1:</b> <b>Message:</b> Animals are important. Animals help us in different ways.  <b>Question:</b> How do animals help us?	<b>MEETING TIME 1:</b> <b>Message:</b> We take care of animals at home.  <b>Questions:</b> Do you have pets at home? Who takes care of them? How do you take care of them?
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Poster: Animals help us in many ways.  <b>Independent:</b> <ul style="list-style-type: none"> <li>Sand/Water Play</li> <li>ABC Race</li> <li>Animal Mask Puppets</li> <li>Animal Mobiles</li> <li>Writer's Workshop</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Poster: How do we take care of our pets ?  <b>Independent:</b> <ul style="list-style-type: none"> <li>Animal Sort</li> <li>You're My Baby</li> <li>Animal Clothesline ( Animal Habitat)</li> <li>Sound Switcheroo</li> <li>Letter Mosaic</li> </ul>
<b>MEETING TIME 2:</b> <b>Message:</b> <b>Question:</b> <b>Poem:</b> Ako'y May Alaga People Counting Games (9)	<b>MEETING TIME 2:</b> <b>Message:</b> <b>Question:</b> <b>Poem:</b> Whose Home ? Nine Little Monkeys
<b>Supervised Recess</b>	<b>Supervised Recess</b>
<b>STORY:</b> Ang Mabait na Kalabaw	<b>STORY:</b> Ang Isang Mayang Uhaw
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Lift the Bowl and Peek Thru the Wall (connecting up to quantities of 9)  <b>Independent:</b> <ul style="list-style-type: none"> <li>Find 9/ 9 Concentration/Go 9/Draw 9</li> <li>Number Cover All: Addition/ Subtraction</li> <li>Mixed Up Numbers (1-9)/Number Snap</li> <li>Animal Yarn</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Walk the Number line (1-9)  <b>Independent:</b> <ul style="list-style-type: none"> <li>Subtraction Cards (2-9)</li> <li>Go 9/ Draw 9/ Find 9/ 9 Concentration</li> <li>What Numbers Can You Make</li> <li>Animal Yarn</li> </ul>
<b>INDOOR/OUTDOOR ACTIVITY:</b> Puppies Go Free	<b>INDOOR/OUTDOOR ACTIVITY:</b> Animals Run Home
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine

## APPENDIX: WEEK 15

### THEME-RELATED ACTIVITIES

Venn diagram samples for Meeting Time 1 discussions

Teacher may also compare frog and grasshoppers, carabao and horse or other animals found in the community



#### Paper Plate Animal Masks

Objectives: to identify animals in the community

to construct faces of animals using paper plates

Materials: paper plates, glue, cardboard or construction paper, scissors, markers, rubber bands

Number of Players/Participants: small group

Procedure:

1. Ask each child to choose animal he would like to make a mask of.
2. Brainstorm what parts will be included in the mask (e.g. whiskers for cats, scales for fish)
3. Each child draws a pair of eyes and cuts this. (Children may need help in determining position of eyeholes that match the position of their eyes and in cutting the holes.)
4. Each child adds parts to the mask.

#### Fish Mobile

Objectives: to make fish designs

to develop fine motor coordination

Materials: construction paper, sticks, glue, tape, scissors, yarn

Number of Players/Participants: 10 children

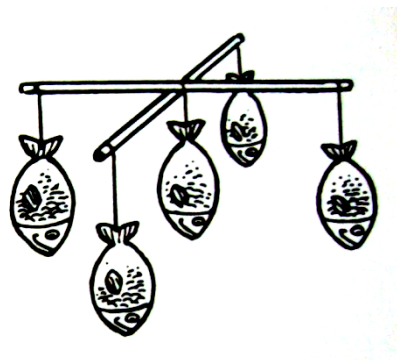
Procedure:

- Preparation: sample template of fishes (different sizes)  
sticks crossed and tied together  
sample of mobiles

1. Each child chooses a fish template and traces this on a piece of construction paper.

*Variation: Children can cover the construction paper with magazine page cut-outs to make fish designs more colourful.*

2. Teacher helps children fasten a piece of string to each fish, and hangs this on the mobile. String length should be varied.



#### Poster: Animals in the Community

Objective: to develop fine-motor coordination

Materials: ½ oslo paper or bond paper

Number of Players/Participants: 8-10 children

Procedure:

1. Have children think of animals that they have seen in their community.
2. Let them draw these on oslo or bond paper.
3. Have them glue these on the manila paper.

### **How many legs does it have ?**

Objective: to identify the number of legs an animal has

to classify animals based on their number of legs

Materials: manila paper, bond paper, scissors, paste or glue, crayons

Number of Players/Participants: 10-15 children (2-3 pupils per group)

Procedure:

Preparation: Teacher prepares a classification chart on animal legs on Manila paper.

