

KINDERGARTEN CATCH UP CLASS DAILY PLAN
WEEK 16:

Monday	Tuesday	Wednesday
MEETING TIME 1: Message: There are places in the community where we can buy food. People buy food and other goods from a sari-sari store. Question: What does your family buy from the sari-sari store in your community ?	MEETING TIME 1: Message: Some people buy food from the public market. Question: Have you ever been to the market? What does your family buy in the market?	MEETING TIME 1 Message: Some people help us by providing services. Questions: What places in the community provide services?
WORK PERIOD 1 Teacher-Supervised: Target Letter/Letter Poster: Dd Independent: <ul style="list-style-type: none"> • Trip Chart • Letter Poster • Letter/Word Collage • Letter Mosaic • Upper and Lower Case Connect • Playdough/Sand Play: Food in the Market 	WORK PERIOD 1 Teacher-Supervised: Letter/Word Collage: Trip to the Sari-sari store Independent: <ul style="list-style-type: none"> • Upper and Lower Case Connect • Playdough/Sand Play: Food in the Market • Opposite Word Flip It • Letter for the Day: Dd • Writer's Workshop 	WORK PERIOD 1 Teacher Supervised: Let's Write Dd A-Z Market List: Magpabili tayo sa palengke ng... Independent: <ul style="list-style-type: none"> • Bag Puppets: Places in the community that provide services • Sound Switcheroo • Opposite Word Flip It • Writer's Workshop
MEETING TIME 2: Talk about the trip chart. Go over each question and each part of the trip chart and explain how children are expected to accomplish this. Talk about rules to be observed during the fieldtrip.	MEETING TIME 2: Brainstorm on market words for your word wall. Add to this list as the unit progresses. Game: Clap and Snap Rhyme	Meeting Time 2 Discussion: (Discuss Work Period 1 activities) Brainstorm on people and places that provide services for your word wall. Add to this list as the unit progresses. Ex. Health Center – Doctor
Supervised Recess	Supervised Recess	• Supervised Recess
STORY: Araw sa Palengke ni May-Tobias Papa	STORY: Alphabet in the Sari-Sari Store	Story: Ang Pambihirang Sombrero
WORK PERIOD 2: Teacher-supervised: Classification Food Picture Cards/Food Labels Independent: <ul style="list-style-type: none"> • Hand Game/Lift the Bowl (symbolic Level up to 9) • Food Mobile • Food Number Book (up to quantities of 9) • Seriation Games 	WORK PERIOD 2: Teacher-supervised: Coins Are Us; Magic Box Independent: <ul style="list-style-type: none"> • Number Stations (up to 10) • Playdough Numerals (1-10) • Mixed Up Numbers (1-10) • Exploring One Shape at a time • Hand Game/Lift the Bowl (symbolic Level up to 9) 	WORK PERIOD 2 Teacher Supervised: Making a Trip Chart to a repair shop Independent: <ul style="list-style-type: none"> • Grab Bag Counting • Number Cover All //Number Connect (1-10) • Poster: Things that Come in Twos e.g. eyes, hands, bicycle tires, • Hand Game/Lift the Bowl (symbolic Level up to 9)
INDOOR/OUTDOOR ACTIVITY: Build a Castle	INDOOR/OUTDOOR ACTIVITY: Market Race	Song: Community Helper Song
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	Indoor/Outdoor Activities: Community Helpers Box
		Meeting Time 3: Dismissal Routine

Thursday	Friday
MEETING TIME 1: Message: We are going to a repair shop today. We bring broken things to a repair shop to have it fixed. People at the repair know how to fix certain things so they can still be used again. Questions: What are the usual things that people bring to repair shops?	MEETING TIME 1: Message: People follow certain steps when making or building things. Questions: Can you name some steps involved in building a house or making/repairing shoes?
WORK PERIOD 1 Teacher-Supervised: Bag Puppets (People who provide services in the community) <ul style="list-style-type: none"> Target Letter/Letter Poster: Uu Independent: <ul style="list-style-type: none"> Shoe Designs Writer's Workshop Letter Mosaic Fishing Game Letters/Letter Call Out/Go Fish- Letters Block Play/Dramatic Play 	WORK PERIOD 1 Teacher-Supervised: Field Trip Independent: <ul style="list-style-type: none"> Tool Box Fishing Game Letters/Letter Call Out/Go Fish- Letters Letter Collage Word Sort (beginning letter, word length, concept words) Blocks/Dramatic Play: At the Repair Shop
MEETING TIME 2: Discuss Message: We are going to visit a repair shop tomorrow. We will make our trip chart later Question: What do you think will we see in a repair shop?	MEETING TIME 2: Introduce "Segmentation Cheer" to the class.
Supervised Recess	Supervised Recess
STORY: Ang Mga Duwende at Ang Sapatero	STORY: Kapag Tumawid Ako ng Kalsada
WORK PERIOD 2:	WORK PERIOD 2:
Teacher-Supervised: Where Does It Go?; Three in A Row Independent: <ul style="list-style-type: none"> Exploring Marbles Shark Attack Comparing Numbers Match boxes 	Teacher-Supervised: Addition and Subtraction Call Out Game Lift the bowl (quantities of 9) Independent: <ul style="list-style-type: none"> Call Out Math: More than, Less than Where does it go? Three in a Row Writing numerals (1-9) Number Domino/Number Snap
INDOOR/OUTDOOR ACTIVITY: Sasali Ka Ba?	INDOOR/OUTDOOR ACTIVITY: Pass the Basket
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

