

KINDERGARTEN CATCH UP EDUCATION DAILY PLAN

WEEK 18: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: People in the community must help one another care for their environment and keep the community clean.		
MEETING TIME 1: Message: People must care for their own community. They must dispose their garbage properly. Questions: How do you dispose your garbage at home? How do we dispose our garbage in school?	MEETING TIME 1: Message: There are some things that we can recycle. Question: What things can we recycle?	MEETING TIME 1: Message: People must keep their rivers, lakes and seas clean by not throwing trash into it. Questions: How can we keep bodies of water clean? Why do we need to keep bodies of water clean?
WORK PERIOD 1 Teacher-Supervised: Class Survey: How Do You Dispose Your Garbage? Independent: <ul style="list-style-type: none"> Junk Models Trash Collage or Mural How many syllables? Which does not belong? (Rhyming Words) Target Letter Dd Writer's Workshop 	WORK PERIOD 1 Teacher-Supervised: Literature-based: Story Trail Independent: <ul style="list-style-type: none"> 3 R's Sorting Game Biodegradable Picture Puzzles Mini-book: How can I keep my home and school clean? Letter Tallies Target Letter Uu Three Letter Sort Word 	WORK PERIOD 1 Teacher-Supervised: What will happen if people keep throwing trash into our bodies of water? Fish It Out Independent: <ul style="list-style-type: none"> Word Sorts Pick a Syllable Talk a Drawing Word Tic-tac-Toe Letter Call Out
MEETING TIME 2: Introduce the "Recycling Song " Invite children to show their Junk Models. Talk about other uses of these junk materials. Discuss why it is important to recycle materials. (see appendix)	MEETING TIME 2 Teach the song Recycling is the Greatest Talk about the school signs on recycling and the environmental banners they made. Ask if there are other areas in the school which might be in need of additional signs	MEETING TIME 2: Question: What kinds of bodies of water have you seen or been to? (lake, river, sea, etc.)
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Si Tembong Mandarambong	STORY: Ako si Kaliwa, Ako si Kanan	STORY: Halinang Mamasyal sa Hardin (PEHT p.110)
WORK PERIOD 2: Teacher-Supervised: Eyes (counting groups of 2 (beginning multiplication) Independent: <ul style="list-style-type: none"> Block Play Pattern Blocks Five in A Row Shark Attack Call Out: Addition (0-10)/ Call Out: Subtraction (0-10) Make Ten 	WORK PERIOD 2: Teacher-Supervised: Beautiful butterfly wings (symmetry) Independent: <ul style="list-style-type: none"> Block Play Who Has More? Checkered Flags Ten Frames How Many More, How Many Less 	WORK PERIOD 2: Teacher-Supervised: multiplication stories(counting 2-3 groups of the same quantity) Independent: <ul style="list-style-type: none"> Triangles Egg-o Subtraction Cards Tapatan Don't Rock the Boat
INDOOR/OUTDOOR ACTIVITY: Garbage Race	INDOOR/OUTDOOR ACTIVITY: Creative Movement: Plants and Trees Movement	INDOOR/OUTDOOR ACTIVITY: Family Scavenger Hunt
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

Thursday	Friday
MEETING TIME 1: Message: People must care for the animals in the community. Questions: How can we take care of the animals in our community?	MEETING TIME 1: Message: People in the community should stop other people from cutting down trees. Questions: How can we stop people from cutting trees in the community? What will happen if trees are cut down?
WORK PERIOD 1 Teacher-Supervised: Pet Care Poster Plant Helper Activity Independent: <ul style="list-style-type: none"> • Jigsaw Sentences • Plant Part Memory Game • Pencil Decoration Flower Craft • Animal Call Out • Where's the sound? 	WORK PERIOD 1 Teacher-Supervised: Big Book: Caring for Our Community Go Hunting Go Independent: <ul style="list-style-type: none"> • Literature-based: Story Sequence Chart • Literature-based: Story Map • WS: Which does not belong? (animal habitat) • Sand Play • Odd Out Words • Sight Word Trace
MEETING TIME 2: Read and discuss the poem "What makes a garden grow, grow, grow...?" Supervised Recess	MEETING TIME 2: Songs: The Gardener Plants the Seeds Itsy Bitsy Spider Oral Oddity Task (Which does not belong?) –Final Sounds
Supervised Recess	Supervised Recess
STORY: Si Emang Engkantada at ang Tatlong Haragan	STORY: The Little Tree That Longed for Other Leaves
WORK PERIOD 2: Teacher-Supervised: Frogs & toads Independent: <ul style="list-style-type: none"> • Block Play • Tens Concentration • Go 10/ Draw 10/ Find 10 • Make 10 • Busy Bee 	WORK PERIOD 2: Teacher-Supervised: Surprising Symmetry Independent: <ul style="list-style-type: none"> • Block Play • Pattern Blocks • Tangram Puzzles • Balloons • Train Ride
INDOOR/OUTDOOR ACTIVITY: Planting Rice Relay	INDOOR/OUTDOOR ACTIVITY: Animal Relay
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

APPENDIX WEEK 18

THEME RELATED ACTIVITIES

Junk Models (art activity)

Children will create their own 3D masterpiece using various junk items collected around the house or in school.
(ex.junk toy car, junk bahay kubo, etc.)

