

KINDERGARTEN CATCH UP EDUCATION DAILY PLANS
WEEK 3: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: I can do many things with my body.		
MEETING TIME 1: Message: I have 2 hands. I have five fingers in each hand. My hands are connected to my arms. I can move my hand in many ways. Song: I Can Do Many Things PEHT p. 162 Questions: What do we use our hands for?	MEETING TIME 1: Song: Hokey Pokey/ Kanang Kamay Message: I use my hands for doing different things. Questions: Why do you think we need a pair of hands for? How hard do you think it is to live without 1 or 2 hands?	Message: I have 2 feet. I have five toes in each foot. My feet are connected to my legs I can move my feet in many ways. Questions: Are all our feet the same? How are they the same? How are they different?
WORK PERIOD 1 Teacher-Supervised: Hand Tracing Picture/Letter/Word Chart Independent: <ul style="list-style-type: none"> • Picture Memory Game • Odd One Out (shapes, designs) • Mini-book: Yellow Objects Around Me • Playdough: My Body • Construction Toys/Puzzles 	WORK PERIOD 1 Teacher-Supervised: Hand Printing/Hand Designs Independent: <ul style="list-style-type: none"> • Hand Shape Book • Body Lotto • Letter Match • Same and Different: Letters • Construction Toys/Puzzles 	WORK PERIOD 1 Teacher-Supervised: Foot Tracing Foot Printing Independent: <ul style="list-style-type: none"> • Hand Shape Book • Letter Match • Same and Different: Letters • Writer's Workshop • Water Play/Sand Play
MEETING TIME 2: Poem: One, Two, How Do You Do? <i>Recite the poem in a round</i>	MEETING TIME 2 Poem: One, Two, How Do You Do? <i>Recite the poem in a round</i>	MEETING TIME 2 Message: There are round objects around us. A circle does not have straight sides and pointed corners. Song: Big Circles
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Si Hinlalaki	Story: Diego and Marie	Story: Bilog na Itlog
WORK PERIOD 2: Teacher-Supervised: Comparing Numbers: A Game for Partners (up to 3) Independent: <ul style="list-style-type: none"> • Block Play • Counting Boards and Counters (1-3) • Writing Papers (3) • Odd One Out (shapes, designs) 	WORK PERIOD 2: Teacher-Supervised: Comparing Numbers: A Game for Partners (up to 3) Independent: <ul style="list-style-type: none"> • Block Play • Counting Boards and Counters • Odd One Out (shapes, designs) • Writing Papers (3) 	Teacher-Supervised: Literature-based: Story Map: Saan pumunta ang bilog na itlog ? Independent: <ul style="list-style-type: none"> • Circle Collage • Mobile: Mga bagay na nakita ng bilog na itlog • Number Books: Mga Bilog na Itlog • It's a Match (numbers) • Color Call Out
INDOOR/OUTDOOR ACTIVITY: Don't Touch copy content in the PEHT p.53	INDOOR/OUTDOOR ACTIVITY: Let's See PEHT p. 48	INDOOR/OUTDOOR ACTIVITY: People Counting Games: Hopping Forward and Bouncing Ball (1, 2, 3)
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY
CONTENT FOCUS: I can do many things with my body.	
MEETING TIME 1: Message: I use my feet to do different things. Questions: What do you think will happen if you do not have feet?	MEETING TIME 1: Message: My feet can do move in different ways. Questions: What can your feet do?
WORK PERIOD 1 Teacher-Supervised: Finger Painting: Exploration Foot Poster: I can ____ with my feet. Independent: <ul style="list-style-type: none"> • Foot Shape Book • Shape Lacing : Circles • Letter Fishing Game • Letter Sort • Writers' Workshop 	WORK PERIOD 1 Teacher-Supervised: Height Chart: Gaano Ka Katangkad? (nonstandard units and tools) Independent: <ul style="list-style-type: none"> • Foot Shape Book • Shape Lacing : Circles • Letter Fishing Game • Letter Sort • Writers' Workshop
MEETING TIME 2: Show Foot Poster/Foot Book Activity: Does it Rhyme?	MEETING TIME 2: Show graph: Height Chart Activity: Does it Rhyme?
STORY: My Foot Book	STORY:
WORK PERIOD 2: Teacher-Supervised: Hand Game (quantities of 3) Independent: <ul style="list-style-type: none"> • Dice Game (1-3) • Color Spinner Game • Making Number Books • Construction Toys/Blocks 	WORK PERIOD 2: Teacher-Supervised: Hand Game (quantities of 3) Independent: <ul style="list-style-type: none"> • Dice Game (1-3) • Color Spinner Game (1-3) • Making Number Books • Construction Toys/Blocks
INDOOR/OUTDOOR ACTIVITY: Drop the Handkerchief	INDOOR/OUTDOOR ACTIVITY: Over and Under Relay
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