APPENDIX WEEK 16

THEME RELATED ACTIVITIES

Trip Chart

Objective: to record through drawings and words what they see at the sari-sari store

Materials: bond paper or newsprint, pencil

Number of Players/Participants: individual

Procedure:

1. Give each child 3 pieces of bond paper (teacher-made)
2. Ask the child to fold 1 sheet of bond paper in half (crosswise).
3. 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 _____, 201____
My partner is _____
We will leave at __:00 A.M.
We will be back by __:30 A.M.

4. Tell the children that they will use the trip chart to draw and write what they see during their trip.
5. At the lower part of page 1, let the children copy the following:

On the way to the sari-sari store I saw...

6. On page 2, let the children copy the following:

I saw people at the sari-sari store.

7. On page 3, let the children copy the following:

I saw many things at the sari-sari store.

8. On page 4, let the children copy the following:

These goods come from our own
community:

These goods come from other
communities:

Dramatic Play: Market Set-up

Objective: to act out scenes commonly observed in the market place.

Materials: old boxes, benches, plastic foods – any materials which can be used to recreate a market/palengke scene

Number of Players/Participants: 4 – 5 children

Procedure:

1. Set up of a market/palengke and let children get engage in a dramatic play.
2. Suggested areas: fish vendor, vegetables vendor, butcher, rice vendor, etc.

Bag Puppets (People who provide services in the community)

Objectives: to develop fine motor coordination

to talk about people in the community that provide services

Materials: paper bags, art paper, buttons, fabric scraps, yarns, scissors, glue and newspaper

Number of Players/Participants: 5 – 6 members

Procedure:

1. Let the children choose one person in the community who provide services like doctor, policeman, fireman, deliveryman, Barangay Captain, etc. to depict on the bag puppet.
2. Give each child 2 paper bags. Open both paper bags. Loosely crumple newspapers and stuff each bag, filling one completely while leaving the other half-filled.
3. Invert the half-filled bag and fit it over the full bag.
4. Gently squeeze the top bag about half-way down and tie with yarn or string to create the puppet's head.
5. Using other materials, finish the puppet by adding details to make the puppet resemble the child's chosen community helper.
6. Let each child talks about the services being provided by his/her community helper.

Play dough: Food

Objective: to develop fine motor skills coordination

Materials: play dough, plastic plates and eating utensils

Number of Players/Participants: 4 – 5 children

Procedure:

1. Encourage children to mold different kinds of food items which are commonly sold in the market.
2. Have them place their molded clays on the plates.
3. Let them share about what they did.

Writer's Workshop

Objective: to develop expressing language skills

Materials: individual booklets, pencil, crayons or markers

Number of Players/Participants: any number

Procedure:

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

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

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

Writer's Workshop must be done at least 3x a week.

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

What Does not Rhyme (Oddity Task)

Objective: to Identify which word does not rhyme

Materials: picture card sets

Number of Players/Participants: 1 – 3 members

Procedure:

Make picture cards for the following word sets. Display each picture-card set. Ask the child to find one picture whose name does not begin with the same sound.

A-Z Market List: Bibili tayo sa palengke ng...

Objective: to identify initial sounds of words

Materials: scratch or bond paper, coloring materials, scissors, markers, masking tape.

Number of Players/Participants: 4 - 5 at a time

Procedure:

1. Explain to the children that they are going to make an A-Z market list of things they would like to buy at the market. Assign a letter or ask each child to choose one letter from the alphabet and give an example of a market/palengke item/good that begins with the same letter (ex. B- Bigas, R- Repolyo etc.)
2. Each child will draw and label his chosen item on a piece of paper.
3. After drawing and labeling, ask them to color and cut their work. Tape each drawing on the classroom wall alphabetically and in a horizontal (left to right) manner.

Note to teacher: Some letters might be left blank – such as x, q, z – if the children find difficulty in giving examples of items/goods that begin with those letters. If there are not enough letters to go around, some letters can have more than one example.

Shoe Designs

Objective: to design one's own shoes

Materials: art paper, junk materials, scissors, glue, pencil, colored markers

Number of Players/Participants: 4-5 children

Procedure:

1. Distribute shoe templates for children to design.
2. Have children design their own shoes using assorted junk and art materials.
3. Let children take turns showing their shoe designs and describing its features.

Tool Box: Who Uses That?

Objective: to identify and describe tools used by community helpers

Materials: real objects or pictures of items used by community helpers in their work (ex. Pencil, hammer, shovel, screwdriver, etc.)

