

KINDERGARTEN CATCH UP EDUCATION DAILY PLAN
WEEK 4: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: I have senses that help me learn.		
MEETING TIME 1: Message: I have two eyes. I see with my eyes Questions: What can we see around us?	MEETING TIME 1: Message: I have two eyes. I see with my eyes. Question: What will happen if you cannot see well in class ?	MEETING TIME 1: Message: I have 2 ears. Question: What sounds can we hear?
WORK PERIOD 1 Teacher-Supervised: Target Letter Mm (letter name, sound, words that begin with Mm) Letter Poster Independent: <ul style="list-style-type: none"> • Shape Book: Circles • Letter Mosaic • Use Your Eyes PEHT p. 95 • Chart: Things I See at Home/ In School • Spin a Bottle (colors) • Writers' Workshop 	WORK PERIOD 1 Teacher-Supervised: Let's Write Mm (guided practice) Independent: <ul style="list-style-type: none"> • Eye Book • Letter Poster(letter cut-outs) • Spin a Bottle (colors) • Shape Call Out • Shape Patterns • Writers' Workshop 	WORK PERIOD 1 Teacher-Supervised: <ul style="list-style-type: none"> • Poster: What objects make sounds? • Finger painting Exploration Independent: <ul style="list-style-type: none"> • Sound cans • Ear Book: I can hear different sounds • Toss a Rubber (colors) • Letter Poster(word cut-outs) • Writers' Workshop
MEETING TIME 2: Message: I see blue objects around me.	MEETING TIME 2: Tula: Mata <i>Pag-usapan ang gamit ng mga mata sa tula.</i>	MEETING TIME 2: Message: Some sounds are high and some are low. Some sounds are soft and some are loud. Activity: Sound Trip: Two Little and Ikot-ikot
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Ang Mukha ni Bitoy	STORY: Si Dilat, Si Pikit, Si Kindat, Si Kurap	STORY: We Hear with Our Ears
WORK PERIOD 2: Teacher-Supervised: Character Mask Independent: Block Play Playdough Number Stations/Number Books (up to 3) Writing Papers (3) Number Fishing Game (up to 3)	WORK PERIOD 2: Teacher-Supervised: Film Strip: <i>Si Dilat, Si Pikit, Si Kindat, Si Kurap</i> Story Map Independent:: <ul style="list-style-type: none"> • Number Stations/ Number Books (up to 3) • Writing Papers (3) • Number Concentration (0-3)/ Number Match (0-3) 	WORK PERIOD 2: Teacher-Supervised: Peek Through the Wall(quantities of 3) Independent:: <ul style="list-style-type: none"> • Matching Lids with Boxes • Number Concentration (0-3)/ Number Match (0-3) • Writing Papers (3) • Color Dice Game
INDOOR/OUTDOOR ACTIVITY: Let's See PEHT p. 48	INDOOR/OUTDOOR ACTIVITY: Circle Game	INDOOR/OUTDOOR ACTIVITY: Where's the Sound?
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY
CONTENT FOCUS: I have senses that help me learn.	
MEETING TIME 1: Message: I have a nose. I smell with my nose. Questions: What can we smell with our nose? Why is it that sometimes we cannot smell anything?	MEETING TIME 1: Message: I use my tongue to taste Questions: What does ____ (sugar, unripe mango, etc) taste like? Song: Five Senses
WORK PERIOD 1 Teacher-Supervised: Smelling Jars Independent: <ul style="list-style-type: none"> • Letter Collage • Letter Puzzlers • Poster: Red/Blue/Yellow Chart • Block Play • Bead Stringing • Writer's Workshop 	WORK PERIOD 1 Teacher-Supervised: Taste and Tell Independent: <ul style="list-style-type: none"> • Mini-book: Foods I like to Eat • Food Picture Cards Sort • Square Hunt • Shape Poster: Squares • Letter for the Day • Writer's Workshop
MEETING TIME 2: Message: There are square objects around us. A square has 4 straight sides and 4 corners. <i>Show a square and a circle. Have children compare these shapes and tell how they are different.</i>	MEETING TIME 2: Song: Long and Short Words
Supervised Recess	Supervised Recess
Story: The Nose Book	STORY: Halu-halo Espesyal
WORK PERIOD 2: Teacher-Supervised: Peek Through the Wall (up to 3) Independent: <ul style="list-style-type: none"> • Block Play • Sand Play • Junk Box Sorting: Square/Not Square Chart • Math Recording Game (up to quantities of 3) • Number Snap (up to 3) 	WORK PERIOD 2: Teacher-Supervised: Literature-based: Graphing: My Favorite Fruit Independent: <ul style="list-style-type: none"> • Stuffing : My Favorite Vegetable Mobile • Food Memory Game • Counting Boards (up to quantities of 3) • Number Concentration (0-3)/ Number Match (0-3)/ Number Snap (0-3)/ Mixed Up Numbers (0-3)
INDOOR/OUTDOOR ACTIVITY: Pin the Nose	INDOOR/OUTDOOR ACTIVITY: Here I Am
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

