

KINDERGARTEN CATCH-UP EDUCATION DAILY PLANS
WEEK 2: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: I am me.		
MEETING TIME 1: Message: Every child must have a name. Some names have special meanings. Questions: What does your name mean? Who chose your name?	MEETING TIME 1: Message: I am a boy. I am a girl. Questions: Who are the boys in class? Who are the girls in class?	MEETING TIME 1: Message: I am ____ years old. I have a birthday that tells the day I was born. Question: How old are you?
WORK PERIOD 1 Teacher-Supervised: Graph: How many letters are in your name? Independent: <ul style="list-style-type: none"> • Name Necklace • Name Designs • Name Tracing • Playdough : Make my Name • Sand Play 	WORK PERIOD 1 Teacher-Supervised: Boy and Girl Chart Cont.. How many letters are in your name? Independent: <ul style="list-style-type: none"> • Boy and Girl Simple Picture Puzzle • Name Necklace • Name Designs • Dramatic Play • Sand Play 	WORK PERIOD 1 Teacher-Supervised: Birthday Chart Name Sorting Independent: <ul style="list-style-type: none"> • Sand Play • Table Blocks • Boy and Girl Simple Picture Puzzle • Name Posters: My name begins with.... • Name Tracing
MEETING TIME 2: Poem: I Love my Name <i>Show Name Designs and Necklaces</i> <i>Question: How many letters are in your name ?</i>	MEETING TIME 2: Song: Sing B-I-N-G-O with Your Name <i>Show the graph and ask the following questions:</i> Whose name has the most number of letters? Whose name has the least number of letters? Whose names have the same number of letters?	MEETING TIME 2: Poem: Kaarawan Ko Questions: When were you born? (refer to the birthday chart) Who was born on ____?
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Si Dindo Pundido	STORY: But that Won't Wake Me Up	STORY: A Surprise Birthday Gift
WORK PERIOD 2: Teacher-Supervised: Large Numeral Cards (1,2, 3) Independent:: <ul style="list-style-type: none"> • Block Play • Playdough Numeral • Number Match (0-3) • Number Call Out (0-3) • Number Stations (1-3) 	WORK PERIOD 2: Teacher-Supervised: Yellow/Not Yellow Objects Independent: <ul style="list-style-type: none"> • Block Play • Playdough Numerals (1, 2, 3) • Number Match (0-3) • Yellow Collage • Individual: Mini-posters: Yellow Objects 	WORK PERIOD 2: Teacher-Supervised: Junk Box Sorting: Yellow/Red Objects Yellow/Red Chart Independent:: <ul style="list-style-type: none"> • Yellow Book • Number Snap (0-3) • Yellow Poster: Yellow Objects in our School • Number Concentration (0-3)/ Number Match (0-3)
INDOOR/OUTDOOR ACTIVITY: Your Name and Mine	INDOOR/OUTDOOR ACTIVITY: Name Hops	INDOOR/OUTDOOR ACTIVITY: Ang Bilang ng Edad Ko
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY
CONTENT FOCUS: I have body parts.	
MEETING TIME 1: Song: Paa, Tuhod, Balikat, Ulo Message: I have a body. I can see some parts. Questions: What parts of the body can we not see? Song: The Two Parts of Me	MEETING TIME 1: Song: Paa, Tuhod, Balikat, Ulo Message: I have a body I cannot see some parts Questions: What parts of the body can we not see? Song: The Two Parts of Me
WORK PERIOD 1 Teacher-Supervised: Body Tracing Poster: What's inside our body? Independent: <ul style="list-style-type: none"> • Playdough: My Body • Same/Different – Geometric Figures/Designs • Body Parts Match • Individual Color Chart: Red/Yellow Chart • Yellow Designs 	Teacher-Supervised: Body Tracing Poster: What's inside our body? (Internal Body Parts) Independent: <ul style="list-style-type: none"> • Playdough: My Body • Body Parts Match • Yellow Designs • Yellow Mobile
MEETING TIME 2: Song: Head, Shoulders, Knees and Toes Everybody do this...	MEETING TIME 2: Introduce the poem "Inside Me". Song: Head, Shoulders, Knees and Toes
Supervised Recess	Supervised Recess
STORY: This is My Body	STORY: Nagsasabi na si Patpat
WORK PERIOD 2: Teacher-Supervised: Comparing Numbers: A Game for Partners (up to 3) Independent:: <ul style="list-style-type: none"> • Block Play • Playdough Numerals (1, 2, 3) • Number Stations (1-3) • Number Snap (0-3) • Writing Papers (1-2) 	WORK PERIOD 2: Teacher-Supervised: Who Has More: comparing up to quantities of 3 (2 groups only) Comparing Numbers: A Game for Partners (up to 3) Independent:: <ul style="list-style-type: none"> • Block Play • Playdough Numerals (1, 2, 3) • Number Stations (1-3) • Number Snap (0-3) • Writing Papers (1-2)
INDOOR ACTIVITY: Sabi ni Pedro PEHT p.51	INDOOR ACTIVITY: Catch/Throw Balls
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