Number of Players/Participants: 4 - 5 children

Procedure:

1. Fill a box with a variety of items or pictures of items people might use to do their jobs, such as pencil, stethoscope, hammer, pliers, duct tape, small shovel, spool of thread, computer disk, toy truck, paint brush, and so on.
2. Give one object or picture to each child.
3. Invite each child to name the object and the type of job it could be used for.
4. Record the children's responses on the chalkboard or on chart paper.
5. Ask the class for other ideas about different jobs that might use the same object. For example, a pencil might be used by the teacher, a banker, a doctor, a writer, a carpenter.

Poster: What kind of repair shops do we have in our community ?

Objective: note details; draw figures; write words

Materials: kraft paper, markers, crayons

Number of Players/Participants: 5-6

Procedure:

1. Have children name repairs shops that can be found in the immediate community,
2. Ask each one to choose which repair shop they want to draw.
3. Have them write the name of the repair shop on top of the paper.

Dramatic Play: Repair Shop

Objective: recall details, recreate experiences, develop language skills

Materials: dramatic play area – repair shop set up

Number of Players/Participants: 4-5

Procedure:

1. Engage children in dramatic play with a repair shop theme.
2. Encourage them to "repair" things their customers bring in for fixing.

Mural: Time to Repair!

Objective: to identify household items that are usually brought to the repair shop for fixing

Materials: art paper, kraft paper, markers, glue

Number of Players/Participants: 4- 5 children

Procedure:

1. As a group, identify household items that are usually brought to the repair shop for fixing. Make a list of all these things.
2. Assist the children in drawing the outline of these items on a large sheet of kraft paper. Make sure that the spaces between the lines are big enough so children can glue pieces of art paper on it.
3. Invite the children to tear up small pieces of art paper, dip it in glue and paste it inside the outline of the household items. Make sure to remind them to stay within the lines and not to tear up large pieces of art paper, as it may be difficult for them to position on the paper.
4. Once the mural is dry, have children write labels next to the household items.

People in the Neighborhood

Objective: to give out word beginning with the identified letter

Materials: manila paper or newspaper, cut-out of stars, pictures of community helpers, bean bag or small object to toss

Number of Players/Participants: 4- 5 children

Procedure:

1. Draw a pathway on manila paper. Divide the paths into sections.
Print the beginning letters of the community helpers in each section.
2. Let the children recite:
Who are the people in the neighborhood?
In the neighborhood, in the neighborhood
Please tell me so, tell me so. (2x)
3. Ask one child to toss the bean bag to any section of the path,
then hop from the starting point to the letter where the bean bag fell.
4. While the child is hopping, let the children say:
What G (if the bag is on letter G) is one of the people in the neighborhood?
Please tell me so, tell me so. (2x)

OTHER MATH ACTIVITIES

Where Does It Go?

Objective: to sequence numbers

Materials: number cards with numerals written on it

Number of Players/Participants: 4- 5 children

Procedure:

1. Put a set of number cards in a pile.
2. One by one take the card from the top, judge whereabouts in the sequence it belongs and position it on the table accordingly.
3. At the end all the cards should be in the correct order and neither overlapping nor too spread out. Once a card is placed, you may not move it.

Exploring One Shape at a Time

Objective: to explore characteristics of a shape

Materials: shape cut outs (one shape at a time)

Number of Players/Participants: small group

Procedure:

1. Allow children to focus on particular attributes of a shape.
Ask: *What can you make using only circles? Only squares?*
What new creations can you make if you can cut the circles (or squares) apart?

Note: Observe how children work.

How do the children proceed with the task?

Do they just start building/ constructing with little or no obvious planning?

Do they randomly place the pieces with little or no attention to symmetry?

Do they build first and then decide what it is they made? Or do they start with an idea and build toward it?

Do they seem to know what they need to follow through on their idea?

Do they add details to their creations?

Do they find unusual ways to create these details?
 Are the relative sizes of their creations appropriate or not?
 Do they seek out materials to work with that will help them create whatever they have in mind?
 Do they see potential in items that might otherwise be thrown away, and then create something based on that potential? Are they able to copy ideas from others successfully?
 When given a model to copy, do they need to have the model close in order to see what to do, checking and rechecking to make sure they are doing it as in the model? Or do they see the model once and then go to work without checking back?

Draw 9

Objective: to explore different combinations that makes 9

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

Number of Players/Participants: small group

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 player goes through the cards received trying to find pairs that make 9. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding her cards like a fan and letting the person to her left draw one of them without looking at them. If the person who draws the card can use it to make 9 with one of the cards in her hand, she discards the pair in the middle of the table. If she cannot use it, she has to keep it. She then holds all her cards like a fan so that the person to her left can draw one of them by chance.
4. Play continues until one person is left holding the odd card and loses the game.

Nine Concentration

Objective: to explore different combinations that makes 9

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

Number of players/participants: 4- 5 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 face-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 9. If a pair can be made, the player keeps it and continues to play as long as he/she is successful. If he/she is not successful, he/she returns the two cards to their original face-down positions and replaces any cards he/she took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person 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.