Animals with no Legs	Animals with 2 Legs	Animals with 4 Legs

1. Ask children to think of examples of animals with no legs, with two legs and 4 legs.
2. Have them draw these animals in 1/8 construction paper.
3. Let them paste/glue their drawings on the appropriate column.

### **Animal Match (picture-word)**

Objective: to match animal pictures with words

Materials: pictures of animals, word cards

Number of Players/Participant: 3-5 children

Procedure:

1. Teacher will prepare the cards with pictures of land animals and cards with words corresponding to the pictures.
2. Children will match the pictures and the word.

Picture of a dog	<b>dog</b>
Picture of a cat	<b>cat</b>
Picture of a hen	<b>hen</b>
Picture of a horse	<b>horse</b>
Picture of a pig	<b>pig</b>

### **Poster: Animals that live on land (note: same instructions for poster: Animals that Live in Water)**

Objective: to sort animals according to their habitat

Materials: ½ or ¼ manila paper

Number of Players/Participants: 6-8 children

Procedure:

1. Have children think of animals that live on land
2. Let them draw each animal on 1/8 bond or construction paper
3. Have them glue these on the manila paper

### **Web: Animal Movements**

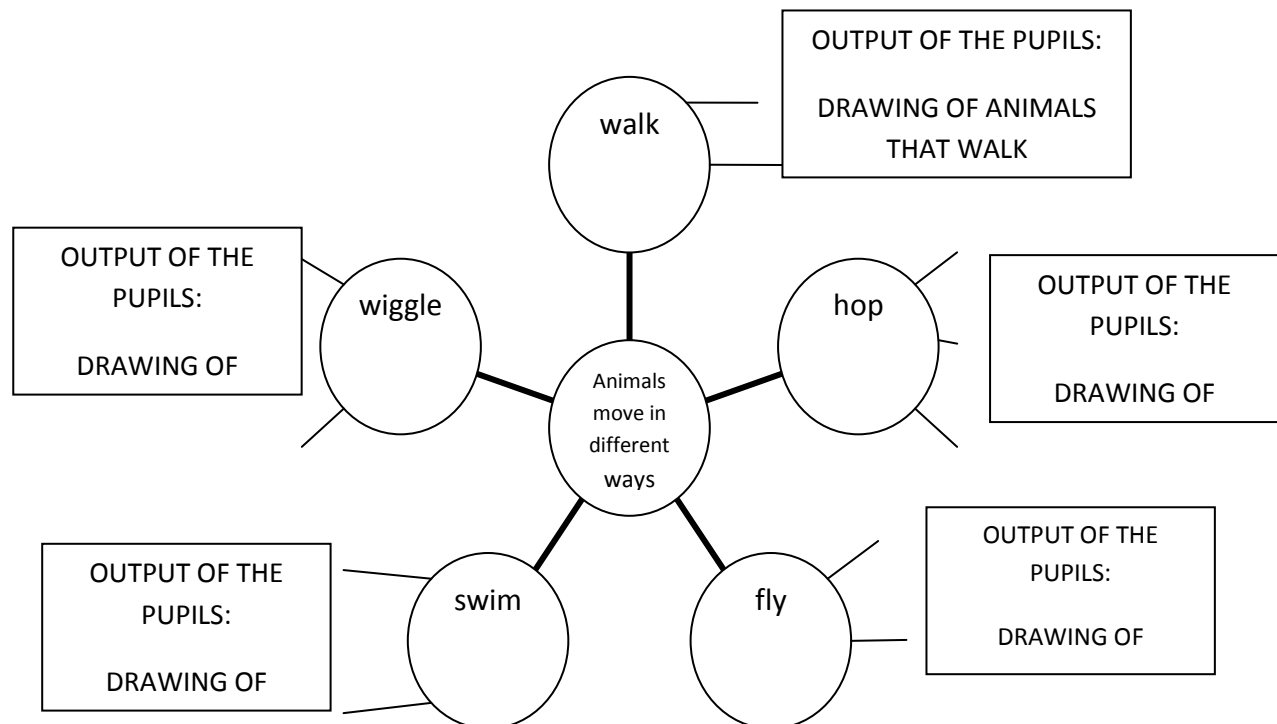
Objective: to identify animal movements

Materials: manila paper, newsprint, scissors, crayon, glue or paste, scotch / masking tape

Number of Players/Participants: small group

Procedure:

Preparation: Write the following web on a sheet of manila paper :



1. Brainstorm and discuss how animals move. Try to identify as many animals as possible.
2. Divide the group into five and assign each group to a particular animal movement.
  - A – walk
  - B – hop
  - C – fly
  - D – swim
  - E - wiggle
3. Children will draw animals that move in a particular way.
4. As children finish drawing animals he/she pastes his/her drawing on the web.

