

# KINDERGARTEN CATCH UP EDUCATION DAILY PLAN

WEEK 19: \_\_\_\_\_

| Monday                                                                                                                                                                                                                                                                                                                                                                                                                         | Tuesday                                                                                                                                                                                                                                                                                                                                                                                      | Wednesday                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>CONTENT FOCUS:</b> Children are to be cared for by the community                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>MEETING TIME 1:</b><br><b>Message:</b> People in the community must care for children. They need special care and attention<br><br><b>Question:</b> In what way can older people care for the children in homes, schools and communities?                                                                                                                                                                                   | <b>MEETING TIME 1:</b><br><b>Message:</b> Communities build schools where children can work, play and learn with other children.<br>⇒ Some children go to daycare centers and public schools.<br>Some children go to madrasah or a Muslim school.                                                                                                                                            | <b>MEETING TIME 1:</b><br><b>Message:</b> People in the community can help keep the community clean and healthy for children.<br>⇒ Community leaders must make sure there are garbage cans in different areas.<br>⇒ People throw garbage properly.<br>⇒ People clean their backyards.<br>⇒ There is no stagnant water so mosquitoes don't breed on them.<br>⇒ Drainages work properly. |
| <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> Collage: A Child Needs<br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Dramatic Play/Block Play</li> <li>• Poster : How can older people take care of children in the community?</li> <li>• Odd One Out</li> <li>• Year-end assessment task</li> <li>• Writer's Workshop</li> <li>• Letter Spinner</li> </ul>                                               | <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> Community Map: Helpers in our Community<br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Mobiles: Safety Rules in School</li> <li>• Sand Play: Making Patterns and Mounding Up</li> <li>• Animal Characteristics in the Story</li> <li>• Make a Wish</li> <li>• Rhyme Books</li> <li>• Year-end Assessment Task</li> </ul> | <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> Recycling Activities<br>Leaf people, Pen holder from milk cartons, Magazine Mosaic<br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Clay Play</li> <li>• Odd one Out</li> <li>• Opposite Words Puzzle</li> <li>• Picture Stories (Logical Sequencies)</li> <li>• Year-end Assessment Tasks</li> </ul>                |
| <b>MEETING TIME 2:</b><br><b>Message:</b> Children need healthy food, clean water, sleep, education, play and rest to stay healthy<br>Show Child's Needs collage<br>Read the poem "Ako ay Isang Bata, Kailangan ng Kalinga"                                                                                                                                                                                                    | <b>MEETING TIME 2:</b><br><b>Message:</b> Teach the finger play A Fireman<br><br>⇒ Play "Change a Letter"                                                                                                                                                                                                                                                                                    | <b>MEETING TIME 2:</b><br><b>Message:</b> Community leaders must make sure there are health centers and health workers who can attend to the health needs of children<br>Song: This is the Way We Care for Earth "                                                                                                                                                                     |
| <b>Supervised Recess</b>                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Supervised Recess</b>                                                                                                                                                                                                                                                                                                                                                                     | <b>Supervised Recess</b>                                                                                                                                                                                                                                                                                                                                                               |
| <b>STORY:</b> Tiktaktok at Pikpakbum                                                                                                                                                                                                                                                                                                                                                                                           | <b>STORY:</b> Ang Buhay ng Isang Bumbero                                                                                                                                                                                                                                                                                                                                                     | <b>STORY:</b> Isang Mundong Makabata                                                                                                                                                                                                                                                                                                                                                   |
| <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> line them up – dividing quantities into 2-5 groups (beginning division)<br><br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• Pattern blocks</li> <li>• Number name cover all</li> <li>• Numeral-number name concentration</li> <li>• Writing numerals and numbers names</li> <li>• Go 10/ Find 10/ Tens Concentration/ Draw 10</li> </ul> | <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> (beginning division) division stories – dividing quantities into 2-5 groups<br><br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• Pattern blocks</li> <li>• Shark Attack</li> <li>• Which comes first?</li> <li>• What numbers can you make?</li> <li>• Subtraction Cards</li> <li>• Tapatan</li> </ul>  | <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> Sharing a room; Can I Have Half? (dividing wholes into halves)<br><br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• Pattern Blocks</li> <li>• Tangram Puzzles</li> <li>• Crayon Count</li> <li>• Who Has More?</li> <li>• Where does it go?</li> </ul>                                            |
| <b>INDOOR/OUTDOOR ACTIVITY:</b> Find your Flock                                                                                                                                                                                                                                                                                                                                                                                | <b>INDOOR/OUTDOOR ACTIVITY:</b> Spoon Pass Along                                                                                                                                                                                                                                                                                                                                             | <b>INDOOR/OUTDOOR ACTIVITY:</b> Paint Me a Picture                                                                                                                                                                                                                                                                                                                                     |
| <b>MEETING TIME 3:</b> Dismissal Routine                                                                                                                                                                                                                                                                                                                                                                                       | <b>MEETING TIME 3:</b> Dismissal Routine                                                                                                                                                                                                                                                                                                                                                     | <b>MEETING TIME 3:</b> Dismissal Routine                                                                                                                                                                                                                                                                                                                                               |