Go 9

Objective: to explore different combinations that makes 9

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

Number of Players/Participants: small group

Procedure:

1. All the cards are dealt.
2. The players 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 9 in front of himself, face up.
3. A player 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 asked for, the turn passes to the person who said, "I don't have it."
4. The person who makes the greatest number of pairs is the winner.

Subtraction Cards (quantities of 9)

Objective: to subtract quantities

Materials: subtraction cards, counters

Number of Players/Participants: individual or pairs

Procedure:

1. Child 1 reads the total on the card, for example 9.
2. Child 2 gets 9 counters.

3. Child 1 says "take away three".
4. Child 2 gets the subtraction card and lifts the right hand flap that indicates 3 dots.
5. Child 1 counts remaining dots and say "six".
6. Both children write the corresponding equation: $9 - 3 = 6$

Addition Call Out Game

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 player with a call out card.
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 Call Out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Subtraction Call Out Game

Objective: to practice subtraction

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

Number of Players/Participants: 1 - 4 children

Procedure:

1. Provide each player with a call out card.
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 Call Out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Find 9

Objective: to explore different combinations that makes 9

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

Number of players/participants: 4- 5 children

Procedure:

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him/her in a stack, face down, without looking at them.
2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 9, the player 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 player who collects the most number of pairs wins.

Roll and Count

Objective: to compare quantities

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

Number of Players/Participants: 2-4 children

Procedure:

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

Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)

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/Participants: 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

Number Snap

Objective: to match numeral to numeral

Materials: 4 sets of number cards, 0-10

Number of Players/Participants: 2 – 4 children

Procedure:

1. Ask the children to pair up, as this small group activity works by two.
2. Shuffle and deal the cards to each of the players in both pairs.
3. The players take turns in turning over their top card.
4. If two matching cards are turned over, the first player to shout “snap” wins both the piles concerned.
5. Continue until only one player is able to get all the cards, or until the time is up and the players count their cards. The player with the most number of cards wins.

Variation: Make a set of cards with the numbers shown in different ways.

Grab Bag Counting

Objective: to identify colors, to count/compare quantities

Materials: colored clothespin (2 colors), Grab bag

Number of Players/Participants: 2 – 4 children

Procedure:

1. A child takes a handful of clothespins from a grab bag (or two handfuls if his/her hands are too small to take as many as he/she needs 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.

Exploring Marbles

Objective: to count up to quantities of 10

Materials: marbles and counting cups

Number of Players/Participants: 5 – 6 children

Procedure:

1. Each takes a handful of marbles and divide the marbles into counting cups so that each cup holds the quantity being explored.
2. Expect to see the children creating a wide variety of combinations, anything that totals five or ten, in this case is correct.
3. When all the marbles are divided into 2-5 groups, the children sort the cups according to the combinations formed.

Comparing Numbers

Objective: to compare quantities

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

Number of Players/Participants: 2 – 4 children

Procedure:

1. Each player 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.

Variation: Any counter may be used

Writing Papers

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 Player/Participants: individual

Procedure:

1. Each child is given a writing paper with the numeral he/her is working on.
2. Children use a crayon to connect the dots of the number pattern.

Number Cover All

Objective: to match numerals

Materials: cover all number boards, 2 sets of number cards, 0-10

Number of Player/Participants: 1-5 children

Procedure:

1. Give each player a cover all number 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 same number up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a call out game. She holds up 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 Connect Game

Objectives: to recognize numbers 1-10

to match numbers that are alike

Materials: set of 28 number connect cards

Number of Players/Participants: small group

Procedure:

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

Match Boxes

Objective: to compare quantities up to 10

Materials: match boxes

Number of Players/Participants: 5 – 6 children

Procedure:

1. A group of children work together with a given quantity of 10 or less match boxes.
2. They will make 2-5 arrangements of match boxes as possible.
3. The teacher encourages the children to describe the various arrangements.

Shark Attack

Objectives: to compare quantities

to use the more than or less than symbols to show the relationship between quantities

Materials: shark attack game board, 2 number cubes, paper and pencil

Number of Players/Participants: 2 - 4 children

Procedure:

1. Review the symbols for greater than ($>$), less than ($<$), and equal to ($=$) with players.
2. Players take turns rolling the number cubes. In each turn, a player rolls one cube first and then the second cube. Based on the numbers on the first and second cubes, the player decides in which shark to place the cubes in the order rolled. For example: Say a player rolls a 1 with the first number cube and a 6 with the second number cube. He or she would put the 1 in the first square of the less than shark and the 6 in its second square.
3. A player gets 1 point for each correct placement. The first player to earn 10 points wins.