### **Make Me An Animal**

Objectives: to mold animal figures out of play dough  
to develop fine motor coordination

Materials: play dough

Number of Players/Participants: individual or small group

Procedure:

1. Give each child some playdough and tell him/her to mold animal figures out of this.

2. While child is molding figures, encourage the children to discuss the different physical characteristics of each animal; talk about where the animals live, what it eats.

### **Animal Puppets**

Objectives: to develop fine motor coordination  
to describe animal features/characteristics

Materials: popsicle stick or tongue depressors, construction paper or folder, crayons/colored markers

Number of Players/Participants: 6-8 children

Procedure:

1. Have children choose an animal they want to describe/talk about in class.
2. Let them draw their animal of choice on construction paper or folder.
3. Encourage them to color/design their animals.
4. Help each one glue or tape their drawings on a popsicle stick or tongue depressor.
5. Stick their puppets on a pan or box of sand.

### **Animal Shape Designs**

Objective: to create animal figures out of paper  
to develop fine-motor coordination

Materials: art paper cut-outs, paste/glue, scissors, ½ bond paper

Number of Players/Participants: 6-8 children

Procedure:

1. Distribute assorted shape cut-outs among the children.
2. Ask each child to create an animal figure out of the shape cut-outs and paste this on 1/2 bond or oslo paper.
3. After everyone is done with their animal designs, let them take turns showing their animal designs. Have them describe the features/characteristics of the animal of their choice.

**Animal Cover All** (Note: played like Letter Lotto but instead of using letters, you use animal picture cards).

### **Poster: Why Do Animals Move**

Objective: to understand why animals move

Materials: manila paper, newsprint or bond paper, crayons, paste, pencil, scotch/masking tape

Number of Players/Participants: small group

Procedure:

Preparation: Write the following chart on a sheet of Manila paper.

WHY ANIMALS MOVE ?			
<div>Pupil drawings</div> <div>To look for food</div>		<div>Pupil drawings</div> <div>To get away from danger</div>	
<div>Pupil drawings</div> <div>For reproduction</div>		<div>Pupil drawings</div> <div>For shelter</div>	

1. Brainstorm and discuss why animals move.
2. The group is divided into 4 and is assigned to draw animals that belong to their assigned category.



- A – To look for food
- B – To get way from danger
- C – for reproduction
- D – for shelter
- 3. Children draw as many animals that belong to their assigned category
- 4. As children finish drawing, he/she pastes his/her drawing on the appropriate space.

### **Poster: Animals help us in many ways:**

Objective: to identify ways animal help people

Materials: manila or kraft paper, markers, crayons, bond or construction paper

Procedure:

1. Ask children to think of ways animals help people.
2. Each child gets to draw at least one way on ½ construction or bond paper.
3. After everyone has finished, have them glue/paste their drawings on ½ manila paper.

### **Sand /Water Play**

Objectives: to explore the properties of sand and water (e.g. how water and sand behave when poured, how water and sand feel  
to improve skills at pouring by developing arm and hand muscles  
to develop eye-hand coordination  
to learn social skills of sharing, negotiation, communication  
to develop creative thinking and imagination

Materials: plastic or rubber animals, colander, strainer, old teapot, toy buckets, jugs and containers, sponge, small watering can  
funnel, whisk, hollow ball, plastic bottles

Number of Players/Participants: individual or small group

Procedure:

1. Let children take turns constructing animal homes using sand and water and available play accessories.
2. Encourage to use plastic or rubber animals as accessories or props.

### **.Animal Alphabet Book**

Objective: to identify animals that begins with a particular letter

Materials: big book

Number of Players/Participants: small group

Procedure:

1. Ask children to think of animals that begin with the letter for the day. For example, have them think of words that begin with letter D.
2. Be read with pictures or clues in case children get stuck thinking of words that begin with the given letter.

*Note: You may work on 2-3 letters per day. You may also opt to use Filipino instead of English text.*

### **Animal Mosaic**

Objective: to identify places where animals live  
to develop fine motor coordination

Materials: colored paper or old magazine (from which small pieces of paper can be torn), glue, pencil, oslo paper or cartolina

Number of Players/Participants: small group

Procedure:

1. Tell the children to choose an animal and draw this animal and its home.
2. Tell the children to use paper cut-outs to cover their drawing to make a mosaic.
3. Tell the children to write a sentence or two to describe their animal and its home.