| Thursday                                                                                                                                                                                                                                                                                                                                                         | Friday                                                                                                                                                                                                                                                                                                                          |
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| <b>CONTENT FOCUS:</b> Children are to be cared for by the community                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                 |
| <b>MEETING TIME 1:</b> Introduce the poem “Ako’y Ingatan N’yo “<br><b>Message:</b> There are people in my community who make sure I am safe in times of war and disasters.                                                                                                                                                                                       | <b>MEETING TIME 1:</b><br><b>Message:</b> Community leaders and other adults need to listen to children to find out what they need.                                                                                                                                                                                             |
| <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> Big Book: How do people take care of us?<br><br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Pin It</li> <li>• Sand Play</li> <li>• Opposite Word Puzzles</li> <li>• Year-end Assessment</li> </ul>                                                                                           | <b>WORK PERIOD 1</b><br><b>Teacher-Supervised:</b> Shoebox for a Cause<br><br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Word Toss</li> <li>• Opposite</li> <li>• Playdough</li> <li>• Pin It</li> <li>• Year-end Assessment</li> </ul>                                                                       |
| <b>MEETING TIME 2:</b><br><b>Message:</b> Children can help in the community by:<br>⇒ keeping the surroundings clean<br><br>Song: The Sound of the Word”                                                                                                                                                                                                         | <b>MEETING TIME 2:</b><br><b>Message:</b> Children can help in the community by:<br>⇒ telling community leaders about what they need<br><br>Song : I am Special                                                                                                                                                                 |
| <b>Supervised Recess</b>                                                                                                                                                                                                                                                                                                                                         | <b>Supervised Recess</b>                                                                                                                                                                                                                                                                                                        |
| <b>STORY:</b> Ang Plauta ni Emong                                                                                                                                                                                                                                                                                                                                | <b>STORY:</b> Si Linggit at Barukada                                                                                                                                                                                                                                                                                            |
| <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> Share It Fruit Halves; Fruit salad (dividing wholes into equal parts)<br><br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• Pattern Blocks</li> <li>• Tangram Puzzles</li> <li>• Find My Lily Pad</li> <li>• More or Less Spin It</li> <li>• Walk the number line</li> </ul> | <b>WORK PERIOD 2:</b><br><b>Teacher-Supervised:</b> Tangram puzzles<br><br><b>Independent:</b> <ul style="list-style-type: none"> <li>• Call Out: More than, Less than</li> <li>• Where does it go?</li> <li>• Train Ride</li> <li>• Balloons</li> <li>• Sorting shapes on a geoboard</li> <li>• Don’t Rock the Boat</li> </ul> |
| <b>INDOOR/OUTDOOR ACTIVITY:</b> Teacher May I?                                                                                                                                                                                                                                                                                                                   | <b>INDOOR/OUTDOOR ACTIVITY:</b> Pass the Basket                                                                                                                                                                                                                                                                                 |
| <b>MEETING TIME 3:</b> Dismissal Routine                                                                                                                                                                                                                                                                                                                         | <b>MEETING TIME 3:</b> Dismissal Routine                                                                                                                                                                                                                                                                                        |

## APPENDIX WEEK 19

### THEME-RELATED ACTIVITIES

**A Child's Needs** - Description: Collage of what a child needs (e.g. eat, sleep, rest, play, learn, be loved, be safe) or likes (foods, toys, animals)

Objective: to make a collage of what a child needs

Materials: old magazines or magazine pictures, child safety scissors, large sheet of paper or old folder or cardboard

Number of Players/Participant: 8-10 children

Procedures:

1. Using the given category (what a child needs), pupils will now look for the appropriate pictures from the old magazines.
2. Have them cut out and paste the pictures they found on the paper.
3. Teacher assists them in labeling their work.

Suggestions for the Teacher: You may have all their collage activities collected in their individual collage albums.

### **Make A Wish**

Objective: to be aware of each other's need, to show how children can care for one another

Materials: writing pad or bond paper, crayons, pencil

Number of Players/Participant: 6-8 children

Procedure:

1. The teacher will provide a makeshift well (e.g. basin) and have students write or draw their wish not only for themselves but for all children like them. They will take turns in sharing about what they wished. Then they will all drop their wishes on the well as they hold hands in a circle, and say 'I wish my wish comes true.'

Variation: The group could start with a short prayer before dropping in their wishes.