APPENDIX: WEEK 2

THEME-RELATED ACTIVITIES

Graph: How many letters are in your name?

Objective: to count the number of letters in one's name

Materials: Manila paper, square pieces of bond or scratch paper, pencils, crayons

Preparation: Draw a graphing chart on a piece of Manila paper as shown below

2 letters	Au	Jo									
3 letters											
4 letters											
5 letters											
6 letters											

Number of Players/ Participants: 8 children at a time

Procedure:

1. Ask the children to write their names on a square piece of paper. Teacher assists those who do not know how to write their name.
2. Ask the children to count the number of letters in their names.
3. Taking turns, ask each child to glue their piece of paper on the chart.
4. After everyone in the group has glued their names in the corresponding space, ask questions such as:
Who have the most number of letters in their name? Who has the least?
Who have the same number of letters?

Boy/Girl Chart

I am a boy	I am a girl
<p><i>Tony</i></p> 	<p><i>Rosa</i></p> 

Objective: to identify one's self as a boy or girl

Materials: Boy/Girl Chart, ¼ or 1/6 of newsprint or bond paper, colored markers or crayons glue/paste

Number of Players/Participants: 6- 8 children at a time

Procedure:

1. Ask each child in class to draw himself and write his name on a strip of paper.
2. Ask the group assigned to work on the chart to sort the strips of paper accordingly and glue this on the appropriate column.

Note: Talk about the age chart. Ask them to count the number of boys and girls in class. Have them figure out if there are more boys than girls or more girls than boys.

Boy and Girl Simple Picture Puzzle

Objective: to develop fine motor coordination

Materials: picture puzzles of a boy or a girl (cut-outs into 4-5 puzzle pieces for each picture)

Number of Players/ Participants: 8 children

Procedure:

1. Distribute sets of boy and girl puzzles.
2. Ask children to complete the puzzles.
3. Let them sort the completed puzzles, e.g. puzzles of boys on one side and those of girls on the other side

Dramatic Play

During the week, children can take turns playing at the dramatic corner. The following themes are recommended:

The Classroom

At the dramatic area, set up a Meeting Area with a small blackboard. Let the children take turns being the teacher. Have them "write" the message on the board.

Bahay-bahayan: Getting Ready for School

Set up the dramatic play area like a home where children can pretend to be preparing for school. Let the children take turns in roles of different family members.

Birthday Chart

Objective: to state one's birth date

Materials: 1/8 sheet of construction paper, colored markers or crayons, glue/paste

Preparation: birthday chart on manila paper or cartolina

January	February	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
		9 Jing			11 Marj	5 July					

Number of Players/Participants: 6-8 children at a time

Procedure:

1. Assign each child to ask 3-4 classmates when their birthday is.
2. Ask the child to write the name and birthday of a classmate on a piece of construction paper.
3. Let the child paste this under the birth month of his classmate. Have him do this for all the classmates assigned to him.
4. Write the title "When is your birthday?"
5. Show the completed chart during Meeting Time. Have them look at the chart carefully and ask the following questions:
 - How many children were born on the month of _____ ?
 - Who will celebrate their birthday this month ?
 - How many children celebrated their birthday last month ?
 - Which month has the most number of children born in ? Which has the least ?
 - Are there more children born on the month of _____ than on the month of _____ ?
 - Which months has the same number of children born in ?

Body Tracing Poster: What's Inside Our Body?

Objective: to identify the parts that is inside the body and their functions

Materials: half-sized manila paper, marking pen, paste/glue, cut out pictures of brain, heart, lungs, stomach, bones and muscles and word cards of these body parts

Number of Players/Participants: 8 children

Procedure:

1. Create a life size drawing of the body by tracing one of the members of the group.
2. The rest of the members of the group will paste the picture of internal body parts on the right spot with the word/name cards.