Trash Collage or Mural

Objective: to create designs out of junk materials; develop fine-motor coordination

Materials: assorted junk materials, glue, manila paper/kraft paper, marker

Number of Players/Participants: 5–7 children

Procedure:

1. Let children choose a place in their community they want to recreate using the recycled materials.
2. Help them make an outline of this place if necessary.
3. Have them design their poster using the recycled materials.

3 R's Sorting Game

Objective: to sort real objects according to things that can be used, reduced, and recycled.

Materials: old newspapers, clean and empty soda cans/bottles, cardboard boxes, etc.

Number of Players/Participants: 3–4 children

Procedure:

1. Children will sort real objects into three piles: things that can be reused, reduced and recycled.
2. Ask them to explain why a particular item should be reduced/reused/recycled, and how.

Mini-book: How can we help keep our home and school clean ?

Objective: note details, write words and phrases

Materials: blank mini-books, crayons, marker

Number of Players/Participants: 5-7 children

Procedure:

1. Distribute empty mini-books.
2. Ask each one to draw different ways they can keep their home and school clean.

Fish It Out!

Objective: gross/fine motor skills

Materials: "litter" – plastic bags, an old shoe or slipper, other junk/trash items, fishing rods (sticks with bent-back paperclips as hooks)

Number of Players/Participants: 3-4 children

Procedure:

1. Scatter the "litter" on the floor or on a big shallow basin. Give each child one fishing rod.
2. Children will play a modified version of a fishing game. Instead of fishing for fishes, they will attempt to remove various items that "litter" a body of water (ex. plastic bags, an old shoe, and other junk items/trash).The activity is finished when the body of water is "clean" and no more garbage is found.

Plant Helper Activity

Objective: to demonstrate care for the environment/ their surroundings by picking up trash and watering plants; identify areas in the school that are often littered and need cleaning and maintenance.

Materials: plastic trash bags, pails of water and small empty plastic cups with the ends punctured (to serve as the watering can)

Number of Players/Participants: 4-5 children

Procedure:

1. Let the children go around the school and let them water the plants and trees.
2. Let them also pick up any litter they find along the way (ex. candy wrappers, small bits of paper, etc.)

Pet Care Poster

Objective: to describe various ways different pets can be taken care.

Materials: poster paper, pencils, coloring materials

Number of Players/Participants: 4-5 children

Procedure:

1. Let the children identify animals that are commonly found in the community (either owned as household pets or found in public places). As a group, they will discuss different ways of taking care of these animals and/or keeping them safe and make a poster on Pet Care for animals that are commonly found in their community.
2. At the end of the day, let the children bring home the poster they made so they can post it in their homes or other places in the community.

Poster: Caring for the Community

Objective: fine motor skills

Materials: glue, construction paper, scissors, pencil, crayons, manila paper

Number of Players/Participants: 6-8 children

Procedure:

1. Have children think of ways people can take care of their community.
2. Let them draw these on pre-cut construction paper. Have them glue this on manila paper.
3. Let them label their work.

Big Book: Caring for our Community

Objective: fine motor skills

Materials: manila paper, construction paper, bond paper, scissors, crayons, markers

Number of Players/Participants: 6-8 children

Procedure:

1. Invite children to think about ways people can take care of their community.
2. Have them illustrate these on each page of the big book.

Pencil Decoration Flower Craft

Objective: fine motor; following directions/art activity

Materials: scissors, tape, pencil, markers (optional)

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

Procedure:

1. Cut a long strip of paper (about the size of half a piece of notebook paper).
2. Fold the paper in half, and then in half again.
3. Cut a series of slits in the folded paper - do not cut all the way through to the ends, leave a small section uncut.
4. Unfold the paper. Tape one end of the uncut portion to the eraser end of the pencil.
5. Roll the paper around the pencil. When you've rolled it all, tape the end of the paper to the pencil.
6. Gently push the pieces of paper away from the eraser, making it look like a flower.
You now have a cute, decorated pencil

OTHER MATH ACTIVITIES

Pattern Block Puzzles

Objective: to explore relationships of shapes and determine how many ways the shapes can be arranged in a particular space

Materials: pattern blocks, pattern block puzzles, pattern block recording sheet

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

Procedure:

1. Let the children fill the shape and keep track of the ways they find.

Checkered Flags

Objective: to order or sequence numbers from least to greatest and vice versa

Materials: race car cards, number cube

Number of Players/Participants: 2 children



Procedure:

1. Shuffle the Race Car cards and stack them between the children.
2. Have each child draw three cards from the stack and place them face down on the table.
3. Children take turns rolling the number cube to determine how many more Race Car cards both player should draw from the stack. Remind children to keep all their cards face down on the table.
4. If the number cube lands on the Checkered Flag, both children turn over their cards and arrange them in numerical order from smallest to largest as quickly as they can. The first child to get all his or her Race Car cards in numerical order wins. Reshuffle the cards to play the game again.

Variation: Instead of arranging the cars from smallest to largest, have children arrange the cars from largest to smallest.