Call Out Math: More than/Less than

Objective: to practice comparing quantities using the more than, less than symbol

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

Number of Players/Participants: 3 - 4 children

Procedure:

1. Provide each player with a number call out card (with any six numbers from 1-10 written on it).
2. Assign a child to be a caller with the job of picking a calling card and announcing what is written on it. The calling cards have "more than (number)" or "less than (number)" written on it.
3. When the caller reads what is written on the calling card (for example, "more than 7" or ' < 7 '), the other players will select a number that is more or less than what is written on the card and cover it with a token.
4. First one to cover all spaces wins.

Find 10

Objective: to explore different combinations that makes 10

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

Number of Player/Participants: 1-5 children

Procedure:

1. All cards are dealt. Last card is turned face up. Each player keeps the cards dealt to him in a stack, face down, without looking at them.
2. By turns, players turn over the top card of his stack. If this card can be used with one on the table to make a total of 10, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

Ten Concentration

Objective: to explore different combinations that makes 10

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

Number of Player/Participants: 1-5 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 players take turns turning over two cards, trying to turn a pair that totals 10. If a pair can be made, the player keep sit and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left.
4. The person who collects the greatest number of pairs is the winner.

Variation: The number of cards placed on the table can be increased to a 5 x 5 or 6 x 6 arrangement to make it more challenging/interesting.

Number Call Out

Objective: to match numerals

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

Number of Players/Participants: 1 or more

Procedure:

1. Provide each player with a call out 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 call out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Three In A Row

Objective: to sequence numbers

Materials: two to three sets of number cards 0 to 10

Number of Player/Participants: 1-5 children

Procedure:

1. Shuffle and deal six cards to each player. (Two or three can play).
2. Put the rest of the cards in a pile face down, then turn over the top card.
3. The aim of the game is to make up a set of three numbers in sequence by taking turns picking up a card and throw one away. First to get a set of three is the winner.

Hat Seriation

Objective: to arrange objects by size

Materials: hats of various sizes

Number of Players/Participants: small group or whole class during meeting time

Procedure:

1. Ask children to bring hats of different sizes.
2. Place a set of 3-10 hats on a table or in front of the class.
3. Ask the children which of the hats is the biggest (or smallest).
4. Ask the children to arrange the hats by size – biggest to smallest or smallest to biggest.

Feet in a Row

Objective: to sequence objects based on length

Materials: cut outs of children's right (or left) foot

Number of Players/Participants: small group or whole class during meeting time

Procedure:

1. Ask children to trace their right or left foot on a sheet of bond paper. Cut out the traced foot.
2. Ask the children which of the feet is the biggest (or smallest).
3. Ask the children to arrange the feet by size – biggest to smallest or smallest to biggest.

Playdough Numerals (1-10)

Objective: to identify the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10

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, 9 and 10.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

Concentration

Objective: to match numerals

Materials: 2 sets of number cards, 0-10

Number of Players/Participants: 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. Player with most number of cards win.

Mixed Up Numbers

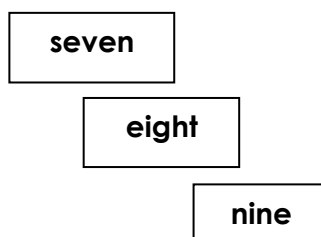
Objectives: to read and recognize number words
to recognize the sequence of numbers

Materials: vocabulary cards of number words

Number of Players/Participants: small group

Procedure:

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



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

Objective: to explore different combinations that make a given quantity

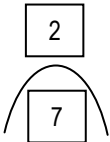
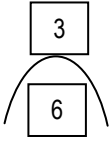
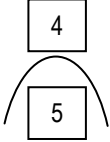
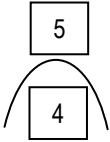
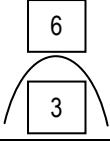
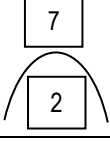
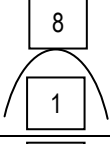
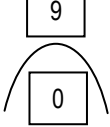
Materials: bowl or cup, any kind of counter such as pebbles, chips, or sticks

Number of Players/Participants: small group

Procedure:

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"	

Find my Lily Pad

Objectives: to count

to recognize numerals

Materials: frog and lily pad cut outs (see reproducible)

Number of Players/Participants: pair or small group

Procedure:

1. Have the student sit in a circle with the teacher.
2. Pass out the Lily pad to the players
3. Show one frog at a time and ask "Can you find my lily pad?" Children count flies on their lily pads. The child with the lily pad matching the member on the frog lays it in the center of the circle. Place the frog on the lily pad. Encourage players to ask question while they are putting the lily pad down.
4. Continue until all frogs and lily pads have been matched.

Exploring Marbles

Objective: to count up to quantities of 10

Materials: marbles or counters and counting container/cups

Number of Players/Participants: 5 – 6 members

Procedure:

1. Each takes a handful of marbles/counters and divides the marbles/counters into the containers or counting cups so that each cup holds the quantity being explored.
2. Expect to see the children creating a wide variety of combinations, anything that totals five or ten.
3. When all the marbles are divided into 2-5 groups, the children sort the cups according to the combinations formed.