3. Let the children identify the function of each body part. (Example: heart - pumps blood through our body, lungs helps us to breathe, stomach turns food to energy, etc.)

Name Sorting

Objective: letter-sound association, sorting

Materials: 2 x 4 cards

Preparation: Write the names of your students in each card.

Number of Players/Participant: 8-10 children

Procedure:

1. Spread out the cards on the table.
2. Ask the children to sort the names according to the beginning letter of the name.
3. After sorting, go over each category. Say the letter name, the sound it represents and all the names that begin with this letter. Do the same for all letter categories.

Variation: You may also sort letters according to the following:

Ending letters

Number of letters in each name

Name Necklace

Objective: to develop fine motor coordination

Materials: string or yarn, drinking straws cut into 1-inch length, pencil, crayons, 2 x 3-sized cardboard, one-hole puncher, scissors

Number of Players/ Participants: 8 children

Procedure:

1. Give each child a cardboard. Ask the child to the letters of his name on individual cardboards.
2. Let the child design each letter card.
3. Teacher punches a hole on top of each card.
4. Help the child string each letter of his name using yarn.
5. Teacher ties the finished necklace around each child's neck.

Name Designs

Objective: to develop fine motor coordination

Materials: strips of paper

Number of Players/Participants: 8 children

Procedure:

1. Prepare strips of paper or cardboard with the child's name written on it.
2. Let him/her make designs or along the outline of each letter of his/her name.

Name Tracing

Objective: to develop fine motor coordination

Materials: name templates

Number of Players/Participants: any number

Procedure:

1. Distribute to the children their individual name templates.
2. Have children trace over the letters of their names.
3. Have them practice writing their name on air.

Name Poster: My Name Begins With...

Objective: to develop fine motor coordination

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

Procedure:

1. Have each child design the beginning letter of her name on a piece of 1/6 bond or construction paper.
2. Then post these on manila paper. Group together all the names that begin with the same letter.

Body Parts Match

Objectives: to match shapes

Materials: 20 pairs of body part cards

Number of Players/ Participants: 2-4 children

Procedure:

1. Lay out all shape cards on the table.
2. Each child takes turns to look for two identical body part cards.
3. Let the child name the body part.
4. After all cards have been collected, have them count how many pairs they got.
5. Let them record this on their pad paper.

Playdough: Make My Name

Objective: to develop fine motor coordination

Materials: playdough, individual name cards

Number of Players/Participants: 8 children

Procedure:

1. Divide the playdough among the children in the group.
2. Distribute their individual name cards.
3. Have each child form their name using playdough.

Playdough: My Body

Objective: to identify the different body parts

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let the children form the whole body of a person.
3. Ask them to identify the different body parts as they create.

Sand Play

Objectives: to explore the attributes of sand

to explore capacity of containers

to practice measuring capacity using nonstandard tools and units

Materials: basin of sand, variety of plastic containers (e.g. plastic bottles, cups, spoons)

Number of Players/ Participants: 4 children

Procedure:

1. Provide children a sand table area.
2. Let them explore using sand in a variety of ways:
They can use sand to explore the capacity of containers.
They can also use this material for dramatic play activities (e.g. cooking, baking)
They can also practice writing numbers and letters like their names on the sand.
3. Remind children to be careful in playing with sand

Block Play

Objectives: to explore the attributes of 3-dimensional or space figures

to understand the relationship between figures

to build structures using block

Materials: table or floor blocks

Number of Participants: 1-4 children

Procedure:

1. Children use table or floor blocks to build structures.
2. 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).
3. Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, school, establishments in the community).

OTHER MATH ACTIVITIES

Junk Box Sorting: Yellow/Red Objects (grouping objects into 2 groups: yellow/red objects)

Objective: to sort objects based on similarities and differences

Materials: box of a variety of objects (make sure there are objects that are exactly the same and those that have

similar characteristics – color, shape, function)

Number of Players/ Participants: 4-8 children

Procedure:

To give your child the idea of sorting in play, you may need to start casually sorting things out yourself. Try sorting out all the red and the yellow and red objects. Keep a box full of small objects like buttons, paperclips, beads, dried beans, coins, nuts and bolts. Your child may like to have an egg tray or paper plates to sort them into.