APPENDIX: WEEK 3

THEME-RELATED ACTIVITIES

Foot Shape Book

Objective: to identify things we can do with our feet

Materials: 6-8 pages of ½ crosswise paper, pencils, crayons, stapler (Teacher writes the title on each of the booklets.)

Number of Players/Participants: 8 children

Procedure:

1. Teacher traces the footprint of each child and cut out at least 6-8 pages of that footprint. The teacher staples the pages together.
2. Let the children write their name on the cover page of the booklet.
3. Have them draw things that they can do with their feet on each page of the booklet.
4. Take down dictation as needed.

Shape Lacing: Circle

Objective: shape recognition; eye-hand coordination

Materials: pre cut circle shape cardboard, puncher, yarn

Number of Players/Participants: 8 children

Procedure:

1. Distribute the shape cards.
2. Using the yarn attached to the shape card, have each child lace the edges of the shape card he is holding.

Foot Tracing

Objective: tracing

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

Number of Players/Participants: 6 children

Procedure:

1. Give each child a piece of paper.
2. Have him trace his foot on it.
3. Teacher cuts this out.
4. Ask children to glue their hand cut-out on manila paper.

Foot Printing

Objective: to develop foot-body coordination

Materials: paint, water, tissue paper, manila paper

Number of Players/Participants: 8 children

Procedure

1. Dilute paint in water.
2. Pour a small amount of this on a small basin.
3. Put tissue paper on the basin. (This will prevent the paint from splashing once the children start dipping their foot into the paint.)
4. Have each child dip his foot into the paint then let him stamp this on the manila paper.
5. Ask the child to label her foot.
6. Write the title "This is my footprint!! "

Foot Poster: We use our feet to do different things.

Objective: tracing

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

Number of Players/Participants: 6-8 children

Procedure:

1. On each foot cut-out, have a child draw/write about one thing he/she can do using her feet e.g. dance, climb, jump
2. Have children paste their drawings on the manila paper.
3. Write the title "We use our feet to do different things."

Finger Painting – free exploration

Objective: to develop self-expression

Materials: finger paint (red, blue, yellow), white paper, tape, markers, wet cloth for wiping fingers

Number of Players/Participants: 6 children

Procedure:

1. Tape the paper on the table so that it will not move or fly away while the child is painting.

2. Ask each child to write his name on the paper with a marker.
3. Invite each child to dip his fingers in a tub of finger paint and apply the finger paint on his white paper to paint pictures.
4. Teach the children to wipe his fingers clean before dipping in another colored paint.
5. When a child has finished painting, teacher asks him about his drawing and writes his answer on the paper.
6. Teacher hangs the painting up to dry.

Story Map: “Ang Itlog na Bilog - Kwento ni Al Santos at Guhit ni Josefina Sanchez”

Objective: to retell the story using locations on the map

Materials: large sheet of manila paper, half-size bond papers, white cardboards, marker/pencils, masking tape, barbecue sticks

Number of Players/Participants: individual

Procedure:

1. List down the different places that the main character visited.
2. Ask the children to draw, color and label the different places that the main character visited.
3. Paste the drawings on the manila paper. Make it look like a map.
4. On a white cardboard, ask the children to draw, color and label the main character and the other characters he met in the story. Cut them out and tape a barbecue stick at the back to make puppets.
5. As you and the whole class read through the story, place the character figures at the appropriate setting locations on the map.