*Note: Teacher can assist children when they do their write-up.*

### **You're My Baby** (memory game)

Objective: to find mother-baby animal pairs

Materials: mother-baby animal cards

Number of Players/Participants: 2-4 children

Procedure:

1. Lay all the mother and baby animal cards in rows and columns.
2. Children take turns opening 2 cards at a time. If the cards match the child keeps the cards and continues his/her turn. If the cards do not match, the next player takes his/her turn.
3. The child with the most number of cards wins the game.

### **Animal Masks**

Objective: to develop fine motor coordination; to identify animal features

Materials: paper plate, brown paper bag, glue, art paper, yarn, assorted junk, scissors

Number of Players/Participants: individual or pairs

Procedure:

1. Have children create animal masks out of paper plate or brown paper bag.
2. Let them think about specific facial features of the animal they are representing and have them show these in the masks they are making.
3. Let children wear the mask during meeting time. Call in each child in front and have the rest of the class guess which animal is being shown.

### **Animal Clotheslines**

Objective: to classify animals according to habitat

Materials: animal pictures, category cards where the following words are printed out: WATER, AIR, LAND, clothesline, clothespin

Preparation: Set up a clothesline in one part of the room. Divided the clothesline into three parts. Hang one category card on each part.

Number of Players/Participants: 6-8 children

Procedure:

1. Ask children to look at the pictures carefully and let them figure out which animals live in land, water and air.
2. Have them hang the pictures in the appropriate area along the clothesline.

### **Sand and Water Play**

Objectives: to develop eye-hand coordination

to learn social skills of sharing, negotiation, communication

to develop creative thinking and imagination

Materials: plastic or rubber animal, strainer, props they can use for their animal cages/shelters, toy buckets, assorted plastic, containers sponge, funnel, plastic bottles

Number of Players/Participants: individual or small group

Procedure:

1. Have children to create animals homes/shelters out of sand and assorted containers and other junk materials that can be used as props.
2. Encourage to label their constructions.

**Animal Connect** (Note: played like Letter Domino but instead of using letters, you use animal picture cards.)

### **Hand Antler Headbands**

Objective: develop fine-motor coordination and creativity

Materials: kraft paper, scissors, brown construction paper, glue

Number of Players/Participants: 6-8 children

Procedure:

Trace the child's hands onto brown paper. Have the child cut out the hand shapes. Measure your child's head, and have the child cut a piece of brown construction paper long enough to create a headband. Glue the paper together so the headband fits snugly on your child's head but is loose enough to take off easily. Then affix the hands for antlers.

## **A. OTHER MATH ACTIVITIES**

### **Block Play**

Objective: 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 (0-9)**

Objective: to identify the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9

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, 8 and 9.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

### **Writing Papers (9)**

Objectives: to learn sequence

to observe the form of each numeral

to develop eye-hand coordination

Materials: writing papers (with number dot patterns for each numeral), crayon

Number of Players/Participants: individual

Procedure:

1. Each child is given a writing paper with the numeral he/she is working on, in this case 9.
2. Children use a crayon to connect the dots of the number pattern.

### **Number Stations**

Objective: to count up to quantities of 9

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, for example 9.
2. Children work together exploring a given quantity of toothpicks, in this case 9, 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**

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Number of Players/Participant: 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.
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 Game**

Objective: to match numerals

Materials: cover all boards, 2 sets of number cards, 0-9

Number of Players/Participant: 1-6 children

Procedure:

1. Give each child a lotto board.
2. Children 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 up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a Call out game. He/she holds the number cards and children have to shout out the name of the number in order to claim it to put on their board.

### **Concentration**

Objective: to match numerals

Materials: 2 sets of number cards, 0-10

Number of Players/Participant: 1-6 children

Procedure:

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

### **Nine Concentration**

Objective: to explore different combinations that make 9

Materials: 6 sets of numeral cards (1- 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 9. 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.

Variation: This game can be varied by increasing the number of cards placed on the table. A 5 x 5 or 6 x 6 arrangement may be more interesting.

### **Number Connect Game**

Objectives: to recognize numbers 1-10

to match numbers that are alike

Materials: set of 28 number connect cards

Number of Players/Participant: 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.

- The winner is the child who has played all dominoes or the child with the smallest number of dominoes when all children must pass.