OTHER LANGUAGE ARTS ACTIVITIES

Letter Poster: Dd/ Oo

Objective: letter recognition

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

Number of players/participant: 8-10 participants

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 Y

Letter Collage: Dd / Oo

Objective: letter recognition

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

Number of players/participant: 8-10 participants

Preparation:

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



2. Give children one magazine or newspaper each.

Procedure:

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

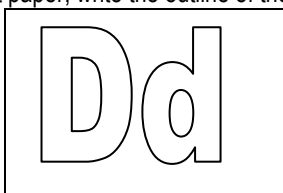
Letter Mosaic: Dd

Objective: letter recognition

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

Preparation:

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



Number of Players/Participant: 5-6 children

Procedure:

1. Provide children with old magazines or newspapers, scissors, paste or glue.
2. Have them cover the entire letter with cut-out pictures that start with letter "Dd" from the magazine.

Upper and Lower Case Connect(Letter Memory Game)

Objective: to identify upper case letters

Material: 10 pairs of upper case letters

Number of Players/Participant: 5-6 children

Procedure:

1. Place all cards on the table face down.

2. Each player turns over two cards during his turn. If he gets a pair of identical letter cards, he gets to keep the pair and takes another turn.
3. If the letter cards do not match, the player puts back the cards into their original places.
4. The player who is able to get the most number of pairs wins the game.

Note: can be done for lower case letters, upper/lower case letters, shapes, color, sight words,

Look, Say Name Cover Write Check

Objective: to read and write high frequency words

Materials: high frequency words

Number of Players/Participants: 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

Letter Sort

Objectives: distinguish between letters

Materials/preparation: letter cards,

Number of Players/Participants: 4-6 children

Procedure:

1. Spread the letters, 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 Lacing Cards

Objective: visual discrimination, fine-motor coordination

Materials: lacing cards, yarn

Preparation:

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

Number of Players/Participants: 6-8 children

Procedure:

1. Have children lace each card

Letter Match

Objective: matching letters

Materials: 15 pairs of identical letters

Number of Players/Participant: 3-4 players or it can also be played by just one child

Procedure:

1. Spread individual letter cards upside down on the table (or floor) .
2. Each one in the group takes turns looking for pairs of identical letters.
3. As each one picks a pair, the group sounds out the letter, give its letter name and thinks of one word that begins with this particular letter.

Three-Letter Sort: F, L, T

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 W on top of the first column, Y on the second and Q on the third column.

Number of players/participants: 6-8 children

Procedure:

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

Letter Poster

Objective: letter recognition

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

Number of Players/Participants: 5-6 children

Procedure:

1. Write the upper and lower case 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 stick their drawings on the manila paper.
4. The group reads the words on the poster.

Blending Sounds (Oral Blending)

Objective: manipulate a sound in words

Materials: blocks, 2-3-4 phoneme word cards

Number of Players/Participants: half of class

Procedure:

1. Give each child inch cubes or counters.
2. Show a picture card and say the word.
Then say each phoneme (sound) with a pause (about half a second interval) between its phonemes.
For example, if you are working with the word hair bow, say /b/ /o/.
3. To show that the word bow consists of two separate sounds, the teacher now places blocks in two different colors underneath the picture as she enunciates the sound represented by each.
4. Then have children repeat the word in the same manner, /b/ /o/
In addition, you should have two blocks of your own and a set of pictures of two-phoneme words. Also, before beginning, it is important to have read the introduction to this chapter.
The children then repeat the word sound by sound while representing the sounds of the word, left to right, with their own blocks. The children should repeat the sounds while pointing to the respective blocks and then the word, pausing slightly less between phonemes with each repetition (e.g., "b... o..., bow, b... o...bow, b- o...bow".)

Snap and Clap Rhymes

Objective: to identify words that rhyme

Materials: none

Number of Players/Participants: whole class during circle time or in half groups

Procedure:

1. Begin with a simple clap and snap rhythm.
2. Get more complex as children move along in rhyming.

Sequence Cards

Objective: to identify sequence of events

Materials: picture cards

Number of Players/Participants: whole class during circle time or in half groups

Procedure:

1. Lay down the picture cards.
2. Have children arrange the cards in sequence. Ask them which should come first, next, last.

How Many Syllables?

Objective: to break up sounds in words according to syllables

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

Number of Players/Participants: 4 - 5 children

Procedure:

1. Prepare picture cards of words that have 1, 2 and 3 syllables.
2. Give each child 5-6 assorted picture cards. Ask a child to get one card and say the word out loud.
3. Next, ask him how many sounds he can hear in the word. Ask him to clap out the sounds which he can hear (for example – 'elephant' – "e/le/phant" – 3 claps).
4. If he is able to get the number of syllables correctly, he can put that card in the corresponding number box (ex. 'Elephant' – goes inside Box #3 because the word has three syllables).