Call Out Math: Addition

Objective: to match an addition fact with its correct sum

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

Number of Players/Participants: 1 or more 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.

Call Out Math: Subtraction

Objective: to practice subtraction

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

Number of Players/Participants: 1-6 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.

Find 10

Objective: to explore different combinations that make 10

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

Number of Players/Participant: 1-6 children

Procedure:

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

Draw 10

Objective: to explore different combinations that makes 10

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

Number of Players/Participant: 1-6 children

Procedure:

1. One card is drawn from the deck and is set aside throughout the game, so that there will be an odd card without a mate at the end of the game. All the other cards are dealt.
2. Each child goes through the cards received trying to find pairs that make 10. All the pairs thus made are discarded in the middle of the table.
3. The children then take turns, each holding her/his cards like a fan and letting the child to his/her left draw one of them without looking. If the child who draws the card can use it to make 10 with one of the cards in his/her hand, he/she discards the pair in the middle of the table. If he/she cannot use it, he/she has to keep it. He/she then holds all her/his cards like a fan so that the child to his/her left can draw one of them by chance.
4. Play continuously until one child is left holding the odd card and loses the game.

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 the children.
2. Children will take turns rolling the number cubes. In each turn, a child rolls one cube first and then the second cube. Based on the numbers on the first and second cubes, the child decides in which shark to place the cubes in the order rolled. For example: Say a child rolls a 1 with the first number cube and a 6 with the second number cube. He/she would put the 1 in the first square of the less than shark and the 6 in its second square.
3. A child gets 1 point for each correct placement. The first child to earn 10 points wins.

Tens Concentration

Objective: to explore different combinations that make 10

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

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 10. 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. A 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 5x5 or 6x6 arrangement may be more interesting.

Go 10

Objective: to explore different combinations that make 10

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

Number of Players/Participant: 1-6 children

Procedure:

1. All the cards are dealt.
2. The children take turns asking specific people for specific cards in a way similar to the card game Go Fish. For example, John may say to Carol do you have a 1?" If Carol has a 1, she has to give it up to John. John then lays this 1 and a 9 in front of himself, face up. A player can continue asking for a card as long as he/she gets the card he/she requested. If he/she does not get the card he/she asked for, the turn passes to the child who said, "I don't have it."
3. A child who makes the greatest number of pairs is the winner.

Busy Bee

Objective: to match an addition fact with its correct sum up to 10

Materials: Busy Bee game board, Bee markers, Addition facts cards sums up to 10

Number of Players/Participants: 3–5 children

Procedure:

1. Shuffle the addition fact cards and stack them next to the game board. The game board is a bee-themed path game with 35-40 squares. Each square in the game board has a random number written on it (1-10).
2. Each child selects a bee marker and places it on the Start Space.
3. Children take turns drawing addition fact cards from the stack and moving their markers forward to the nearest space that has the correct sum. Children put the card on the discard pile after each turn. If the child picks out a fact card and the sum is not in any of the remaining squares, he/she loses a turn (note: children cannot go back to a previous square; movement is only going forward).
4. A child to reach the hive (FINISH), wins.

Train Ride

Objective: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of Players/Participants: small or whole group

Procedure:

1. Divide the group into 2
2. The first child in each group goes to the chalkboard and draws a train engine. As directed the leader writes a numeral, for example 8, on the drawing of the train.
3. The second child then comes up to draw a coach, on which he/she writes a combination that names the number selected for the engine, such as $6 + 2$.
4. Continue in order until a member of the group thinks that all combinations have been shown.
5. The team whose train shows all combinations for the engine number wins.

Balloons

Objective: to add and subtract single-digit numbers

Materials: chalk and chalkboard

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

Procedure:

1. Draw pictures of balloons on the chalkboard and write an addition or subtraction combination on each.
2. Children take turns by trying to "pop the balloons" by giving answers to the combinations. Children may indicate the popping of balloons by clapping hands

Variation: Instead of drawing balloons, flowers, leaves and other more familiar objects can be drawn.

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

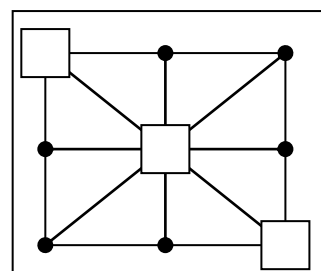
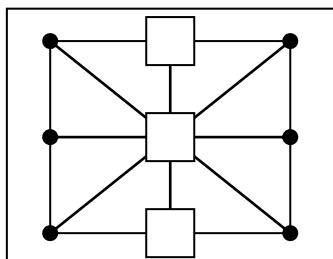
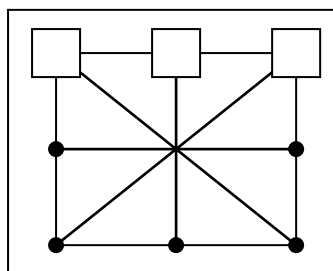
Objective: arrange 3 markers at a row (horizontally, vertically or diagonally)

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

Number of Players/Participant: 1-4 children

Procedure:

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



Five in a Row

Objective: to arrange 10 objects according to size and length/sequencing

Materials: 10 sticks of varied length (or any long objects)

Number of Players/Participants: 2-3 children

Procedure:

1. Rumble and give 3 or 4 sticks to each child (two or three can play).
2. Ask the children to put down the sticks and arrange in order according to its size and length.
3. You may add the number of sticks for each activity depending on how the child works.
4. The aim of the game is to make up a set of 5 to 10 objects in sequence. First to arrange the sequence properly and snap finger wins.