Yellow Collage

Objective: to recognize and identify colors

Materials: bond or scratch paper , pencil, torn or cut out pieces of yellow art paper

Number of Players/ Participants: 2-8 children

Procedure:

1. Ask children to choose 1 thing that is yellow.
2. Teacher draws that object on a sheet of bond or scratch paper. (Children can also draw their own figures.)
3. Ask children to 'color' the object yellow using the torn or cut out pieces of yellow art paper.

Mini-Poster: Yellow Objects

Objective: to recognize and identify colors

Materials: 1/8 manila paper or 1 bond paper, 1/16 newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to think of yellow objects they know.
2. Ask each one to choose at least 2-3 yellow objects they would like to draw.
3. Have them draw each yellow object in a piece/strip of paper.
4. Paste these on the pages on the 1/8 manila or bond paper.
5. Show the poster to the whole class during Meeting Time.

Yellow Book

Objective: to recognize and identify colors

Materials: stapled pages of bond paper, 1/16 newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to think of yellow objects in their environment.
2. Ask each one to choose at least 3-4 yellow objects they would like to draw.
3. Have them draw each yellow object in 1/16 piece of paper.
4. Paste these on the pages of the Yellow Book.
5. Have children design the cover of the book.
6. Show to the whole class during Meeting Time.

Yellow Poster: Yellow Objects in Our School

Objective: color recognition

Materials: ¼ manila paper, 1/6 newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to look for yellow objects in their environment.
2. Ask each one to choose at least 2-3 yellow objects they would like to draw.
3. Have them draw each yellow object in a small strip of paper.
4. Paste these on the manila paper.
5. Show the poster to the whole class during Meeting Time.

Yellow Designs

Objective: to recognize and identify colors

Materials: yellow shape cut-outs (yellow square, yellow circle, yellow triangle), glue, bond paper or newsprint

Number of Players/Participants: 8 children

Procedure:

1. Give each child ½ bond paper or newsprint.

2. Ask each one to make a design using the yellow cut-outs e.g. house, garden, building, etc.
3. Have them glue their design on their bond paper.

Individual Color Chart: Red / Yellow Chart

Objective: to recognize and identify colors

Materials: red/yellow chart on bond paper, pencils, crayons

Number of Players/Participants: 6- 8 children

Procedure:

1. Distribute individual yellow/red charts to the children.
2. Have them think or look for red and yellow objects and draw them on his/her chart.

Yellow / Red Chart

Objective: to recognize and identify colors

Materials: assorted red and yellow objects, red/yellow chart on manila paper, small pieces of paper, glue

Number of Players/Participants: 6- 8 children

Procedure:

1. Place the objects in the middle of the table or floor.
2. Let the children sort the objects according to color.
3. Have them draw the objects in pieces of paper.
4. Have them glue this on the red/yellow chart.

Large Numeral Cards (1-3)

Objectives: to learn sequence

to observe the form of each numeral

to develop eye-hand coordination

Materials: bond paper, purple and green crayons

Number of Players/Participants: 8 children

Procedure:

1. Draw the numerals in front of the children, making a new one each day or two. The first part of the numeral is drawn with the purple crayon and the second part with green.
2. The children stand at least ten feet away and trace the shape of the numeral in the air with two fingers extended. The purple part is always traced first followed by the green part.
3. When the children have traced the numeral six or seven times in the air, have them trace it in the palm of their hands. The children hold their hands up high enough so that if they raise their eyes slightly, they see the large numeral card just over their hand.

Comparing Numbers – A Game for Partners

Objective: to compare quantities

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

Number of Players/ Participants: 3 pairs (6 children)

Procedure:

1. Each player draws a numeral card from a pile of cards.
2. They each build the appropriate clothespin stack to match their cards.
3. One child turns the more/less spinner. If it lands on less, the partner whose stack has lesser clothespins wins both stacks. If the spinner lands on more, the partner with more clothespins wins both stacks.
4. They continue to take turns, each accumulating clothespins.
5. When the time is up or the children decide to end the game, they snap together all the clothespins. They turn the spinner to see if the person who has accumulated more or less clothespins is the winner.

Who Has More? Comparing up to quantities of 3 (2 groups only)

Objective: to compare quantities up to 3

Materials: assorted materials such as toothpicks, buttons, marbles

Number of Player/Participants: 1 or more children

Procedure:

1. Put out about three saucers, each with a different number of things in, for example, three peas, two pebbles, one marble.
2. The child points at two saucers and chooses without counting out, which has more.