APPENDIX: WEEK 4

THEME-RELATED ACTIVITIES

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.

Touch and Tell

Objective: to identify the texture of objects (example, soft, hard, rough smooth)

Materials: a tray with materials of different textures, manila paper with columns of different textures, pieces of papers, pencils, crayons, paste/glue)

Number of Players/Participants: 10 children

Procedure:

1. Have the children explore the texture of the different materials on the tray.
2. Ask them to identify the texture of each object and help them describe what they feel.
3. Give each child a piece of paper and ask him/her to draw and color the object he/she described.
4. Help him/her label his/her drawing.
5. Have him/her paste it on the appropriate column of the texture chart.

Bead Stringing

Objectives: to develop fine motor skills
to explore patterns

Materials: set of colored wooden beads and string (or shoelaces)

Number of Players/ Participants: 1-4 children

Procedure:

1. Provide children with a set of wooden beads. Show them how to string beads first regardless of color. (If uncolored bead are available this can initially be used.)
2. Choose bead of two colors and string these showing a pattern. Ex. blue, blue, red, blue, blue, red
3. Ask children what they notice about the arrangement of the beads
4. Ask the children to choose 2 colors and to make their own arrangement.
5. Discuss the arrangement or pattern each child makes.

Use Your Eyes (PEHT p. 95)

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

Materials: Chart

cat	cat	cot	cat	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 on 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 landed on a particular color by drawing sticks on each column.

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/her 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/she wants on the pages of this booklet. Have him/her tell you what he/she drew and take down dictation as needed OR if the child can already write letters, encourage him/her to write key words to describe what he/she drew.

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

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

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.

Sound cans

Objective: to match identical sounds

Materials: yakult bottles (cover it with art paper), or yogurt cups, a little amount of sand, mongo seeds, stones, bottoms,

Preparation: Prepare sound cans using yakult bottles. For each pair of bottles, put in a particular object/objects that make a sound.
e.g. mongo seeds, sand, pebbles

Number of Players/Participant: 8 children

Procedure:

1. Ask a child to shake a bottle and guess what is inside.
2. Then have him look for a bottle that matches with the one he is holding.
3. After he has found one, let another child do the same thing.
4. Activity continues until everyone has tried finding a match.

Ear Book: I can hear different sounds

Objectives: to differentiate the different sounds around us

Materials: shape booklets (ear shape), markers, crayons, pencils

Number of Players/Participants: 8 children

Procedure:

1. On each page, ask children to list down things that make sounds in the environment.
2. Take down dictation as needed. Write the title "I can hear different sounds."

Toss the Rubber (colors)

Objective: color recognition

Materials: rubber band, color cards

Number of Players/Participants: 8 children

Procedure:

1. Scatter color cards on the floor.
2. Children take turns in tossing the rubber band.
3. Have them identify the color of the card on which the rubber band landed.

Matching Lids With Boxes

Objective: to notice size, shape of various boxes

Materials: boxes of various sizes and shapes (with and without lids or covers)

Number of players/ Participants: 4 children

Procedure:

1. To help children focus their attention on the geometric attributes of boxes, begin by saying such things as, "I see a square on this box. Do you see any other boxes that have square faces? Or "I see this box has two long rectangles and two short rectangles. Do you see any other boxes that have those kinds of faces?" Or "What do you notice about the boxes?"
2. Pick up one box and ask, "Which of those lid can be used to cover this box?"

Mini-book: Foods I like to Eat

Objective: to develop eye-hand coordination and expressive language skills

Materials: booklets, crayons, markers

Number of Players/Participant: any number of children

Procedure:

1. Distribute booklets or mini-books to the children.
2. Ask children to draw their favorite foods on the pages of their book.
3. After everyone is done, let them show their books to one another.
4. Have them identify their common favorite foods.