Make Ten

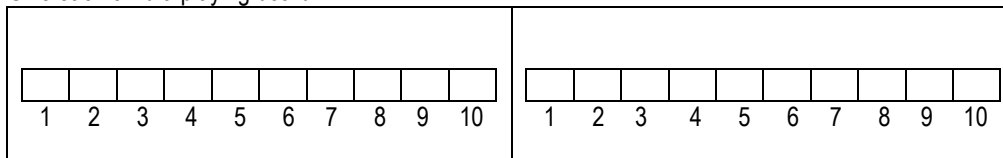
Objective: to explore different combinations that make 10

Materials: paper, pen, one playing die, game board at least twenty counters

Number of Players/Participant: 1-4 children

Procedure:

1. Give each child a playing board.



How Many More, How Many Less

Objectives: to visualize quantities 0 to 10
to practice the basic facts of 10

Materials: 10 two-colored counters, tens frames board

Number of Players/Participant: 1-5 children

Procedure:

1. Have the children place from 1 to 5 counters on the frame and tell how many there are. Encourage the children to use one row at a time. As children become more accustomed to this activity, encourage them to use numerals also.
2. After a while, have children tell how many counters there are and then tell how many more they will need to have 5 in all. Have the children record how many they have and how many more are needed. Model an addition or subtraction sentence. For example, $3 + 2 = 5$, which 2 is the missing addend, or $5 - 3 = 2$, in which the difference show how many more are needed.
3. At a later time, have children work with 6 to 10 counters. Encourage children to keep a record of how they counted and how many they had each time.
4. After a while, ask children, how many more they would need to have 10 in all. Again model for the children different ways they can show the counters using numerals and number sentences.

Beautiful Butterfly Wings

Objective: to create symmetrical patterns

Materials: construction paper, glue, scissors

Number of Players/Participant: 1-5 children

Procedure:

1. Let children design their own butterflies or have them work in pairs, with each one responsible for making one of the symmetrical

wings. Ask children to fold a piece of black construction paper in half and draw the wings with a pencil or chalk. Then they can cut along the pencil or chalk through both layers of paper in order to cut out both wings at once.

2. Tell children to tear pieces of construction paper to make colorful patterns on the wings. Model the process to emphasize symmetry.
3. Have children glue down the torn shapes. Painting glue onto the whole wing and sticking the shapes.

Don't Rock The Boat

Objective: to enhance thinking and motor coordination

Materials: playing board, counters, dice

Number of Players/Participant:

Procedure:

1. Children roll the dice to travel back and forth inside the "boat".
2. A child who lands in the center with an exact roll is the winner.

Variation: For a solitaire, place markers on all the twelve outer spaces. Each time the child lands on a space, he/she collects the marker. The object is to collect as many markers as possible before landing in the center.

Tangram Puzzles

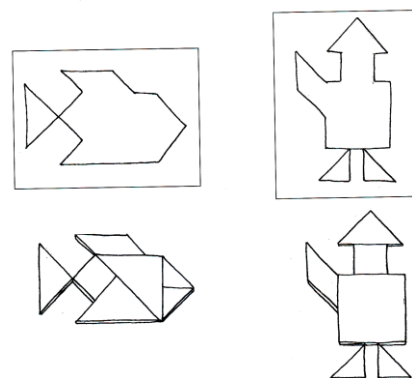
Objective: to explore spatial relationships using tangrams and puzzle cards

Materials: tangram, puzzle cards

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

Procedure:

1. Children fill the shape and keep track of the ways they find.



Triangles

Objective: to explore the concept of multiplication by counting groups of the same quantity

Materials: paper (folded into 4 rows), crayons or pencils

Number of Players/Participant: small group

Procedure:

1. Ask the children to draw 1 triangle
2. Ask, "How many sides does a triangle have?" Ask the children to write the quantity at the right most part of the row.
3. Ask the child to draw 2 triangles
4. Ask, "How many sides do 2 triangles have in all?" Ask the child to write the quantity at the right most part of the row.
5. Ask the children to draw 3 triangles
6. Ask, "How many sides do 3 triangles have in all?" Ask the children to write the quantity at the right most part of the row.
7. In the last row, ask the children to write the numbers in sequence.

3 6 9

Multiplication Stories

Objective: to explore the concept of multiplication by counting groups of the same quantity

Materials: counting boards and counters

Number of Players/Participant: whole class

Procedure:

1. Depending on the counting boards and counters you will use for a particular work period, tell the children a stories, and have them use the counters to represent the objects, animals, people in the story. The counting boards will help children visualize the number of groups, while the counters represent the number of objects in each group.