3. 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 three big things and three small things in another saucer.
3. Put out bigger number of things.

Playdough Numeral (1-3)

Objective: to identify the numerals 1, 2 and 3

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them form the numerals 1, 2 and 3.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

Number Match (0-3)

Objective: to match numerals

Materials: lotto boards, 2 sets of number cards, 0-3

Number of Players/ Participants: 2-4 children

Procedure:

1. Give each player a lotto board.
2. Players take turns to pick up a card from the deck.
3. If the number appears on their board they use this to cover the number up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a bingo game. She holds u the number cards and players have to shout out the name of the number in order to claim it to put on their board.

Number Call Out (0-3)

Objective: to match numerals

Materials: Call Out gameboard for each player (3 x 3 squares with free in the middle), call out individual number cards (0-3), tokens

Number of Players/ Participants: 2-4 children

Procedure:

1. Provide each player with a call out card.
2. Assign a student to call out what is written on calling cards.
3. First one to cover all spaces wins. If players go through all the cards without reaching call out, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Number Stations (quantities of 3)

Objectives: to count up to quantities of 3

to see that despite differences in appearance quantities remain the same (conservation)

to develop fine motor coordination

Materials: assorted materials such as pebbles, popsicle sticks, old keys

Number of Players/Participants: 8 children

Procedure:

1. Teacher chooses a number to work with for the day, in this case 3.
2. Children work together exploring a given quantity of objects, in this case 3, making as many arrangements as possible. Then let the children write the number on their paper.
3. Teacher encourages the children to describe the patterns in a variety of ways.

Number Snap (0-3)

Objective: to match numerals

Materials: 3 sets of number cards, 0-3

Number of Players/ Participants: 2-4children

Procedure:

1. Shuffle and deal the cards.

2. The players take it in turns to turn over their top card.
3. If two matching cards are turned over, the first player to shout "snap" wins both the piles concerned.
4. Continue until only one player is left.

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

Number Concentration

Objective: to match numerals

Materials: 2 sets of number cards, 0-3

Number of Players/ Participants: 2-4 children

Procedure:

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

Same and Different – Geometric Figures/Designs

Objective: to identify similarities and differences between objects

Materials: assorted objects from the junk box

Number of Players/Participants: 8 children

Procedure:

1. Give each child a pair of objects.
2. Ask the child to describe each object.
3. Ask the child to identify similarities between the two objects.
4. Ask the child to identify the differences between the two objects.

Playdough Numerals (1, 2, 3)

Objective: to identify the numerals 1, 2 and 3

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them form the numerals 1, 2 and 3.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

Writing Papers (1-2)

Objectives: to learn sequence

to observe the form of each numeral

to develop eye-hand coordination

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

Number of participants: individual

Procedure:

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

STORIES

A Surprise Birthday Gift

Questions before reading the story

1. Did you receive a surprise gift?
2. What occasion do you expect to receive a surprise gift?
3. Do you want to hear a story about birthday surprise?

Questions after reading the story

1. What day was it?
2. Who celebrated her birthday in the story?
3. What surprised gift did she receive in her birthday?
4. Do you also want to receive a surprise gift/

This is my body

by Gina and Mercer Mayer (Golden Books Publishing, Inc.)

Questions before reading the story

1. Where is your body?
2. What are the different parts of your body?
3. What does each part do?

Questions at the middle of the story

1. Can you point to that part of your body?
(Stop and let the children point to the part of the body.)
2. What do you call that part?

Questions after reading the story

1. What body parts were mentioned in the story?
2. What do these body parts do?

SONGS / RHYMES / POEMS:

I Love My Name (poem)

I love my name
Its my very own
Mommy and daddy
Gave it to me.

Sing B-I-N-G-O with Your Name

There was a (boy/girl) in the class
And (child's name) was (his/her)
name-o
(Spell out child's name here) C-O-C-
O-Y, C-O-C-O-Y, C-O-C-O-Y
And (child's name) was (his/her)
name-o.

Kaarawan Ko (poem)

Ako'y may sasabihin
Inyo sanang pakinggan
Bukas tayo'y magsasaya
Bukas ay aking kaarawan.
Ang sabi nga ni Lola,
5 taon ka na
Bilangin ang daliri mo,
Isa, dalawa, tatlo, apat, lima.