### **Number Call Out Game**

Objective: to match numerals

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

Number of Players/Participant: 1 or more

Procedure:

- Provide each child with a call out card (numerals).
- Assign a child to call out what is written on calling cards.
- 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 Fishing Game**

Objective: to recognize and identify numerals

Materials: fish cut-outs (that have the numbers 1-9 written on them) with paper clip, fishing rod with magnet

Number of Players/Participant:

Procedure:

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

### **Mixed Up Numbers**

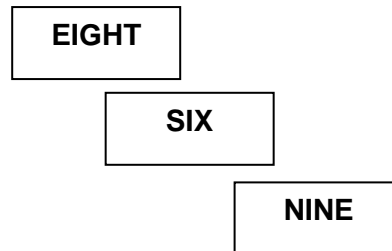
Objectives: to read and recognize number words  
to recognize the sequence of numbers

Materials: vocabulary cards of number words

Number of Players/Participant: small group

Procedure:

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



### **It's a Match**

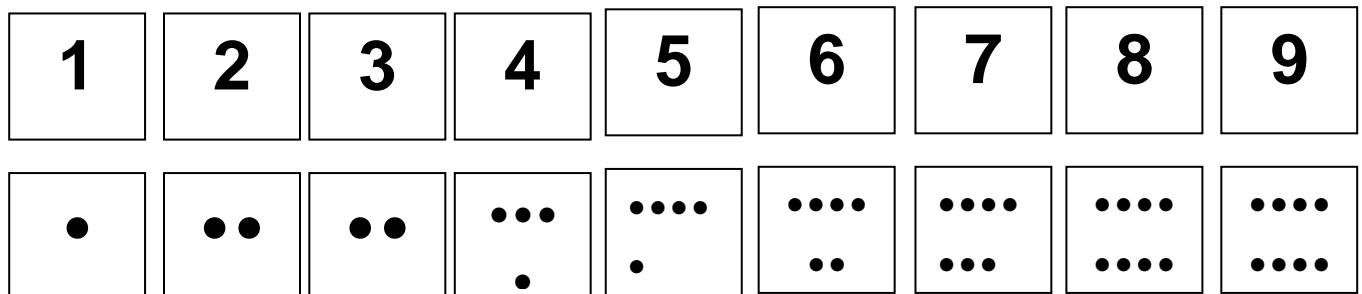
Objectives: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -9, one set of cards with dots (corresponding to the numerals)

Number of Players/Participant: pairs or small group

Procedure:

- Place the numeral cards face down in a box.
- Place the corresponding dot pattern cards in the chalk tray.
- Call on a child to get a card from the box and place it over the equivalent card in the chalk tray.
- If correct, the child may choose the next player.



### **More Than, Less Than, As Many As**

Objective: to compare quantities up to 7 using terms of comparison: more than, less than, the same as

Materials: fruits or any objects

Number of Players/Participants: 8 children

Procedure:

1. Teacher holds a tray with eight apples.
2. Group children into three groups.
3. Each group will be given objects.
  - I- 5 mangoes
  - II- 6 oranges
  - III- 7 bananas
4. Ask questions:
  1. Which group has less than the given objects?
  2. Which group has more than the given objects?
  3. Which group has as many as the given objects?

### **Who Has More?**

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Number of Players/Participant:

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.

### **Comparing Numbers – A Game For Partners**

Objective: to compare 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 child who has accumulated more or less clothespins is the winner.

### **Which Card Is Missing?**

Objective: to identify missing number in a series of numbers

Materials: number cards with spots drawn on them (0-9)

Number of Players/participant: 1-6 children

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.

### **Hand Game (concrete, up to quantities of 9)**

Objective: to explore different combinations that make 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 8.
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 nine is nine." or "Zero and nine is nine."
"Place one stick in your left hand."		"One and eight is nine."
"Place one more stick in your left hand."		"Two and seven is nine."
"Place one more stick in your left hand."		"Three and six is nine."
"Place one more stick in your left hand."		"Four and five is nine."
"Place one more stick in your left hand."		"Five and four is nine."
"Place one more stick in your left hand."		"Six and three is nine."
"Place one more stick in your left hand."		"Seven and two is nine"
"Place one more stick in your left hand."		"Eight and one is nine"
"Place one more stick in your left hand."		"Nine and none is nine." or "Nine and zero is nine."

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

### **Lift The Bowl (connecting, up to quantities of 9)**

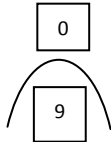
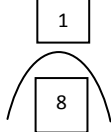
Objective: to explore different combinations that make a given quantity

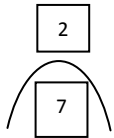
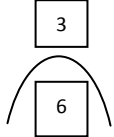
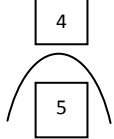
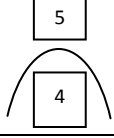
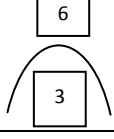
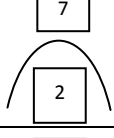
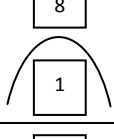
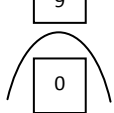
Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

Number of Players/Participants: small group

Procedure:

1. 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 nine blocks under the bowl."		"None and nine is nine." or "Zero and nine is nine."	
"Place one block under the bowl."		"One and eight is nine."	