### **Mobiles: Safety Rules in School**

Objective: to identify safety rules in school

Materials: cardboard strips or construction paper, markers, crayons

Number of Players/Participants: 6-8 children

Procedure:

1. Have children brainstorm on safety rules to observe in school.
2. Distribute cardboard strips and have them draw/write the safety rules on these strips.
3. Put up these signs where appropriate.

### **Community Map: Helpers in our Community**

Objective: to identify community helpers

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

Number of Players/Participants: 8-10 children

Procedure:

1. Have children identify helpers in their community. List them down on the board
2. Assign each one to draw a community helper.
3. Show the map you made and have children label the different parts of the community.
4. Then, let them glue their drawings on the areas where these community helpers work.

### **Shoebox For A Cause**

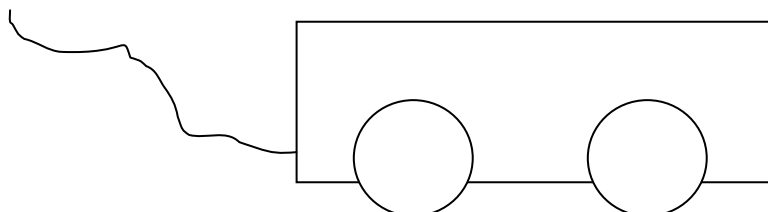
Objective: to make a cart out of shoebox and mound recycled craft on it.

Materials: shoe box, string, recycled art work

Number of Players/Participants: 5-7 children

Procedure:

1. Each child will bring a shoe box to place their recycled art work/ craft inside. They will tie a string to the box and fasten it and with the help of parents or the teacher, make wheels to make them move.



### **Recycling Activities** (How to make leaf people)

Objectives: to reinforce their concepts of color, shape, size and form; to stimulate creativity skills  
to develop their understanding of the concept of recycling.

Materials: leaves (all shapes, all sizes, all colors) small twigs, glue, scissors, construction paper (different colors).

Number of Players/Participants: 4–5 children

Procedure:

1. Look at a small pile of leaves to see if their shapes suggest heads, arms, bodies etc. Choose some leaves that resemble people parts and glue the shapes down on construction paper. You may need to do some cutting and rearranging to come up with a pleasing shape. If you have the leaves you could create a huge leaf person by drawing out a body shape and gluing leaves all over to fill in the shape. You can use twigs and construction paper scraps to add details to your leaf person.



### **Dramatic Play “Doctor, Doctor, I am Sick”**

Objective: to play the role of health workers

Materials: dramatic play doctor set-up – any materials that can be used to recreate a hospital or the health center, dramatic play costumes of doctors/nurses/health center workers

Number of Players/Participants: 4-5 children

Procedure:

1. Children will engage in a dramatic play set up of a health center, taking turns playing the role of doctor/health care worker and patient.

## **OTHER MATH ACTIVITIES**

### **Share It Fruit Halves**

Objective: to develop an understanding of one-half by dividing the whole into half ( $\frac{1}{2}$ ).

Materials: pictures of fruits that can be divided into half equally, yarn, craft dowel or piece of twig strong enough to tie the halved fruits, puncher or any tool to help you punch out holes for the yarn string to pass through and safety scissors.

Number of Players/Participant: 6 or 8 children

Procedure:

1. Distribute pictures of fruits glued on cardboard to make them durable.
2. Ask the children to cut the fruit into two equal parts. (Tell them that the other half or part is a one half).
3. Have them color the fruit.
4. Ask them to give the other half to their seatmate.
5. Have them write their name on the other half of the fruit. Teacher may assist the students.
6. Punch a hole on all the halved fruits they made and allow them to help in inserting the yarn into the holes. One yarn string may have four–five halved fruits.
7. Tie them to the dowel /twig and hang on any place in the classroom for everybody to see.

### **Fruit Salad**

Objective: to identify unit fractions

Materials: paper plates, die with  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$  written on it, fractional parts of an apple (divided into halves), orange (divided into fourths), watermelon (divided into eighths)

Number of Players/Participant: 2 or more children

Procedure:

1. Each child is given a paper plate. All the fruits are placed in a separate plate.
2. Children take turns rolling the die.
3. Each child takes a piece of a fruit that corresponds to the fraction rolled. The child with the most 'whole' fruits wins.

### **Number Name Cover All Game**

Objective: to match numerals 1-10 with their number names

Materials: 6 sets number name cards, 4-6 pieces numeral boards (w/ random numbers between 1-10)

Number of Players/Participants: 4-6 children

Procedure:

1. Explain to the children that they are going to play a cover all game. Give each child a numeral board.  
Shuffle the six sets of number name cards and place it in the middle of the table.
2. Each child will take turns opening the top card and saying the numeral name out loud. If that number is found on his/her board, he/she takes that card and uses it to cover the space where that number is. If not, he/she returns it to the bottom of the pile.
3. The first child to finish covering his/her board with the right numeral number name matches wins the game.