Frogs and Toads

Objective: to sort objects into sets

Materials: frogs drawn on green construction paper and toads drawn on brown construction paper, small box or sack

Number of Players/Participant: pairs or small group

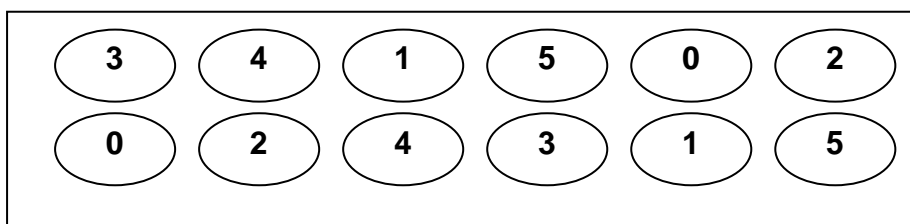
Procedure:

1. Have children sit in a circle with the teacher.
2. Keep one frog and one toad. Pass the sack around and have each child take one piece.
3. Place one frog in the center of the circle and a toad in another spot in the center. Point to the frog and say, "This is a frog. If you have a frog put it here." Then point to the toad and say, "This is a toad. If you have a toad put it here."

Egg-O

Objective: to practice adding and subtracting skills

Materials: 2 small counters, egg carton with numbers written in this way:



Number of Players/Participant: 2-4 children

Procedure:

1. Egg-o is played in rounds, with play rotating clockwise. During each round, each player takes a turn putting the two counters in the egg carton, closing it, shaking it, and then opening the carton to see where the counters landed.
2. In the addition game a child's score is the sum of the two numbers that the counters landed in. During the subtracting or multiplication game, the children find either the difference or product of the numbers.
3. The child with the highest score wins one point for the round. The child to acquire 5 points first wins.

Subtraction Cards

Objective: to subtract quantities

Materials: subtraction cards, counters

Number of Players/Participant: 1-5 children

Procedure:

1. Teacher reads the total on the card, for example 7.
2. Children get 7 counters.
3. Teacher says "take away three" while lifting the right hand flip.
4. Children take away 3 counters, count remaining counters and say "Four"
5. Teacher shows the group the four remaining dots on the subtraction card.

Walk the number line

Objective: Arrange numbers in correct number

Materials: chalk, number cards 0 to 10

Procedure:

1. Chalk a line outdoors, long enough to include all the 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 in position, turn them face down. Ask the child to walk slowly along the line from the beginning until you shout "stop". Then, see if she can tell you which number she is on. Check by turning the card over.

OTHER LANGUAGE ARTS ACTIVITIES

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: Prepare picture cards of words that have 1, 2 and 3 syllables.

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

Jigsaw Sentences

Objective: to arrange words to form simple sentences

Materials: 40 word cards (an assortment of word cards w/ the following categories: nouns, verbs, articles of speech, prepositions – around ten each)

Number of Players/Participants: 3-4 children

Procedure:

1. Scatter the word cards in the middle of the table.
2. Invite the children to form simple sentences using the word cards.

Variation: set aside a group of word cards that, when arranged properly, form a complete sentence. Invite the children to rearrange the jumbled words in order to form the sentence.

Letter Tallies

Objective: to identify letters within words

Materials: copy of the song, paper and pencil, one set of alphabet cards

Number of Players/Participant: 3-4 children

Procedure:

1. Read the lyrics/sing the song "Recycling in my Home" as a class or as a small group.
2. Explain to the children that you are going to look for letters and find out which letter appeared most often in the poem.
3. Distribute the letter cards to the children and tell them that they are going to hunt for these letters in the poem (*note to teacher: if poem is too long for the children, select one stanza instead*).
4. Each child will have a turn to 'hunt' for all of his/her letters.
5. On a sheet of paper, the child will make a tally mark each time he finds that letter in the song/stanza. Count the tally marks and write the total on one side of the paper.
6. After all the letters have been 'found' and tallies have been totaled, ask the group which letter appeared the most in the song. You may also count 'runner-up' letters as well (ex. R=)

Go Hunting Go!

Objective: to increase phonemic awareness; correctly identify initial consonant sounds.

Materials: collection of flashcards or small objects,

Number of Players/Participants: 4-8 children

Procedure:

1. Have the children form a circle. Place flashcards or objects outside the circle.
We're looking for a [word],
We're looking for a [word],
[Sing sound of the letter to the tune of "Heigh, ho, the Derry Oh!"]
We're looking for a [word].
2. After each verse, ask a child to find an object or picture beginning with that sound and place it in the center of the circle. Continue until all objects or pictures have been used.

Note: You might also use this song to teach vowel sounds, final consonant sounds, or blends. For added variety, you might give each child a flashcard instead of placing cards or objects outside circle. When a child's sound is sung, he/she steps into the circle.

Talk a Drawing

Objective: to develop listening and speaking skills; giving and following directions

Materials: blank paper, crayons

Number of Players/Participants: 4-5 children

Procedure:

1. Give one sheet of paper to each child. Make sure they are not able to see each other's paper, so you may want to create makeshift partitions between their seats/on the table.
2. Explain that you are going to play Talk a Drawing, wherein they are supposed to draw everything you instruct them to.
3. When they are ready with their paper and crayons, start telling them what to draw. For example: Draw a blue square in the center of the page.
4. Give around 4-5 instructions before ending the round. Each child can compare his drawing with the other members of the group.
5. For the second round, invite one of them to be the one to give the instructions for Talk a Drawing. Each child can have a turn giving out the directions.