"Place two blocks under the bowl."		"Two and seven is nine."	
"Place three blocks under the bowl."		"Three and six is nine."	
"Place four blocks under the bowl."		"Four and five is nine."	
"Place five blocks under the bowl."		"Five and four is nine."	
"Place six blocks under the bowl."		"Six and three is nine."	
"Place seven block under the bowl."		"Seven and two is nine."	
"Place eight blocks under the bowl."		"Eight and one is nine."	
"Place nine blocks under the bowl."		"Nine and none is nine." Or "Nine and zero is none"	

### **Grab Bag Counting**

Objective: to compare quantities

Materials: colored clothespin (2 colors), Grab bag

Number of Players/Participants: 2-4 children

Procedure:

1. A child takes a handful clothespin from a grab bag (or two handfuls if her or his hands are too small to take as many as you need them to take). The clothespins of each color are snapped together, and the group compares them to see which color is more and which is less.
2. The clothespins of each color are snapped together, and the group compares them to see which color is more and which is less.

Extension: Ask the children to tell how many more and how many less one number is than another.



### **Walk The Number Line**

Objective: to sequence numbers

Materials: chalk, number cards 0 to 6

Number of Players/Participant: 1-6 children

Procedure:

1. Chalk a line outdoors, long enough to include all numbers 0 to 10 one step apart.
2. Make a mark where each number will come but don't actually write them in.
3. Shuffle a set of number cards
4. Take it in turns to take a number card and walk along the line from the start, stepping on the markers and counting out loud as you do so.
5. When you get to the correct spot for your number, put the card on the ground.

When all the cards are arranged in position, turn them face down. Ask your child to walk slowly along the line from the beginning until you shout "stop". Then see if he/she can tell you which number he/she is on. Check by turning the card over.

### **Subtraction Call Out Game**

Objective: to practice subtraction

Materials: call out card for each child, 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, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

### **Addition Call Out Game**

Objective: to match an addition fact with its correct sum

Materials: call out card for each child, 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, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

### **People Counting Games (9)**

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:

**Stand and sit:** "one" (sit), "two" (stand), "three" (sit), "four" (stand)

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

"One, two, three, four, five, six, seven, eight, nine" (change direction)

**Bouncing ball:** "One, two, three, four, five, six, seven, eight, nine" (bounce a ball)

"One, two, three, four, five, six, seven, eight, nine" (bounce a ball)

**Jumping rope:** "One, two, three, four, five, six, seven, eight, nine" (jump rope)

"One, two, three, four, five, six, seven, eight, nine" (jump rope)

## **OTHER LANGUAGE ARTS ACTIVITIES**

### **Letter Sort**

Objective: to distinguish between letters/ words

Materials/Preparation: letter cards /words

Number of Players/Participant: 4-6 children

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

### **Form a word**

Objective: to read high frequency words

Materials: Prepare 10 high frequency word cards and 8 sets of individual letter cards containing vowels and consonants found in these high frequency words

Number of Players/Participant: 4-6 children

Procedure:

1. Each child picks out one word card at a time.
2. Let the child form the word using his individual letter cards.

### **Letter Mosaic: Cc**

Objective: to recognize letter

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

Number of Players/Participant: 1-6 children

Procedure:

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

### **Letter for the Day: Cc**

Objective: to recognize letter

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

Number of Players/Participant: 1-6 children

Procedure:

1. Have children cut out pictures of objects that begin with the target letter.

Variation: Have children draw pictures of objects that begin with the target letter.

### **My Alphabet Book** (letter for the week - Cc)

(This is a year-long activity wherein each child will make his own alphabet book. Teacher compiles each child's worksheets in a short folder as each child works with only one letter at a time).

Objective: to identify the letter name and letter sound of li and to give words that begins with LI

Materials: individual (letter for the week - LI) worksheet, pencils, crayons (Teacher draws a big, fat letter L in the middle of the bond paper for each child where he will draw and label the pictures that begin with the LI should).

Number of Players/Participants: 8 children

Procedure:

1. Give each child a worksheet with the L outline.
2. Tell each child to think of words that begin with the LI sound then ask him/her to draw that.
3. Help each child label the pictures by sounding out the letter sounds and guiding him/her how to write the letters.

### **ABC Race**

Objective: to give words that begins with each particular letter sound

Materials: paper, pencil

Number of Players/Participants: 8 children

Procedure:

1. Teacher writes the name of each child in a vertical fashion on the left most side of the paper and a horizontal line beside each letter.