### **Number Name-Numeral Concentration**

Objective: to match numerals and number words

Materials: 1 set of number cards, 0-10 and 1 set of number words, 0-10

Number of Players/Participant: 4-6 children

Procedure:

1. Lay the cards face down in rows and columns.
2. Take turns turning over 2 cards.
3. If the cards match (number name and numeral), you win them. If not, turn them face down again.
4. A Child with most number of cards wins.

### **Writing Numerals and Number Names**

Objective: to write number names and numerals

Materials: 1 set of number cards, 0-10 and 1 set of number words, 0-10

Number of Players/Participant: 4-6 children

Procedure:

1. Place the set of number cards and number words face down.
2. Children take turns getting a card.
3. If a child gets a number card, he/she writes the corresponding number name.  
But if a child gets a number name, he/she writes the corresponding numeral

### **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

Numbers of Players/Participants: 2-4 children

Procedure:

1. Review the symbols for greater than ( $>$ ), less than ( $<$ ), and equal to ( $=$ ) with children.
2. Children 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.

Variation: If you want children to practice with larger numbers, write out the numbers on the cubes and fill in numbers from the tens or hundreds families before reproducing the cubes.

### **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 child, tokens, calling cards

Number of Players/Participants: 3–4 children

Procedure:

1. Provide each child 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 children 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.

### **Subtraction Cards** (quantities of 10)

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 10.
2. Child 2 get 10 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 "seven".
6. Both children write the corresponding equation:  $10 - 3 = 7$ .

### **Crayon Count**

Objectives: to count

to recognize numerals

Materials: crayon box counting card (see reproducible) for each child, number cards 0-10 placed in a sack, crayons (for each child, the quantity depending on the number to be practiced)

Number of Players/Participants: pairs or small group

Procedure:

1. With teacher's assistance, let the children sit in a circle. Give each child a crayon box counting card and a set of crayons.
2. Pass the sack around so each child can pick a number. (place only the numbers the children need to practice)
3. Children read their numbers and put that many crayons in the crayon box counting card. Go around the circle having each child tell how many crayons are in their box. If a child makes a mistake, let her touch each crayon and count in sequence.
4. Collect the number cards and pass the sack around again to continue play.

Variation: For Beginners - Call a child to come and sit with you. Place a number of crayons on a crayon box counting card. The child counts the crayons and puts the same amount next to the card. If the child is not yet counting independently, let him/her place a crayon below each one on the card, and then touch and count the crayons with you. Repeat this with each child in the group using a different number of crayons each time

### **More Or Less Spin It**

Objective: to compare quantities

Materials: cubes or blocks, more or less spinner

Numbers of Players/Participants: 1–4 children

Procedure:

1. Teacher tells the children to build a tower of 5 blocks.
2. Children take turns spinning the more or less spinner, to determine if they will build towers more or less than the original tower.
3. If spinner lands on less, children build a tower less than 5.
4. Each child shows the group his or her tower. The group describes the relationship. *"The original tower is 2 cubes higher. The new tower is 2 cubes less than 5."*
5. If the spinner lands on more, children build a tower more than 5.
6. Each child shows the group his or her tower. The group describes the relationship. *"The original tower is 3 cubes lower. The new tower is 3 more than 5."*

### **Walk the number line**

Objective: to sequence numbers

Materials: chalk, number cards 0 to 10

Number of Players/Participant:

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 your 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.

### **Tangram Puzzles**

Objective: to explore spatial relationships using tangrams and puzzle cards

Materials: tangram, puzzle cards

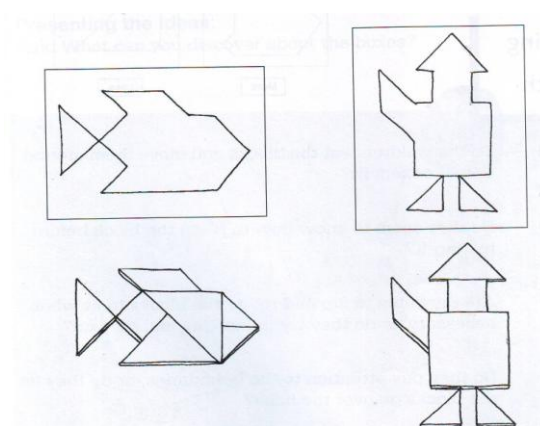
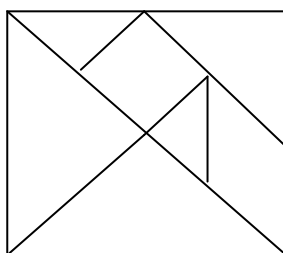
Number of Players/Participants: individual, pair or small group

Procedure:

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

*How to make a tangram puzzle.*

*Cut out a piece of 10cm x 10cm cardboard. Color or paste a piece of colored paper on this. Cut out the square to make 7 puzzle pieces*