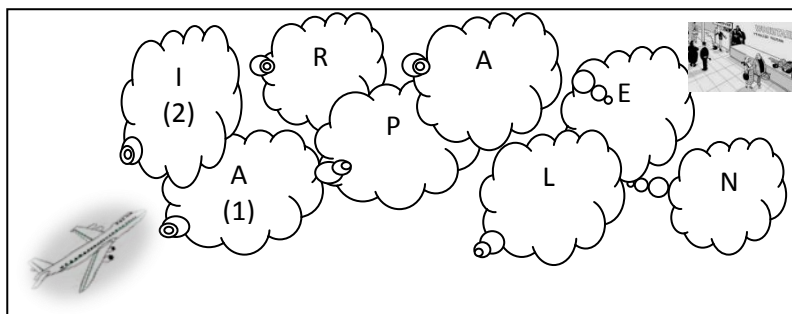
Syllable Race

Objective: to count syllables in a particular word phonemic awareness: syllables

Materials: gameboard, stones or seeds as markers, group of words with various number of syllables

Ex. Jet- 1; Airplane-2; Helicopter-4

Number of Players/Participants: 2 – 5 children



Procedure:

1. Give the gameboard to the group.
2. Determine who will get the first turn.
3. Ask the child to pick one word and read (if the child can't read, then the teacher will do it)
4. Ask the child to clap the syllables of the word picked.
5. The number of syllables will determine the steps the child will make towards the airport.
6. Whoever gets to the airport first, wins the game.

What Does not Rhyme (Oddity Task)

Objective: Identify which word does not rhyme

Materials: picture card sets

Number of Players/Participants: 1-3 children

Procedure:

1. Make picture cards for the following word sets. Display each picture-card set. Ask the child to find one picture whose name does not begin with the same sound.

Example:

1. bat rock nut
2. cup top pen
3. ten fan cup
4. bus glass bat
5. sock cup rake

Storyboard

Objective: to retell events in a story

Materials: tag board or cartolina, paper, glue ruler, pencil/markers,

Number of Participants: small group

Procedure:

1. List at least six important story events.
2. Think through what happened in the events. Draw a picture of each event.
3. Write a short sentence underneath each drawing explaining the scene.
4. Glue the scenes to a piece of tag board or cartolina and share your storyboards with friends.

Story Cube

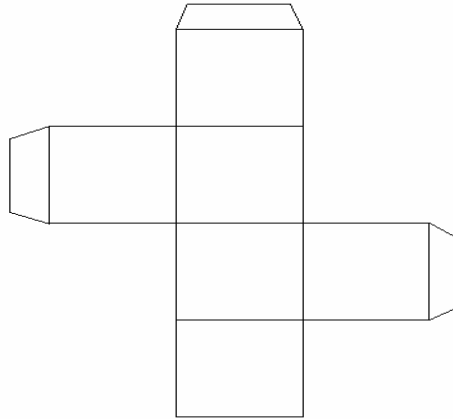
Objective: identify story settings

Materials: story cube template, coloring materials, scissors, tape, old cardboard

Number of players/participants: 4-5

Procedure:

1. Give each child a story cube template:



2. Ask each child to fill up the squares with scenes from the story. Ask him to color his/her work.
3. When all the squares have been filled up with scenes, ask the child to number each scene in chronological order.
4. Cut the story cube and paste it onto a piece of cardboard for fortification. Cut it out again, and fold along the lines. Seal the ends with tape or glue.

STORIES

Ang Mga Duwende at Ang Sapatero

Questions before telling the story:

1. Anong gusto mo paglaki mo?
2. Alam mo ba ang ginagawa ng sapatero?

Questions during the storytelling:

1. Anong nakita ng mag-asawa kinabukasan nang iniwan ang balat?
2. Sa palagay mo, anong susunod na mangyayari?
3. Sino sa palagay mo gumawa ng pares na sapatos?

Questions after the storytelling:

1. Ano ang suliranin ng sapatero?
2. Ano ang ginawa ng sapatero upang malutas ang suliranin?
3. Sino ang tumulong sa kanya? Ilarawan ang mga Duwende.
4. Ano ang ginawa ng mag-asawa upang malaman kung sino ang tumutulong sa kanila?
5. Ano ang ginawa nila upang pasalamatan ang mga duwende?
6. Magagawa mo ba ang ginawa nila? Ano dapat ang iyong gagawin?

Kapag Tumawid Ako ng Kalsada

Questions before telling the story:

1. Marunong ba kayong tumawid sa kalsada?
2. Inihahatid pa ba kayo ng nanay o tatay sa pagtawid sa kalsada?

Questions during the storytelling:

1. Ano kaya ang makikita ng bata sa pagtawid niya sa kalsada sa araw ng Miyerkoles?
2. Sa inyong palagay, ano kaya ang itinuro ng tatay niya upang matuto siyang tumawid sa kalsada?

Questions after the storytelling:

1. Ano ang nakikita ng bata kapag tumatawid siya ng kalsada kung Lunes? Martes? Miyerkoles? Huwebes? Biyernes?
2. Sinu-sino ang mga kasama niya kung Sabado at Linggo?
3. Kung tatawid ka ng kalsada, tumitingin ka ba sa kaliwa at sa kanan? Bakit?
4. Ano ang iyong gagawin kapag pula ang kulay ng ilaw trapiko? Kapag berde? Kapag dilaw?