Number Books: Mga bagay na nakita ng bilog na itlog

Objective: to identify round objects; recall story details

Materials: cardboard or construction paper, crayons, scissors, paste/glue, yarn, hanger

Number of Players/Participants: 6 children

Procedure:

1. Have each one draw one thing that the round egg saw as depicted in the story.
2. Let them hang their drawings on the hanger.

Colors Call Out

Objective: color recognition

Number of players/participants: 1-4

Materials: color bingo cards ; individual color cards

Preparation: Divide pieces of cardboard into 9 sections. Each frame must have a drawing of a shape

Prepare individual cards for each shape. Use these as call out cards.

Procedure:

1. Distribute 1 bingo card to each child.
2. Take one call card at a time and show the color card to the children.
3. If the child has this color in his bingo card, he covers this with a token.
4. The first player to cover all colors in his card wins the game.

OTHER MATH ACTIVITIES

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)

Construction Toys

Objectives: to explore space by fitting things together and taking things apart

Materials: construction toys (e.g. interlocking blocks)

Number of Players/ Participants: 1-4 children

Procedure:

Provide children with a set of construction toys. Fitting things together and taking them apart provides children with both spatial challenges and a sense of accomplishment. Through trial and error, persistence and repetition, children gain first hand experience with putting things together, taking them apart, and twisting and turning them.

Counting Boards (concrete, up to quantities of 3)

Objective: to explore different combinations that make a given quantity

Materials: counting boards & counters (example: webs & spiders, rivers & fish, stores & hats, tables & chairs, sinks & plates)

Procedure:

1. Give each child one counting board.
2. Have the children take the number of counters being worked with for the day and decide what they want to represent.
3. Take turns in telling a story to go with the counters.

Ex: Three fish were swimming. Three more came. That makes six fish swimming.

I saw seven mangoes in the tree. I climbed the tree and got two mangoes. Five mangoes were left.

Lacing Shapes: Circles

Objective: to identify shape, develop eye hand coordination and fine motor skills

Materials: pre cut circle shape cardboard of different sizes, puncher, yarn

Number of Players/Participants: 8 children

Procedure:

1. Have children lace the outline of the shape board using yarn.

Circle Collage

Objectives: to develop fine-motor coordination

Materials/Preparation: small pieces of art paper or colored magazines, glue

Number of Players/Participant: 6-8 children

Procedure:

1. Distribute one sheet of paper with a circle template on it to each child.
2. Have children tear small pieces of art paper or colored magazines. (either one only)
3. Let them glue these pieces of paper within the circle template.

Spot the Odd One Out (shapes and designs)

Objective: to identify the picture that does not belong in a given series

Materials: picture cards shapes and designs, counters

Participants: 8 children

Procedure:

1. Distribute a spot the odd one out card to each child.
2. Let him identify the picture in the cards.
3. Ask each child to put a counter over the picture that is different from the rest.

Number Books (quantities of 3)

Objective: to use numerals to describe and record quantities

Materials: cut outs from magazines scratch or bond paper

Preparation: Make number books by cutting paper in half and binding these together.

Number of Players/Participants: 1-5 children

Procedure:

1. Find pictures of familiar objects such as shoes, toys, food items.
2. Cut and paste 3 of each object/ item on 1 page. Label each page "3 _____"

It's A Match (Numbers)

Objective: to match numeral to set of objects/dots

Materials: one set of cards with numerals – 0-4, one set of cards, with dots (corresponding to the numerals)

Number of Players/Participants: pairs or small group

Procedure:

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

Picking Up Game: Numbers

Objective: to recognize and identify numerals

Materials: fish cut-outs (that have the numbers 0-3, written on them) with paper clip, fishing rod with magnet

Number of Players/ Participants: 2-4 children

Procedure:

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

Call Out: Numbers (0-3)

Objective: to match numerals

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

Number of Players/ Participants: 2-4 children

Procedure:

1. Provide each child 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 Snap

Objective: to match numerals

Materials: 3 sets of number cards, 0-3

Number of Players/ Participants: 2-4 children

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.