### **Sorting Shapes on the Geoboard**

Objective: to recognize, sort and describe shapes according to specific attributes

Materials: geoboards and rubberbands

Number of Players/Participant: 1-6 children

Procedure:

1. Children each make a shape on a geoboard and wait for the teacher to give a sorting clue.
2. Teacher should look at the shapes that the students have made on their boards and decides on a particular attribute to sort by but does not tell the children. As children watch, the teacher chooses a few geoboards and makes two small groups, lining them up on the chalkboard or clustering them on the floor according to the particular attribute. (One group of boards has the attribute, and the other group has not)
3. Teacher are directed to study the shapes in both groups and find other shapes that match those attributes
4. After watching the teacher sort a few examples, they try to figure out the sorting rule.
5. One child at a time is called on to show their geoboard to the class.
6. Class members analyze the geoboard and point to the group in which they think it belongs. When everyone has had a turn, all the children to discuss their decisions.
7. Continue to sort in a variety of ways over time. You can sort by:
  - Number of corners
  - Number of sides
  - Open or closed figures
  - Right angles or no right angles

Symmetrical or not  
No nails inside, one nail inside, etc.

Variation:

1. The children could draw their shapes into smaller sized geoboard paper and these shapes could be used to sort and resort shapes in a variety of ways.
2. Children need to learn to recognize shapes that are identical but in different positions. They can explore this with the following:

### **What Numbers Can You Make (up to quantities of 10)**

Objective: to practice addition skills

Materials: clothespin, crayons,

Number of Players/Participants: individual or small group

Procedure:

1. The children make clothespin links (each link made with different color clothespin and no stack more than ten clothespins long). There can be more than one link of any particular number. The object is to try to make each of the numbers from one to ten in as many ways as possible.
2. The children are allowed to use more than one link to make any number, but they may not break any links apart. If they can't make a number, they are to cross it out. If they can make the number, they write the equation that describes the trains used.
3. The game can be played over and over, as it will be a new experience each time the numbers used changes.

### **Don't Rock The Boat**

Materials: playing board, counters, dice

Number of Players/Participant: 1-4 children

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.

### **Find My Lily Pad**

Objectives: to count

to recognize numerals

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

Number of Players/Participant: pairs or small group

Procedure:

1. Have the children 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 the flies on their lily pads. The child with the lily pad matching the number on the frog lays it in the center of the circle. Place the frog on the lily pad. Encourage children to say why they are putting the lily pad down.
4. Continue until all frogs and lily pads have been matched.

### **Who Has More?**

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Number of Players/Participant: 1-6 children

Procedure:

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

Variations:

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



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

Objective: to identify missing number in a series of numbers

Materials: number cards with spots drawn on them (0-10)

Number of Players/Participant:

Procedure:

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

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

### **Where Does It Go?**

Objective: to sequence numbers

Materials: number cards with numerals written on it

Number of Players/Participant:

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.

### **Call out Math: Addition**

Objective: to match an addition fact with its correct sum

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

Number of Players/Participation: 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/Participant: 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.

### **Train Ride**

Objective: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of Players/Participant: 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 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- Addition-Subtraction**

Objective: to add and subtract single-digit numbers

Materials: chalk and chalkboard

Number of Players/Participant: 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.

### **Can I have Half?**

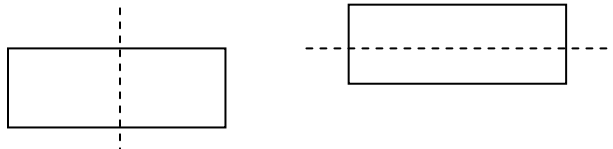
Objective: to develop an understanding of fractions

Materials: colored paper of different shapes – square, rectangle, circle, triangle

Number of Players/Participant: small group

Procedure:

1. Tell children to choose a partner. Each pair will pretend they are a pair of twins who always share their food between themselves equally.
2. Give each pair a rectangle. Tell the pair to pretend that the rectangle is a birthday cake and that they should design the cake.
3. Then tell the pair to figure out a way to divide the rectangular cake so that each person can have an equal amount
4. Ask the children if there are other ways of dividing the cake.



5. When the children have tried out different ways of dividing the ‘cake’ give them a triangular ‘cake’ and repeat the procedure until the pairs have tried different ways of dividing each shape.

### **Share It Fruit Halves**

Objective: to develop an understanding of one-half by dividing the whole into half ( $\frac{1}{2}$ ).

Materials: pictures of fruits that can be divided into half equally, yarn, craft dowel or piece of twig strong enough to tie the halved fruits, puncher or any tool to help you punch out holes for the yarn string to pass through and safety scissors.