Food Picture Cards Sort

Objectives: to discriminate taste

to sort pictures according to a given attribute

Materials: picture cards of familiar food items, category cards (sweet, sour, salty, bitter) scratch papers, pencil, crayons, paste/glue

Number of Players/Participant: 8 children

Procedure:

1. Show each food card to the children.
2. Have them identify the food item and describe its taste.
3. Have them sort these pictures according to their distinctive taste.

Food Memory Game

Objectives: to identify different kinds of food

to remember the location of certain food cards

Materials: 20 pieces of food cards

Number of Players/Participants: 6-8 children

Procedure:

1. Sixteen cards are placed in the middle of the table, face down in a 4 x 4 arrangement. The remaining cards are placed faced-down in a stack.
2. The players take turns turning over two cards, trying to turn a pair that totals 10. If a pair can be made, the player keeps it and continues to play as long as he is successful. If he is not successful, he returns the two cards to their original face-down positions and replaces any cards he took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next player to the left..
4. The person who collects the greatest number of pairs is the winner.

Variation: This game can be varied by increasing the number of cards placed on the table. A 5 x 5 or 6 x 6 arrangement may be more interesting.

Square Hunt

Objective: to recognize square objects in the environment

Materials: several square objects, 1/8 manila paper, 1/4 newsprint or bond paper, glue, crayons or markers

Number of Players/Participants: 8 children

Procedure:

1. Tell children to look for square objects in the classroom.
2. Ask children to identify the objects that they found.
3. Have them draw the square objects in small strips of paper.
4. Paste these on 1/8 Manila paper.
5. Write the title "There are square objects around us."

Taste and Tell

Objective: to identify the different tastes

Materials: different kinds of food (kamias, ampalaya, sweet mango, green mango, salt, sugar, sweetened juice, coffee, chocolate drink, milk, catsup)

Number of Players/Participants: 8 children

Procedure:

1. Gather a selection of foods that taste radically different. Avoid using things that taste unpleasant. Use items that can be swallowed without being chewed or cut things up into very small pieces.
2. Blindfold the players.
3. Place a sample on one's player's tongue and ask that he or she guess what the item is.
4. Go to the next player with the same item if it was not guessed correctly.
5. Continue until all food items have been identified.

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 Player/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, schools, establishments in the community).

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 children

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.

Playdough: I Can Make Red Objects

Objectives: to develop eye-hand coordination
to recognize colors

Materials: playdough, paper

Preparation: When making play dough use red food coloring only.

HOW TO MAKE PLAY DOUGH

COOKED PLAYDOUGH

Materials: flour, water, salt, cream of tartar, oil, wax paper, food coloring

Procedure:

1. Mix 1 cup of flour, 1 cup of water, $\frac{1}{2}$ cup of salt, 2 tablespoon of cream of tartar, and 1 tablespoon of oil in a saucepan and cook until the concoction achieves a smooth texture.
2. Turn out onto wax paper and knead in food coloring.

UNCOOKED PLAY DOUGH

Materials: 2 cups all purpose flour, $\frac{3}{4}$ cup salt, $\frac{1}{4}$ cup oil, approximately $\frac{1}{2}$ cup water, food coloring

Procedure:

1. Mix dry ingredients together. Add oil.
2. Add water until you get a nice consistency for molding.
3. Store in airtight container.

Variations: Give each child a small ball and tell them to make a hole in it with their finger.
Squirt a drop of food coloring into the hole and then let the child squeeze it to mix the color.

Number of Participant: 4-6 children

Procedure:

1. Let the children identify red objects they see in the classroom.
2. Let them form objects out of the playdough.

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 Books (quantities up to 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.

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 _____"

Writing Papers (3)

Objectives: to learn sequence

to observe the form of each numeral.

to develop eye-hand coordination

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

Number of Players/Participants: individual

Procedure:

1. Each child is given a writing paper. With the numeral he is working on, in this case 3.

Children use a crayon to connect the dots of the number pattern.

Number Picking Up (Fishing) Game

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 "fishing area" where fish with shapes are placed on the floor.

2. Children take turns using the fishing rod to catch a 'fish'.

3. When a child catches a 'fish' he identifies the number written on the fish.

4. The next child takes his turn.

Counting Boards (concrete, up to quantities of 3)

Objective: to explore different combinations that makes 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.

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.

Number Match

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 up the number cards and players have to shout out the name of the number in order to claim it to put on their board.