Comparing Numbers – A Game For Partners (up to quantities of 3)

Objective: Compares quantities

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

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

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.

Sand Play

Objective: 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

Procedure:

1. Children can use sand in a variety of ways:
2. They can use sand to explore the capacity of containers.
3. They can also use this material for dramatic play activities (e.g. cooking, baking).
4. They can also practice writing numbers and letters on the sand.

OTHER LITERATURE-BASED ACTIVITIES

Hand Tracing

Objective: tracing

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

Number of Players/Participants: 4-6 children

Procedure:

5. Give each a child a piece of paper.
6. Have him trace his hands on it.
7. Teacher cuts this out.
8. Ask children to glue their cut-out hand on the manila paper.

Picture/Letter/Word Sort

Objective: distinguish between letters, words and pictures

Materials/Preparation: letter cards, word cards, picture, category cards (letters, words, pictures)

Number of Players/Participant: 4-6 children

Procedure:

1. Spread the letters, pictures and words on the floor or table.
2. Lay down the category cards.
3. Have them sort the cards and place these under the appropriate category.
4. Ask children how these set of cards are different from one another.

Picture Memory Game

Objectives: to identify picture cards

to find identical picture cards

Material: 6-8 pairs of picture cards

Number of Players/Participant: 4-6 children

Procedure:

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

Odd One Out (shapes, designs)

Objectives: to sort objects based on similarities and difference

Materials/Preparation: Prepare objects, cards or pictures like three triangles and one circle, or one spiral and three zigzags.

Number of Players/ Participants: 4-8 children

Procedure:

Spotting the odd one out will get your children think about sameness and difference.

Be sure to acknowledge that they are right if they spot a difference that you had not noticed. You can always tell them what you were thinking of afterwards. Let them give you some things so you have a turn at spotting the odd one out too.

Mini-book: Yellow Objects Around Me

Objective: color recognition

Materials: individual booklets, pencil, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Ask children to look for yellow objects in the classroom.
2. Have them draw each of these objects on the pages of the booklet.
3. Have them draw other red objects they know.
4. Let them label their drawings. Take down dictation as needed.

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 created.

Writing Papers (3)

Objective: to learn sequence

- to observe the form of each numeral
- to develop eye-hand coordination

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

Number of Players/Participant: individual

Procedure:

1. Each child is given a writing paper with the numeral he/she is working on, in this case 3.
2. Children use a crayon to connect the dots of the number pattern.

Letter Shapes

Objective: to distinguish shapes that make up letters; develop motor skills for writing

Materials: cardboard, yarn

Preparation: On separate pieces of cardboard draw and cut-out following shapes: a slanted line, a tunnel, a straight line, a circle, a curved line and a straight and slanted line together. Punch holes in the cardboard pieces

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

Procedure:

1. Ask children to get one cardboard piece at a time.
2. Each children pulls the yarn through the holes.

Letter Picking Up Game

Objective: to identify upper case letters

Material: fishing hook, 24 letter cards

Number of Players/Participant: 5-6 children

Procedure:

1. Arrange the chairs in a circle.
2. Place the letter picking up cards inside the circle.
3. Ask child to sit on each chair.
4. Each child takes turns picking up a card.
5. Ask the child to identify the letter that he picked out.
6. Ask everyone from the group to sound out the letter.
7. Invite the children to think of 2-3 words that begin with that letter.
8. At the end of the game, ask children to count the number of letter cards that they caught.

Same and Different (Letters)

Objective: to identify similar objects

Materials: picture cards, category cards

Preparation: Prepare several cards which contain a mix of identical letters and different letters mounted on boards. The figure below shows how the boards must be mounted.