Number of Players/Participants: 6 or 8 children

Procedure:

1. Distribute pictures of fruits glued on cardboard to make them durable.
2. Ask the children to cut the fruit into two equal parts. (Tell them that the other half or part is a one half).
3. Have them color the fruit.
4. Ask them to give the other half to their seatmate.
5. Have them write their name on the other half of the fruit. Teacher may assist the students.
6. Punch a hole on all the halved fruits they made and allow them to help in inserting the yarn into the holes. One yarn string may have four –five halved fruits.
7. Tie them to the dowel /twig and hang on any place in the classroom for everybody to see.

## **OTHER LANGUAGE ARTS ACTIVITIES**

### **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)

Number of Players/Participant: 1-6 children

Procedure:

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

Odd One Out Card:

|     |     |     |     |
|-----|-----|-----|-----|
| hat | lap | sit | pet |
|-----|-----|-----|-----|

Sample words:

- |        |      |      |       |
|--------|------|------|-------|
| 1. car | ship | bear | sour  |
| 2. bun | beam | pan  | thin  |
| 3. day | air  | play | toy   |
| 4. cow | low  | show | stand |
| 5. run | seam | gum  | clam  |

### **Picture Stories**

Objective: to arrange the story pictures according to their proper sequence.  
to understand that pictures tell stories

Materials: story pictures (4 pictures per story) – teacher will draw four-part stories on paper and paste it on cardboard to make the story pictures, around 8 stories

Number of Players/Participants: 4-6 children

Procedure:

1. Distribute two sets of cards to each team.
2. Tell them to arrange the pictures to make a story.
3. After arranging the pictures, ask them to explain what the story is about and what each picture tells.

Sample Story Pictures:

1. Preparing to go to school
2. Getting Ready to Bed
3. Taking a Bath
4. Preparing to go on a picnic with family

### **Word Toss**

Objective: to provide words that begins with a given letter

Materials: ball, boxes (written with letter inside)

Number of Players/Participant: 1-10 children

Procedure:

1. Tape several small boxes to the floor close together. . Inside each box, write a letter. Have each child toss a ball into the mass of boxes. The child then gives a word that begins with the letter in the box. Continue until each child has had multiple turns.

Variation: replace letters with words. Children think of words that rhyme with the words on the boxes.

### **Pin It**

Objective: form 3-4 letter words

Materials: cards with phonograms and consonants or consonant clusters

Number of Players/Participant: 6-8 children

Procedure:

1. String a long clothesline across one section of your classroom. Place clothespins along the clothesline at various intervals. On each clothes pins write the beginning part of a word, such as a consonant, cluster, or digraph. On separate cards, write the ending part of a word (phonogram). Have children form words by pinning each note card to a clothespin.

### **Opposites**

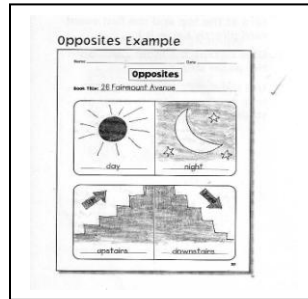
Objective: identify opposite words

Materials: bond paper or newsprint, pencil, crayons

Number of Players/Participants: any number of children

Procedure:

1. Think of four words that are opposites. (Examples: *up* and *down*, *large* and *small*)
2. Write each word in a box.
3. Draw a picture to show what each word means.
4. Share your opposites with other children.



### **Letter Books**

Objective: to use letters to describe how to take care of the children

Materials: old magazines, scratch paper, crayons, pencils

Number of Players/Participant: 1-6 children

Procedure:

1. Help your child to draw their favorite letters. ( e. g. letter D, dressed-up)
2. Their favorite letters should show how to take care of children.
3. Try making a book to illustrate a favorite letter story or rhyme.
4. Bind the papers to make a book.

### **Mural: Isang Mundong Makabata**

Objective: to draw the world they want to live

Materials: manila paper, construction paper, bond paper, marker, crayons, glue, scissors

Number of Players/Participants: 6 or 8 children

Procedure:

1. Ask children what kind of world they want to live in. What would that have? What would they be able to do in that world?
2. Have them draw or paint this on the manila paper.
3. Have them color their work.
4. Have them write their thoughts about this ideal world for children or take down dictation as needed.

### **Big Book: How do people take care of us?**

Objective: to tell ways of caring people

Materials: manila paper, bond paper/newsprint, construction paper, colored markers, crayons, scissors, glue

Number of Players/Participants: 6 or 8 children

Procedure:

1. Have children brainstorm on different ways people can take care of them. Ask them how people care for children at home? in school ? in the community.
2. Have them choose which they will illustrate or draw.
3. Have them write 1-2 sentences about each drawing/illustration.