C	_____
A	_____
L	_____
E	_____
Y	_____

2. Ask him/her to think of as many words as they can that begins with each letter.
3. Teacher helps him/her write the words by sounding out the letter sound and guiding him/her how to write the letters.
4. Find out what letter in each child's name will have the most words.

### **Sound Switcheroo**

(Source: Blevins, W, Phonics from A to Z, A Practical Guide, Scholastic Professional Books, p. 41)

Objective: to identify initial/middle/final sounds

Number of Players/Participants: small group

Procedure:

1. Explain to the children that you want them to listen carefully to the sounds in the word you're going to say.
2. Tell them you'll play switcheroo (change one sound in the word- the beginning, middle or ending sound) with one of these sounds.
3. Children should then tell you which sound was switched. For example, if you say *mat* and then *sat*, children should respond that /m/ was switched with /s/. Continue with these and other word pairs:
 

• man/pan	• fan/fat	• run/sun
• hat/hot	• pick/pack	• ball/bell
• leaf/loaf	• pig/pin	• fish/dish
• gate/game	• tap/tape	• van/ran
• zip/lip	• cup/cap	• hot/hop

## **STORIES**

### **Sa Ilalim ng Dagat**

Mga tanong bago bumasa:

1. Ano kaya ang mga nakikita sa ilalim ng dagat?

Mga tanong habang bumabasa:

1. Ano ang naging pakiramdam ni Pugita nung siya'y tinamaan din ng milagrong sakit?
2. Ano ang ginawa kay Pugita nang kanyang mga kasamahan?

Mga tanong pagkatapos bumasa::

1. Paano nalunasan ng mga nilalang sa ilalim ng dagat ang milagrong sakit na dumapo sa kanila?

### **Si Langgam at Tipaklong**

Mga tanong bago bumasa:

1. Paano ninyo ilalarawan ang isang langgam?
2. Paano gumalaw ang isang Tipaklong?

Mga tanong habang bumabasa:

1. Paano hinarap ni Langgam si Tipaklong nung ito'y kumatok sa kanya na basing-basa ng ulan?

Mga tanong pagkatapos bumasa:

1. Kung kayo si Langgam, gagawin din ba ninyo ang ginawa niya kay Tipaklong?

### **Ang Isang Mayang Uhaw**

Mga tanong bago bumasa:

1. Ano ba ang pakiramdam ng kapag nauuhaw?

Mga tanong habang bumabasa:

1. Makakainom pa kaya si Maya kakaunting tubig sa baso?

Mga tanong pagkatapos bumasa

1. Ano ang naging suliranin ni Maya ?
2. Ano ang naging paraan ni Maya upang makainom?

### Si Pilandok at ang Buwaya

Mga tanong bago bumasa:

1. Nakakita na ba kayo ng isang buwaya?
2. Maari ba ninyong ilarawan ang itsura ng buwaya?

Mga tanong habang bumabasa

1. Ano kaya ang gagawin ni Pilandok upang makatawid sa kabilang Pampang?
2. Paano naman makababalik si Pilandok sa kanyang pinagmulang pampang?

Mga tanong pagkatapos bumasa

1. Kung kayo si Pilandok, gagawin ba ninyo ang kanyang ginawa upang makasunod sa utos ng ina?

### Whose Home?

Question before the story:

1. Where do animals live?

Questions while reading:

1. Why can't all animals live in a tree? In a hole? In a shell?

Questions after reading:

1. Why do animals live in different homes?

### **SONGS/RHYMES/POEMS**

<p><b>Animal Homes</b> (sung to "On Top of Old Smoky")</p> <p>On top of a mountain Or under the sea, There are so many places Where creatures may be,</p> <p>Alone in a desert, Or grouped on a farm, Or tucked in a tree trunk Away from all harm.</p> <p>On bright, sunny grasslands, Or in a dark cave, In jungles and forests, Where all must be brave.</p> <p>On ice in the Arctic, Or holed underground, There are so many places Where creatures are found!</p>	
<p><b>Bugtungan: mga hayop sa paligid</b> <i>Note: Teacher will compose additional Riddle (Bugtong) for enrichment.</i></p> <p><b>Animals that live on land</b> Ako'y may apat na paa Bunto't at dalawang tenga Aw,aw, aw ang taho ko Tumatakbo ang mga tao Sino Ako? _____</p> <p>Dalawa ang paa ko Dalawang pakpak saka ulo Sa sapa ay kay saya</p>	<p><b>Animals that live in water.</b> Tubig na malinaw Ang aking tirahan Pag ako'y lumalangoy Buntot ko'y gumagalaw Sino Ako? _____</p> <p>May ulo walang leeg May tiyan walang puwit Kapag siya'y natatakot</p>