Ex.



Number of Players/Participants: 2-4 children

Procedure:

1. Have each child pick out a letter card and tell whether the letters are the same or different from one another.
2. If they are the same, have him place the card under the category card "SAME".
3. If the pictures are different from each other, have him place this card under the category card "DIFFERENT".
4. On each turn, introduce the letter names on each card.

Shape Book: Circles

Objective: shape recognition

Materials: shape booklets (round) , pencil, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Ask children to draw round objects they know of in their individual booklets
2. Let them label their drawings.
3. Have them design the cover of their booklets.

Use Your Eyes

Objective: to identify the word that is different from a group of words.

Materials: Charts (4 pieces)

cat	cat	cat	cot	cat
ball	ball	ball	ball	bell
cart	cart	corn	cart	cart
sat	fat	sat	sat	sat
for	for	far	for	for
dog	dog	dog	god	dog
cow	cow	come	cow	cow
box	boy	box	box	box

Procedure:

1. Divide the class into four groups.
2. Place the four sets of charts o the blackboard.
3. Assign each chart to a group.
4. Let each group look for the word that's different from the group of words in each row. Have them check the words identified.
5. The group that finishes first wins the game.

Chart: Things I See at Home/In school

Objective: to identify things in the environment

Materials: ½ bond paper or pad paper

Number of Players/Participants: any number

Procedure:

1. Ask each child to make a chart like the one below. On the left column, have him write "HOME" and on the other column, have him write "SCHOOL"

<u>HOME</u>	<u>SCHOOL</u>

2. Have him/her draw things that he/she sees at home and in school on the respective columns.

Spin the Bottle (colors)

Objective: color recognition

Materials: mineral water bottle, color cards , color graph

Number of Players/Participants: 8 children

Preparation:

Make a graph like the one below:

How many times did it land on ?

RED	BLUE	YELLOW

Procedure:

1. Arrange the color cards around the circle.
2. At each turn, a child spins the bottle.
3. Have the child identify the color of the card to which the top part of the bottle is pointing to.
4. Let them record how many times the spinner

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/her story.

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

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

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

STORIES

Si Hinlalaki

Questions before reading:

1. Ilan ang ating daliri?
2. Alin si Hinlalaki?
3. Gusto ba ninyong malaman ang mga katangian ni hinlalaki mula sa kwento?

During Reading?

1. Sino ang panganay sa limang magkakapatid?
2. Sino ang bunso?
3. Ano ang tawag kay hinlalaki?
4. Sino ang makapaglalarawan kay Hinlalaki?

After Reading:

1. Sino ang tinulungan i Hinlalaki?, Paano?
2. Dapat banating tularan si Hinlalaki?, Bakit?

Bilog na Itlog ni Al Santos

Guhit ni Josefina Sanchez

Questions before reading

1. What do you see in the book cover?
2. What is the shape of an egg?
3. What is the shape of the egg in our story?
4. Why do you think is this egg shaped like a ball?

Questions while reading

1. Where did the egg go?
2. What was it feeling?
3. Why was he feeling that way?

Question after reading

1. Where did the story take place?
2. What happened to the egg?
3. Look around you. What other objects are round?

SONGS / RHYMES / POEMS

I Can Do Many Things PEHT – copy content in the p.162

Sung to the tune of Bahay Kubo

BATANG MUNTI

BISIG

BALIKAT

BUHOK

Ako'y batang munti
Na may laging mithi
Maganda ang ugali
Mabuti ang gawi
Kahit batang munti

Itong ating bisig
Matatag, makisig
Kung magkakabigkis
Lahat makakamit
Dito sa daigdig

Sukatan ng lakas
Ang ating balikat
Kung may binubuhat
Bagay na mabigat
Dito sumasadlak BALIKAT

Itong ating buhok
Tuwid man o kulot
Sa ulo ay suklob
Pampagandang lubos
Kaloob ng Diyos

Sukatan ng lakas
Ang ating balikat
Kung may binubuhat
Bagay na mabigat
Dito sumasadlak

One, Two, How do you do ?