Number 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.

Children need to do their adding and subtracting in a very practical way, for a real purpose, with real objects in front of them. It is very important NOT to rush children through this stage and on to doing calculations. They need to add one object to two objects to make three many, many times before they realize that $1 + 2 = 3$.

At the concrete or concept level children manipulate counters and other countable objects while the teacher gives number stories or problems to work on.

It is essential that children understand concepts BEFORE they are asked to deal with symbols representing those concepts. Thus, NO WRITTEN SYMBOLS are used at the start.

Mixed Up Numbers

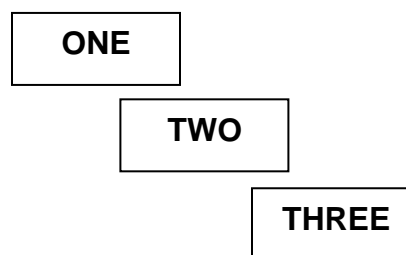
Objectives: to read and recognize number words
to recognize the sequence of numbers

Materials: vocabulary cards of number words

Number of Players/Participants: small group

Procedure:

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



Variation: Distribute the cards to the children. Call one of the word names. A child with the corresponding card is invited to stand.

Hand Game (concrete, up to quantities of 3)

Objective: to explore different combinations that makes a given quantity

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

Number of Player/Participants: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 3.
3. Children separate counters in different ways and verbalize the combinations that result.

Teacher says:		Children say:
"Place three sticks in your right hand."		"None and three is three." or "Zero and three is three."
"Place one stick in your left hand."		"One and two is three."
"Place one more stick in your left hand."		"Two and one is three."
"Place one more stick in your left hand."		"Three and none is three." or "Three and zero is three."

Variation: **CAVE GAME (concrete)**: The game proceeds as Hand Game but the position of hands is varied.

Peek Thru the Wall

Objective: to explore different combinations that makes a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks and a 'wall' made up of clear plastic taped on all sides

Number of Players/Participants: small group

Procedure:

Game proceeds as Hand Game but 'walls' are used for separating quantities.

Teacher says:	Children say:
"I see no sticks behind the wall."	"None and three is three." or "Zero and three is three."
"Place one stick behind the wall."	"One and two is three."
"Place two sticks behind the wall."	"Two and one is three."
"Place three sticks behind the wall."	"Three and none is three." or "Three and zero is three"

Hand Game (connecting level up to quantities of 3)

Objective: to explore different combinations that makes a given quantity

Materials: any kind of counter such as pebbles, chips, or sticks numeral cards work mats

Number of Players/Participants: small group

Procedure:

1. Teacher gives each child a given quantity of sticks, in this case 3.
2. Children separate counters in different ways and verbalize the combinations that result.

Teacher says:	Children say:	Teacher places these cards on the Hand Game counting board	
"Place three sticks in your right hand."	"None and three is three." or "Zero and three is three."	<div>0</div>	<div>3</div>
"Place one stick in your left hand."	"One and two is three."	<div>1</div>	<div>2</div>
"Place one more stick in your left hand."	"Two and one is three."	<div>2</div>	<div>1</div>
"Place one more stick in your left hand."	"Three and none is three." or "Three and zero is three."	<div>3</div>	<div>0</div>

OTHER LANGUAGE ARTS ACTIVITIES

Note: Starting this week, 1-2 target letters will be introduced per week. Introduce the target letter in half groups during work period.

Start by saying words that begin with the target letter. Have children listen to the initial sound carefully.

Let them identify and repeat this sound. Show them how the target looks in print by either showing a letter card or printing the letter on the board. Say, "This is how ___ (name of letter) looks like in print."

Invite them to think of words that contain the target letter regardless of where the sound can be found (beginning, middle or end of the word. Talk about each word they can think of. Have them listen to where the sound can be found.

End the lesson by asking them to name 3 things or people whose names begin with the target letter.

After each mini-lesson, there are recommended standard activities for learning a target letter.

Letter Mosaic: Mm

Objective: to develop letter recognition

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

Preparation:

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



Procedure:

Have them cover the entire letter with cut-outs from the magazine.