Word Sort

Objective: to recognize word features

Materials: word cards

Number of Players/Participants: 4-6 children

Procedure:

Provide children with a set of words that begin with a specific syllable. Have them sort these words first according to the beginning syllable. Then after the first round have them sort the words using other categories e.g., # of letters, beginning and ending sounds.

1. Write two things in the story we read that you liked. Draw a picture of each.
2. Write two things that you disliked. Draw a picture of each.
3. Share your paper with another child.

Tic-Tac-Toe

Objective: blending consonants and vowels to make words

Materials: Bingo tic tac toe game boards, 14 letter cards (b, c, d, f, g, h, l, m, n, p, r, s, t, w), pencils

Number of Players/Participants: 4-5 children

Procedure:

1. Use index cards to make the letter cards. Mix up the cards and place them face down in a pile.
2. Distribute the call out card Tic Tac Toe game board to each child (each game board has a 3x3 grid, with each square having a _ (vowel)_ on it – ex. “_a_, _o_, _u_” etc.)
3. Play as you would call out. Turn over the top card and read the letter. Children will write that letter on a blank on their game board. Continue reading the top card and setting it aside until one child has completed three words in a row and
4. calls “Call out!” (use the pile again if needed. Children may add a second consonant to make a blend or cluster.

Sand 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
2. Encourage to label their constructions.

Block Play

Objectives: to explore the attributes of 3-dimensional or space figures
to understand the relationship between figures
to build structures using blocks

Materials: table or floor blocks

Number of Players/Participants: 1-4 children

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

Target Letter Dd

Objective: to develop letter connection

Materials : paper, pencil

Number of Players/Participants: any number of children

Procedure

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

Target Letter Uu

Objective: to develop letter connection

Materials: paper, pencil

Number of Players/Participants: any number of children

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

Letter Call –Out

Objective: to develop letter connection

Material: letter cards, markers

Preparation: Divide piece of cardboard into 8-12 sections .Write upper case letters in each box . Make separate letter cards for each upper case letter of the alphabet .

Number of Players/Participants: 6 children

Procedure:

1. Distribute the card to each student
2. Take one call card at the a time and give the sound that the letter represents
3. If the child has this letter in his card he covers this with token

- The first child to cover all the letters in his card wins the game

Odd One Out

Objective: to identify the word which does not end with the same final sound

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

Procedures:

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

Three Letter Sort D / U / L

Objective: to classify words according to their initial letter

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

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

Number of Players/Participants: 6-8 children

Procedure:

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

Sight Words Trace

Objective: to trace sight words

Materials: pencil, sight word cards mounted on cardboard

Number of Players/Participants: any number

Procedure:

- Give each child worksheet with several sight words
- Have the child trace these words with her pencil

Blend Poster

Objective: to form words with consonant blends

Materials: paper, pencil, crayons, manila paper

Number of Player/Participant: any number of children

Procedure:

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

Story Sequence Chart

Materials: construction paper, crayons, marker, pencil, paper strips

Number of Players/Participants:

- Get 5 pieces of 1/2 construction paper.
- On the first paper, write the title and author.
- Choose four key events from your book.
- On each of the remaining pieces of paper, draw a picture of one event.
- Write a label for each picture.
- Arrange the cards in the order the events happened.
(Put the title card at the top and the first event card directly below it.)
- Glue or tape the strips of paper onto the paper strip.
- Use the story sequence cards to help retell the story to another student.

Story Map

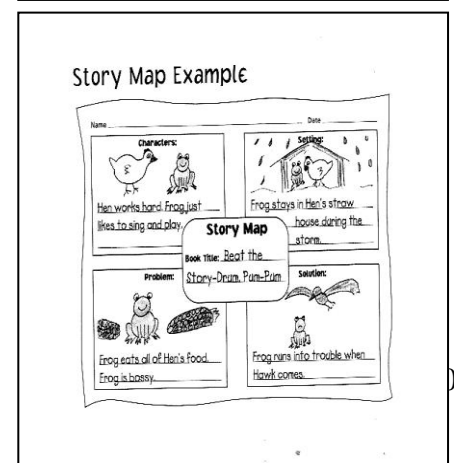
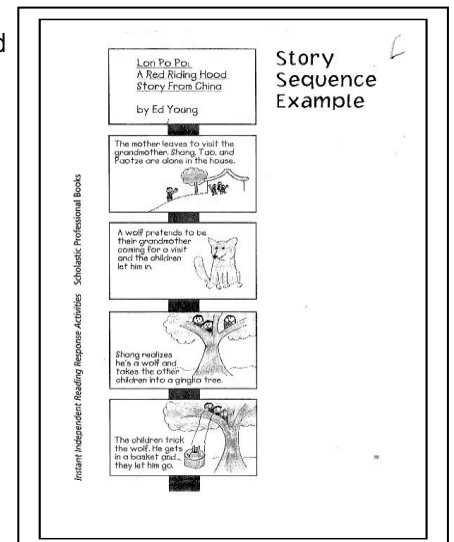
Objective: to identify story elements

Materials: story map sheet, crayons, pencil

Number of Players/Participants: 8-10 children

Procedure:

- In the middle, write the title.
- In the boxes, draw a picture to show each of the following:
 - character
 - setting
 - problem
 - solution
- Write a sentence about each.