(POEM)

1,2, how do you do ?
1,2,3, clap with me
1,2,3,4, jump on the floor
1,2,3,4,5, look bright and alive
1,2,3,4, 5,6, your shoe to fix
1,2,3,4,5,6,7, to look up to heaven
1,2,3,4,5,6,7,8, draw a round plate
1,2,3,4,5,6,7,8,9, get in line.

Hokey, Pokey

Put your right hand in
Put your right hand out
Put your right hand in
And shake it all about
And do the hokey, pokey
And you turn yourself around
That's what it's all about.

Change right hand with: left
hand, right foot, left foot, head,
body

Kanang Kamay

Kanang kamay
Sa harap ilagay
Kanang kamay sa likod
Kanang kamay
Sa harap ilagay
Kumendeng-kendeng at
umikot-ikot

Baguhin ang kanang kamay
nang: kaliwang kamay, kanang
paa, kaliwang paa, ulo, buong
katawan

(TULA)

Mata

Mata ay itingin
Sa mga tanawin
Nitong mundo natin
Mata'y ilaw na rin
Sa ating landasin

Mata ay itingin
Sa mga tanawin
Nitong mundo natin
Mata'y ilaw na rin
Sa ating landasin

Five Senses

sung to the tune of "Where is
Thumbkin"

Five senses, five senses
We have them. We have them.
Seeing, hearing, touching,
Tasting and smelling.
There are five. There are five.

*Point to the parts of the body as
you sing the song.*

INDOOR/OUTDOOR ACTIVITIES

Let's See PEHT p.48

Objective: to recall the location of people in the room

Materials: none

Number of Players/Participants: whole class

Procedure:

1. Ask the children to walk around the room with their eyes open.
2. Ask them to stop walking and stand still.
3. Ask them to tell who standing next to them. Ask them how they know.
4. Ask the children to close their eyes and walk around the room.
5. Tell them to stop walking and stand still.
6. Tell them not to open their eyes and try to guess who is standing next to them.
7. Tell them to open their eyes and check if their guess is correct.
8. Ask the children if they were able to guess correctly. If not, discuss what this caused the difficulty.

Don't Touch PEHT p.53

Procedure:

1. Instruct children to run around the room without touching anyone.
2. Have them find a space on the floor. Children should be far apart from each other.
3. While they are seated, let each child stretch his arms upward.
4. Then let them stretch their arms wide in sideward position.
5. Have them curl up like a ball and see how small they can make themselves.

People Counting Games (1, 2, 3)

Objectives: to count in sequence
to learn one-to-one correspondence
to develop body coordination
to develop a sense of rhythm

Materials: ball or jump rope

Number of participants: whole or small group

Procedure:

Stand and Sit: "One" (sit), "Two" (stand), "Three" (sit),

Hopping Forward: "One, Two, Three" (change direction)

"One, Two, Three" (change direction)

Drop The Handkerchief

1. Arrange all but one of the players in a circle standing at normal intervals and facing in.
2. Appoint the extra player X. Give him a handkerchief and place him outside the circle.
3. At a signal, X runs around the circle and when he chooses, drops the handkerchief.
4. The player behind whom it was dropped picks it up and runs around in the opposite direction.
5. The player who reaches the gap first steps into it.
6. The other player becomes X and runs around the circle and drops the handkerchief behind another player. In this way the game continues.

Over and Under Relay

Procedure:

1. Divide the class into 2 equal groups. Ask each group to form a straight line.
2. Put a chair in front of each group (about 3 meters away).
3. Teacher models how the action is done – walking backwards toward the chair, goes around the chair, then goes back to his/her group mates, touching the hand of the child next to him/her. As soon as that classmate next to him/her has moved on, he/she goes to the end of the line.
4. When the children have understood how the relay game is played, you may now start the game.
5. At the signal "Go!" the first child of each group, does the action demonstrated by the teacher and the game continues until everybody had taken his turn.