### **Call Out Game On Upper Case And Lower Case Letters**

Objective: to distinguish upper case from lower case letters

Materials: Call out card for each student, markers to cover the squares; large bag or box for the counters, 24 blank flash cards, rubber band pencil/ crayon

Preparation:

1. Make enough copies of the blank call out card for each child.
2. Prepare a list of upper case and lower case letters that you want to reinforce.
3. Print each letter on a flash card large enough to be seen by the participants.
4. Cut colored construction papers which will be used as markers. You may also use counters.
5. Store these markers or counters in canisters or boxes.
6. Prepare a folder also to store blank call out cards in.
7. Keep the set of flashcards together with a rubber band.
8. You may write the words to be used on the board.
9. Ask them to copy the words, one in each square in a random fashion or according to where they want to write the word so that each card will be different.
10. When everyone has completed filling out the cards, the teacher erases all the words she had written.

*Note to the Teacher: If you think that your students will not be able to fill out the cards, you may prepare the cards and just have them play the game.*


Number of Players/Participants: 10-12 children

Procedures:

1. Distribute the markers or counters.
2. Shuffle the flashcards and place them face down in front of the caller.
3. The teacher or the caller picks up the first card, shows it to the class and reads it.
4. You may place the card in a pocket chart or post it on the board.
5. When a student covers the letters according to the patterns shown, he wins.

Patterns:

Triangle, one straight line vertical or horizontal, diagonal

| B | I | N                                                                                         | G | O |
|---|---|-------------------------------------------------------------------------------------------|---|---|
|   |   |                                                                                           |   |   |
|   |   |                                                                                           |   |   |
|   |   | FREE<br> |   |   |
|   |   |                                                                                           |   |   |
|   |   |                                                                                           |   |   |

### **Blend Poster**

Objective: to provide words that begin with a consonant blend

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

Number of Players/Participant: 6-8 children

Procedure:

1. Write the consonant blend for the day on top of the page.
2. Ask each child to draw or write words that begin with the target consonant blend.
3. Children glue their drawings into the manila paper.
4. The group reads the words on the poster.

### **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/her color his work.
4. Ask him/her to write/dictate to you the title of his 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.*

**Poster: How can older people take care of children in the community**

### **Letter Spinner**

Objective: blend 3-letter

Materials: CVC spinner

Preparation:

1. Make a big spinner on which you will write the chunks or rimes.
2. Cut the spinner into 8 parts.
3. Write the following chunks or rimes on each: an, ap, am, em, et, en, in, it.
4. Then make a smaller spinner on which you will put the letters.
5. Cut the spinner into 8 parts. Write the following letters: m, t, f, n, s, p, b, c.
6. Put the small spinner on top of big spinner.

Number of participants: 6-8 children

Procedure:

1. At each turn, let a child turn the spinner. Have him/her blend the onset (letter on the smaller spinner) and the rime or chunk on the bigger spinner

### **Sharing A Room**

Objective: to develop an understanding of fractions

Materials: pocket chart, strips of lines of the poem, "Sharing a Room"

Number of Players/Participant: small group

Procedure:

1. List children's grievances along with the benefits of sharing a room. Place the strips of the first verse.
2. Ask the children to make it their own by substituting new words for *toys, laundry and gobs of toothpaste*. Write new words on a piece of paper and stick it over the words *toys, laundry and gobs of toothpaste*.

### **SHARING A ROOM**

Sally Sue is very messy.

She leaves toys thrown everywhere.

She's got laundry on her bookshelf,

Gobs of toothpaste on her chair.

We divided up the bedroom,

Drew a line across the floor.

We made sure that it was even,

Neither one was getting more.

As for me, I'm neat and tidy,

I have labels on each drawer.

Every day I use the vacuum,

You could eat right off my floor.

She allows me in the closet,

And I let her use the door.

Though the plan is not quite perfect,

It's much better than before.

## **STORIES**

### **Tiktaktok At Pipakbum**

Mga tanong bago bumasa:

1. Sino sina Tiktaktok at Pipakbum?
2. Bakit kaya sila laging nag-aaway?

Mga tanong habang bumabasa:

1. Bakit sakitin si Pipakbum?
2. Paano naligtas si Pipakbum sa pagkalason?

Mga tanong pagkatapos bumasa:

1. Kung ikaw si Pipakbum, gagawin mo ba ang ginagawa niya?

### **Ang Buhay Ng Isang Bumbero**

Mga Inaasahang Tanong:

1. Ano po ang gawain ng isang bumbero?
2. Ano ang isinusuot ng bumbero?
3. Bakit ganito ang inyong ginagamit?
4. Mahirap po ba ang maging bumbero? Bakit?
5. Paano kung naubusan na ng tubig ang tangke at may sunog pa din?
6. Paano kung hindi makadaan ang trak?
7. May mga pagkakataon ba na may hindi sila nailigtas?
8. May pagkakataon ba na sila ay muntik nang mapahamak sa kanilang pagtupad sa tungkulin.