- Cut out the map
Source: Reading-Writing Workshop

STORIES

Si Tembong Mandarambong

Mga tanong bago bumasa:

- Kailan natin ginagamit ang walis?
- Nakaranas na ba kayong tumulong sa mga gawaing bahay gamit ang walis?

Mga tanong habang bumabasa:

- Nagugustuhan ba ninyo ang ginagawa ni Tembong? Bakit?
- Ano kaya ang susunod na mangyayari?

Mga tanong pagkatapos bumasa:

- Ano ang katangian ni Tembong ang nagustuhan at ayaw ninyo?
- Nang makita niya na marumi ang baryo ano ang ginaw ni Tembong?
- May aral ba kayong napulot sa kwento ni Tembong? (Sabihin sa Klase)

Paunawa: Mahalagang maipaunawa sa mga bata na hindi sapat na lumigaya kung ang kapalit nito ay kalungkutan naman ng kapwa. Ipaunawa din ang pagiging malinis hindi lamang sa sariling tirahan kundi ang buong pamayanan, sa pamamagitan ng pagtutulungan.

Si Emang Engkantada at ang Tatlong Haragan

Springboard: Magpakita ng larawan ng isang diwata o engkantada

Mga tanong bago bumasa:

- Kung ikaw ay isang engkantada, ano ang gagawin mo para mapasaya ang ibang bata?
- Kung may engkantada ngayon sa harapan natin, ano ang hihilingin mo?

Mga tanong habang bumabasa:

- Bakit galit na galit ang mga tao sa tatlong haragan?
- Ano ang ginawa ni Emang Engkantada sa tatlong haragan?

Mga tanong pagkatapos bumasa:

- Kung nasalubong mo ang tatlong haragan, ano ang sasabihin mo sa kanila?
- Sa palagay ninyo, matapos makausap ni Emang engkantada ang tatlong bata, ano ang susunod na mangyayari?

Ako si Kaliwa, Ako si Kanan

Tanong bago basahin ang kwento

- Sino sa inyo ang may kapatid? Ilan ang iyong kapatid?
- Palagi ba kayong magkasama?
- Magkakasabay ba kayo sa lahat ng bagay?

Tanong habang binabasa ang kwento

- Sino kaya ang mas mahalaga si Kanan o Kaliwa?
- Maari kaya silang pakinabangan ng hindi magkasama?

Tanong pagkatapos basahin ang kwento

- Sino si Kanan at Kaliwa sa kwento?
- Paano sila ginagamit ni Carlo sa tuwing maglalaro?
- Bakit sila hindi nagkakasundo?
- Ano ang nararamdaman ni Kaliwa nang mawala si Kanan at ano rin ang iniisip ni kanan nung mahiwalay siya kay kaliwa?
- Paano nila naisip ang kahalagahan ng bawat bawat isa ?
- Paano mo maipakikita sa inyong kapatid ang pagmamahal mo sa kanila?

The Little Tree That Longed for Other Leaves

Questions before reading

- What does the picture on the cover remind you?
- Have you ever seen a tree without leaves?
- How does it look like?
- Why should you not touch the little tree?

Questions during reading

- How are you like any of the characters?
- Did you like any of them?
- What did you like about them ?
- What happened to the little tree when it woke up dressed in gold ? leaves of glass?
- Why did the other tree laugh at the little tree?

Questions after reading

1. Who are the characters of the story ?
2. Did you like to be the little tree?
3. What did you like about the little tree?
4. Where does the story take place ?
5. What happened in the first part of the story? In the middle part ? last part of the story?
6. How did the story end?
7. Did you like it? Why?
8. If you are given the chance to change the ending how would you end it? Why

Halinang Mamasyal sa Hardin (PEHT p. 110)

Kasanayan : Naiuugnay ang kilos ng mga kamay-mata at paa-kamay sa pamamagitan ng wastong kilos .

Kagamitan: larawan ng iba't ibang bulaklak

Pamamaraan:

1. Papuntahin sa palaruan ang mga bata nang magkahawak –kamay ang magkapareha
2. Ipaskil o ilagay sa iba't ibang lugar ng palaruan ang mga larawan ng bulaklak.
3. Ibigay ang utos :
Halimbawa: “Kumandirit papunta sa rosas “
4. Sa hudyat na “Simula Na” ang mga magkakaperahang bata na magkahawak-kamay ay magsisimulang kumilos (ayon sa kilos lokomotor na ibinigay) patungo sa larawan ng bulaklak.
5. Pagdating sa larawan sabay na sabihin ng magkapareha ang “ito ang bulaklak rosas “ at saka babalik sa dating lugar
6. Ulitin ang utos at magbigay ng ibang pangalan ng bulaklak at ibang kilos lokomotor ;Ang pagpunta sa Bulaklak ay palaging magkaperaha . (Maarig magbigay ng panibagong utos kahit hindi pa nakababalik sa Kani-ikanilang lugar ang mga magkakapareha)