Alphabet In The Sari-Sari Store

Questions before telling the story:

1. Have you ever been to a supermarket?
2. What can you see in the supermarket?

Questions during the storytelling:

1. What did he see in the supermarket?

2. What does Mom buy together with leaves?

Questions after the storytelling:

1. What is the difference between a sari-sari store and a supermarket?
2. What can you buy from both places? What are items found in the market that are not sold in a sari-sari store?

Araw Sa Palengke Ni May

Questions before telling the story:

1. Nakarating ka na ba sa palengke? Ano ang nakikita sa palengke?
2. Bakit pumupunta ang mga tao sa palengke?

Questions during the storytelling:

1. Bakit gumising ang bata?
2. Ano ang bilin ni Nanay bago pumunta sa palengke? Bakit?

Questions after the storytelling:

1. Saan nagpunta ang nanay at ang kanyang anak? Ano ang kanilang dala-dala papuntang palengke?
2. Anu-ano ang bilin ng Nanay sa kanyang anak?
3. Anu-ano ang napansin ng bata sa palengke?
4. Bakit hindi nagustuhan ng bata ang amoy sa palengke?
5. Anong magandang katangian ng bata ang ipinakita sa kwento kahit siya ay pagod na at ng Makita niya ang munting palayok?
6. Ikaw, pinipilit mo ba ang iyong nanay na bilhin ang nagustuhan mo sa mall o sa palengke kahit may bilin siya na huwag kang magtuturo o magpapabili? Bakit?

Ang Pambihirang Sumbbrero

Questions before telling the story:

1. Ano ang ginagamit ninyong panangga kapag mainit ang araw habang kayo ay naglalakad sa labas? *Bakit kaya kakaiba ang sombrero sa ating kuwento?

Vocabulary: -naghalungkat

-bawl

-kandelabra

-palamutian

Questions after the storytelling:

1. Ano ang hilig ni Mia? Ano ang nakita niya sa bawl ng kanyang lola?
2. Anu-anong lugar ang pinuntahan ni Mia?
3. Bakit kakaiba ang sombrero ni Mia?
4. Kung ikaw si Mia, ano ang iyong maramdaman?

INDOOR/OUTDOOR ACTIVITIES

Build a Castle

Two people hold a jump rope so that it is touching the ground. The children line up single file and jump over the rope one at a time. After every child has jumped, the rope is lifted a few inches above the ground. Continue lifting the rope as the children jump over it. When a player can no longer jump the height, they are out of the game.

Market Race

Children will run around an obstacle course carrying a basket filled with "market goods" (plastic fruits, vegetables, etc.). The first team to finish the course will win the race.

Sasali Ka Ba?

1. Pangkatin ang mga bata. Ang guro ang unang magiging "IT."
2. Sasabihin ng guro ang pangalan ng laro (Sasali Ka Ba?).
3. Tutukoy ang guro ng isang lugar at itatanong kung ano ang makikita o ginagawa ng mga tao sa lugar na tinukoy. (Hal. Ospital – ano/sino ang makikita natin sa ospital?)
4. Sasagot ang mga bata, mangagamot- at ipakikita ang aksyon ng manggagamot.
5. Tatapik ang guro ng isang bata, kung sinong tinapik ng guro, siya naman ang magsasabi ng "Sasali Ka Ba?" pupunta ako sa _____
6. Ipakikita ng mga bata ang aksyong ginawa sa lugar na tinukoy ng IT

Pass the Basket

Children will line up, one behind the other. The children will pass the basket(with a baby doll inside) through their legs to the back of the line. When the basket reaches the last person, she starts passing it forward over her head. They should make sure however that the baby does not fall off the ground. They should pass the basket faster but carefully each time they repeat the game.

Community Helpers Box

Objectives: identify things found in different places

Materials: pictures of different things seen in Health Center or Hospital, Fire Station, Barber Shop, etc. (at least 5 pieces per place) Ex. stethoscope, fire truck, one big and three small boxes

Directions:

1. Divide the class into 3 groups.
2. Place all the pictures inside the big box.
3. Ask them to close their fists with both hands and hold them in front of their bodies.
4. Assign each group that they will get things that can be seen in some places from the big box.
5. On signal START, first player in each group walks on tip toe towards the big box. Each one will get inside the box a picture of things that can be seen in the place assigned to them and goes back to the starting line also on tip toe. He places the picture inside his small box.
6. The game continues until everybody has the chance or has his turn.
7. After the game is over, check the contents of the box for each group and count only the correct contents.
8. The group with the most number of correct pictures wins the game.

Community Helper Song

(Tune: "Farmer In the Dell")

The doctor makes us well.
The doctor makes us well.
Hey! Ho! What do you know?
The doctor makes us well.

Continue with other verses.

The farmer sows the field . . .
The chef cooks the food . . .
The mailman brings the mail . . .
The firefighter puts out fires . . .
Policemen keep us safe . . .