### **Ang Plauta ni Emong**

Mga tanong bago bumasa:

1. Sino sa inyo ang mahilig umawit/kumanta? Sino naman ang marunong tumugtog?
2. Ano ang paborito mong kanta? (Maaring pakantahin ang isa sa mga batang tinanong).

Mga tanong habang bumabasa:

1. Ano ang napulot ni Emong habang naglalakad sa kakahuyan/gubat?
2. Ano ang ginawa niya rito?

Mga tanong pagkatapos bumasa:

1. Ano ang ginawa ng mga kaibigan ni Emong nang marinig ang tugtog ng kanyang plauta?
2. Ano sa palagay mo ang sumunod na nangyari nang magpuntahan ang mga kaibigan ni Emong sa kanya?

### **Sina Linggit Laban kay Barakuda**

Mga tanong bago bumasa:

1. Nakakita na ba kayo ng isda? Ilarawan mo ito.
2. Sino sa inyo ang may alagang isda? Anong uri ito?

Mga tanong habang bumabasa:

1. Ano ang pangalan ng maliit na isda sa kwento?
2. Ano ang problema ng maliliit na isda?

Questions after reading:

1. Ano ang ginawa ng maliliit na isda laban kay barakuda?
2. Sa inyong palagay pababalik pa kaya si barakuda?

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>A Fireman</u></b><br>(A fingerplay)<br>This brave fireman is going to bed<br><i>hold up right thumb</i><br>Down on the pillow he lays his head<br><i>right thumb on left palm</i><br>Wraps himself in his blanket tight<br><i>curl fingers around thumb</i><br>And plans to sleep this way all night<br><i>close eyes</i><br>But the fire alarm rings! He opens his eyes!<br><i>open eyes</i><br>Quickly he's dressed and down the pole he slides<br><i>right hand slides down left arm in a grip from elbow to wrist</i><br>Then he climbs on the truck to go, go, go.<br><i>hands manipulate imaginary steering wheel</i> | <b><u>The Sound of the Word</u></b><br>(Tune: The Wheels on the Bus)<br>This song intends to reinforce children's phonemic awareness. They will ask other children of the class to guess the word they are singing as they articulate the sounds.<br>For example, the word is man.<br><br>The sound of the word is m, a, n. m.a.n, m,a,n.<br>The sound of the word is m, a, n<br>Do you know the word? Be sure that students will give the sound and not the letter as they sing.<br><br>Call one to answer. Answer is man.<br><br>They will sing again but call somebody to give the next word. Example of words: <b>s, i, t; c a p; c a n</b> |
| <b><u>I am Special</u></b><br>I am me and I am special. I am special, it is true.<br>The way I look and speak is special.<br>The way I play and think is too.<br>I'm so glad we each are different. It makes the world so bright and new.<br>I am me and I am special, and you are special too.                                                                                                                                                                                                                                                                                                                                   | <b><u>This is the Way we Care for Earth</u></b><br>This is the way we care for earth, care for earth, care for earth<br>This is the way we care for earth, won't you come and join me?<br><br><i>Suggested Actions: Planting, Sweeping( With Broom sticks), Picking up Litter, Watering Plants</i>                                                                                                                                                                                                                                                                                                                                              |

### **INDOOR/OUTDOOR ACTIVITIES**

#### **Teacher May I**

Procedure:

1. Teacher stands facing away from a line of kids.
2. She then, chooses a child at random or in order, and announces a direction.

3. Example, she may say, Cecil, you may take 3 baby steps forward.
4. The child responds with "Teacher may I?"
5. The teacher then replies yes or no.
6. If the child forgets to ask Teacher may I, she goes back to the starting line.
7. The first to touch teacher wins.

Variation of steps: bunny step (hop), baby step (very little steps) ballet turn, giant step, horse step etc.

### **Spoon Pass Along**

Give each child a spoon and place a plate of four different items or toy food items in front of the first child (probably the oldest in the group). He/she begins by using the spoon to pass each object, from largest to smallest to the classmate on his/her right, who receives it with spoon and passes it along to the next child. The object is to try to get all four objects back to the starting plate without dropping any of them.

### **Find Your Flock**

Children will be asked to pick out a chip from a bowl. Explain to them that each chip represents an animal. At the word go, they will have to look for their flock by sounding off the sound of that animal. When they are complete, they have to sit down. The first group to be complete, wins.

Different animal sounds may be taken from the story read to them (Ang Bata sa Basket). The teacher may also introduce other animal sounds for children to imitate.

### **Paint me a Picture**

The teacher will announce a scene which child have to portray. When he/she shouts "action", child will start preparing for the scene/picture. When he/she says "freeze", pupils will stop and freeze. They will form a scene showing how children help out at home.(e.g. sweeping the floor, dusting off furniture, watering plants etc.)

### **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.