Paa, Tuhod, Balikat, Ulo

Paa, tuhod, balikat, ulo (3x)
Magpalakpakan tayo.

The Two Parts Of Me

I have two hands to clap (clap) when
I am happy,
I have two lungs to breath (take a
deep breath) for me to live,
I have two eyes to see (point to
eyes)the beauty that surrounds me,
I have two legs to run and jump (jog
in place) with playmates,
I have two ears to hear (cup hands
to ears) what teacher will tell me

Head, Shoulders, Knees And Toes

Head, shoulders, knees and toes
Knees and toes
Head, shoulders, knees and toes
Knees and toes
Eyes and ears and mouth and nose
Head, shoulders, knees and toes
Knees and toes

Everybody Do This...Just Like This

Everybody do this, do this, do this (2x)
Just like this.

*Teacher makes a body
movement, example, clapping
hands, and the children imitate
her while they are singing.*

INDOOR / OUTDOOR ACTIVITIES:

Your Name And Mine

Objective:

Materials: one whole sheet of white paper, pencils

Number of Players/ Participants: 8 children

Procedure:

1. Start by having the children write their names in big letters on the top of a piece of paper.
2. Have each child draw a thick line across the paper about two-thirds of the way down.

3. Let the children mingle, comparing their names to see if they have letters in common.
4. If a child (example "Juan") has at least one letter in common with someone (example "Petra"), have (Petra) add her name to the top section of (Juan's) paper and circle the letters that are the same.
5. If a child (example "Juan") has no letters in common with someone (example "Pedro"), have (Pedro) write his name on the section below the line of (Juan's) paper.
6. Guide the children afterwards by asking questions, such as: "Did more children have some letters in common with you or no letters in common with you?" "Who has the most letters in common with you?"

Name Hops

Objectives: to identify one's name
to notice similarities and differences
to solve problems

Materials: cardboards with the children's names

Number of Players/Participants: whole or small group

Procedure

1. Write each child's name on a piece of paper or cardboard.
2. On top of each syllable draw a curved line.
3. By turns, each child jumps the number of syllables his name has.
Ex. Frederick – 3 jumps
(variation: instead of jumping, children clap the number of syllables his name has.)

Ang Bilang ng Edad Ko

Objective: to identify their age

Materials: number cards - 4, 5 and 6, worksheet, pencil

Number of Players/Participants: 8 children

Procedure:

1. Ilagay sa ibabaw ng mesa ang edad o gulang ng bawat bata ng buong klase siguraduhing tama ang dami ng bilang na 4, 5, 6 ayon sa edad ng mga bata.
2. Papiliin ang bawat bata ng bilang ng kaniyang edad at sabihin: Ako ay _____ na taong gulang na.
3. Ipabakat ang bilang ng kanilang edad sa "worksheet" na inihanda ng guro.

Sabi ni Pedro

Objective: to learn to hear discriminately and able to follow instruction.

Materials: none

Number of Players/Participants: whole class

Procedure:

1. Hatiin ang klase sa dalawang pangkat. layos nang pabilog ang bawat pangkat.
2. Pansamantalang magtalaga ng "Pedro" sa bawat pangkat at patayuin siya sa gitna ng bilog.
3. Magbibigay siya ng mga utos tulad ng "Hawakan ang ilong," "Hawakan ang mata," at iba pa.
4. Ang utos ay maaring pangunahan o hindi ng mga salitang "Sabi ni Pedro." Hindi dapat sundin si "Pedro" kapag ang utos ay walang pang-unang salitang "Sabi ni Pedro". Halimbawa: "Hawakan ang leeg." (Hindi dapat sundin.) "Sabi ni Pedro, hawakan ang leeg." (Sundin ito.)
5. Maaring ibang bahagi ng katawan ang hawakan ni Pedro kaysa sa kanyang sinasabi upang lituhin ang mga bata.
6. Ang batang magkamali ang magiging bagong "Pedro."

Catch/Throw Balls

Objective: to catch ball, throw with aim

Material: ball

Number of Players/Participants: whole class

Procedure:

1. Tell the children to make a circle.
2. He passes the ball to the child behind him by passing the ball between his legs.
3. When the ball reaches the last person, he starts passing it forward over his head.
4. The fun of the game is to see how fast the children can pass the ball.
5. Each time they repeat the game, the children try to pass the ball faster.