SONGS/POEMS/RHYMES

<p>Recycling In My Home (tune: Wheels on the Bus) Recycling in my home goes round and round, Round and round, round and round. Recycling in my home goes round and round, All through the day. Tie up the papers and take them back, Take them back, take them back. Tie up the papers and take them back, All through the day. Crush the cans and take them back Rinse the milk bottles and take them back Save the glass and take it back.</p>	<p>Recycling is the Greatest Recycling is the greatest thing that each of us can do. We send our plastic out, and then, it's back as something new!</p> <p>It works for glass and paper too-- we trade them in for others. I wonder if recycling works for very bossy brothers?</p>
<p>Itsy Bitsy Spider Itsy Bitsy spider went up the water spout Down came the rain And washed the spider out Out came the sun and dried up all the rain And the itsy bitsy spider went up the spout again</p> <p>The teeny tiny spider went up the water spout Down came the rain And washed the spider out Out came the sun and dried up all the rain And the teeny tiny spider went up the water spout again</p> <p>The big humongous spider went up the water spout Down came the rain And washed the spider out Out came the sun and dried up all the rain And the big humongous spider went up the spout again</p> <p>Instrumental: (do the motions) (whisper) Itsy Bitsy spider went up the water spout Down came the rain And washed the spider out</p>	<p>The Gardener Plants the Seeds (can be sung to the tune of the Farmer in the Dell)</p> <p>The gardener plants the seeds. The gardener plants the seeds High ho the derry oh,</p> <p>The gardener plants the seeds ; 2nd verse : The rain falls on the ground . 3rd verse : The sun shines bright and warm 4th verse : The seeds begin to grow 5th verse : flowers grow everywhere</p> <p>What Makes a Garden Grow, Grow, Grow</p> <p>What makes a garden grow, grow, grow? (measure from floor with hand at three levels) Lots of work with a rake and hoe, (Pretend to rake and hoe) Seeds gently planted on a row (Pretend to plant seeds with thumb and index finger together) That makes a garden grow, grow, grow (measure from floor with hand at three levels) What brings the seedlings up from the ground?</p>

Out came the sun and dried up all the rain And the itsy bitsy spider went up the spout again Itsy Bitsy spider went up the water spout Down came the rain And washed the spider out Out came the sun and dried up all the rain And the itsy bitsy spider went up the spout again	(With palms up, close to floor ,measure at three levels) Rain from the sky coming down, down (Raise hands high and flutter fingers down, down, down) Bright yellow sunbeams shining round . (make arms into big circle cover head) Help bring the seedlings up from the ground. (with palms up, close to floor measures at three levels)
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INDOOR/OUTDOOR ACTIVITIES

Garbage Race

Children will form two teams/lines. Each person in the team will run through an obstacle course, pick up one piece of “garbage”, throw it in the trash can at the end of the course and then run back to tag the next person in line. The first team to finish throwing all of the garbage in the trashcan will win the race.

Plant/Tree Movements (exercise activity):

Children will invent their own exercise movements to imitate the way plants/trees move in the wind (plenty of swaying and bending in different directions).

Word Relay:

The class will form three lines. The first child in each line will give an example of something that should not be thrown in bodies of water. The next child will give another example, and so on. The team whose children are all able to give examples of things that should not be thrown in bodies of water and finishes first will win the game.

Family Scavenger Hunt

The idea of a scavenger hunt is to find all the items on a list and return them to a designated place as quickly as possible. There are many ways to organize a hunt and many choices to make. You can play as individuals or on teams either inside the house or outside. Here are a few ideas to try:

Procedure:

1. All items on the list are easily found in the backyard (they can be hidden before the party). Things like a red leaf, matchstick, old bottle or can, feather, etc.
2. Each child or team is given a different list of items to find by asking people around the neighborhood.
3. Alphabet hunt—must find something for each letter of the alphabet.
4. Indoor hunt where each child looks for things and checks them off their list when they find them without picking them up.
5. Newspaper hunt—each child is given a list of words, sentences, advertisements, or photographs that are to be cut out or circled in a newspaper.

Planting Rice Relay

Procedure:

1. Divide the class into two teams and ask them to form two lines.
2. Put six empty soda cans/cups along each team's race track.
3. At the signal, the first child runs and deposits one straw or popsicle stick into each of the cans/cups then makes his way back to the starting line.
4. He/she then tags the second child, who proceeds to run the track but this time picking up all the straws or the popsicle sticks before going back to the starting line.
5. The third child is tagged, and he/she does what the first child did. Alternate depositing and picking up all the sticks and straws until the last child makes his/her way around the course.
6. The first team to finish wins the game.

Animal Relay

Number of Players/Participant: whole class

Group the children into 5 and ask them to form 5 lines. By turns, children run towards the post, moving like the animal assigned to him/her.

- First – Bird (fly)
- Second – Grasshopper (hop)
- Third – Fish (swim)
- Fourth – Dog (ran)
- Fifth – Turtles (crawl)
- Sixth (optional) – worm (wiggle)