<p>Quack, quack langoy na kita Sino Ako? _____</p> <p>Damo sa bakuran Pagkain ko araw-araw Sa matulis kong sungay Mee, mee, takot ang kaaway Sino Ako? _____</p> <p>Sungay koy matataba Buntot ko'y di mahaba Pag ako'y umuunga Natatakot ang mga bata Sino Ako? _____</p> <p>Sa akin ay natatakot Matatakaw na daga Pag ngiyaw ko'y narinig Takbo sila sa lungga Sino Ako? _____</p>	<p>Tinta nya'y ginagamit Sino Ako ? _____</p> <p>May berde, dilaw at pula, Bibig at mata laging nakabuka Wala man silang paa Nakakapasyal din siya Sino Ako? _____</p> <p>Walang katawan, ngunit may ulo, Ang kamay niya ay walo. Sino Ako? _____</p>
<p><b>Ako'y may alaga</b></p> <p>Ako'y may alagang asong mataba, Bunto't niya'y mahaba, makinis ang mukha Mahal niya ako, mahal ko rin siya Sa aking paglalaro, kami'y laging magkasama.</p> <p><b>Tong, Tong ,Tong</b></p> <p>Tong,tong,tong,tong, Pakitong –kitong Alimango sa Dagat ,Malaki at masarap Mahirap mahuli sapagkat nangangagat (2x)</p>	<p><b>Nine little monkeys</b></p> <p>Nine 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! Eight little monkeys sitting on a tree teasing Mr. Crocodile, "You can't catch me, no you can't catch me!"</p> <p>Repeat until no more monkeys are left on the tree.</p>
<p><b>Animal Movement</b> (sung to " Goodnight, Ladies")</p> <div> <p>Hello, eagle, hello, robin, Hello, sparrow, we love to watch you go! Merrily you fly along, fly along, fly along, Merrily you fly along, Yes, that is how you move!</p> <p>Hello, dolphin, hello, marlin, Hello, salmon, we love to watch you go! Merrily you swim along, swim along, swim along, Merrily you swim along, Yes, that is how you move!</p> <p>Hello, beetle, hello turtle, Hello, inchworm, we love to watch you go! Merrily you crawl along, crawl along, crawl along, Merrily you crawl along, Yes, that is how you move!</p> </div> <div> <p>Hello, cricket, hello, rabbit, Hello, froggy, we love to see you go! Merrily, you hop along, hop along, hop along, Merrily you hop along, Yes, that is how you move!</p> <p>Hello, ostrich, hello, cheetah, Hello, greyhound, we love to see you go! Merrily you run along, run along, run along, Merrily you run along, Yes, that is how you move!</p> </div>	

## INDOOR/OUTDOOR ACTIVITIES

### **Calling All The Kittens**

Objective: to develop the ability to follow instructions properly  
to exercise big muscles  
to promote sportsmanship

Materials: piece of cloth as big as man's handkerchief

Procedure:

A blindfolded child pretends to be the mother cat. All the remaining players are the kittens. The mother cat calls her kittens by saying, "meow, meow, come home to mother". The kittens run and try to tag the mother cat. The mother cat tries to catch a kitten. The kitten who gets caught becomes the next blind-folded "mother cat".

### **A Fish Story**

Ask the children to form a circle. Choose one child to be the fish. He stands in the middle. Ask the fish to make a "fish face" while the rest of the children recite the following poem:

1, 2, 3, 4, 5  
I caught a fish  
6, 7, 8, 9, 10  
We let it go again

While you are saying "We let it go again," open up the circle and allow the fish to "swim" out. Choose another child to be the fish.

*Note: You can change the fish to other animals like whales (butanding), frogs, turtles)*

### **Animal Relay (animal movements)**

Group the children into 5. Arrange the group in parallel columns of files.

First line:	Duck (2legs)
Second line:	Bird (2 legs)
Third line:	Frog (4 legs)
Fourth line:	Horse (4 legs)
Fifth line:	Fish (no leg) (snake OPTIONAL)

The teacher asks for a volunteer who will demonstrate the movement of each animal. Relay will start after the cue of the teacher. (Teacher can use whistle for cuing) At a signal, the first player of each team moves/runs forward around the turning point and back to the starting line. Here he/she touches the second player who repeats. This continues until all have fun. First group to finish will be declared as a winner.

### **Puppies, Go Free**

Group children by threes, comprising a dog family: Father dog, Mother Dog and a Puppy. The child not belonging to a "family" becomes the "it". Father and mother dogs hold hand together and the puppies stand inside. When the "it" shouts "Puppies, Go Free" all the puppies run to the other dog Families. The "it" also run to a dog family. The child who does not get into a dog family becomes the next "it".

### **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".