Letter Collage: M

Objective: to develop letter recognition

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

Preparation:

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



2. Give children one magazine or newspaper each.

Procedure:

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

Let's Write M

M Words Poster

Objective/Competency: letter recognition

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

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



Procedure:

1. Have children cut out words that begin with M.
2. Let them paste the words inside the outline of the letter.

Letter Poster: Mm

Objective: letter recognition

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

Number of players/participant: 8-10 participants

Procedure:

1. Write the upper and lower case form of the target letter for the day on top of the page.
2. Ask each child to draw or write words that begin with the letter for the day.
3. Children paste their drawings on the manila paper.
4. The group reads the words on the poster.

Letter for the Day: M Words

Objective: to improve letter recognition

Materials: paper, pencil

Number of players/participant: any number of children

Procedure:

1. Ask children to draw and write down words that begin with the target letter for the day.
2. After everyone has listed down at least 5 words , the group gets together and share their word list or drawings with one another.

Smelling Jars

Objective: to observe, compare and use language to describe scented items

Materials: jars or film canisters with pinholes in the top for each of the following scented items: (use cotton balls for the liquid scents)

vanilla extract	rubbing alcohol	banana chunk
vinegar cinnamon	coffee grounds	lemon oil
	perfume	

Preparation: Put a scented item or scented cotton ball in each jar. Put pinholes on top of each jar or film canister

Procedure:

1. Ask children to close their eyes and then spray a little perfume into the air.
2. Ask them what they smell when they open their eyes. Talk about how our noses help us smell things.
3. Show one jar or canister and have each child smell it. Talk about what it smells like.
4. Encourage them to use descriptive words.

- Next, introduce the other jars or film canisters, making certain each child has one.
- Give children time to talk about the smells and encourage older youngsters to exchange canister. Ask, "Can you guess what it is by the way it smells?"
- After children have opportunities to guess, open each jar or canister. Show them how you poured the liquid onto cotton balls.

Note: You may place the closed jars or canisters in one area of the classroom for future smell investigations.

Sand Paper Letters

Objective: to trace letter formation

Materials/Preparation: pre-cut sand paper letters

Number of Players/Participants: 4 – 6 children (or depending on number of letters available)

Procedure:

- Distribute the letter cut-outs.
- Have children trace each letter using their forefinger.
- Then have them try forming the letter on air then on the back of their classmate.

Letter Puzzles

Objective: identifying and matching upper and lower case letters

Materials: cardboard pieces

Preparation: Cut each cardboard in the shape of two puzzle pieces. On one piece write the upper case letters and on the other, write the lower case letters. Prepare at least a set of 7 letters at a time and then put them inside a plastic bag.

Procedure:

- Ask each child to form a letter using the puzzle pieces.
- Let children state the name of each letter as they match them.

Literature-based: Ang Paborito Kong Pagkain

Objective: fine-motor coordination, expressive language

Materials: paper divided into 6 panels, crayons, markers, manila paper, scissors, glue

Preparation: Divide the bond paper lengthwise. Tape the parts together to make a long strip. Fold the strip into 6 panels.

Number of Players/Participants: 8-10 children at any one time but all children must have a chance to post on manila paper..

Procedure:

- Distribute construction paper to each child.
- Have them draw their favorite food on the paper. Remind them to make their drawing big enough to fit the paper.
- Let them label their drawing.
- Have them cut this and paste on manila paper.

Literature-based: Food Memory Game

Objective: to match identical cards

Material: food cards

Number of Players/Participants: 4-6 children

Procedure:

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

STORIES

Si Dilat, Si Kindat, Si Kirat, Si Pikit

Questions before reading the story

- Ano ang naiisip ninyo sa larawan na nakikita nyo?
- Nagkita ibli kayo ng bituin?
- Kailan natin nakikita ang mga bituin?

Questions during reading

- Sa apat na bata, sino ang pinakagusto mo?
- Gusto mo bang maging katulad niya?
- Kung ikaw ay isa sa mga bata, gusto mo rin ba kunin ang tala?

Questions after reading

1. Sinu-sino ang apat na magkakapatid sa kuwento?
2. Anu-ano ang magagandang ugali na mayroon ang apat na magkakapatid?
3. Ano ang naramdaman nila nang hindi nila nakuha ang tala/

Question about the setting:

- Saan nangyari ang kuwento? Ano ang inyong nakita sa kuwento?
- Kailan sa palagay ninyo nangyari ang kuwento, sa araw o sa gabi?

Questions to support understanding of problem/conflict

- Ano ang gusting makuha ng apat na magkakapatid?
- Ano kaya ang mangyayari kung nakuha nila ang tala?
- Ano ang dahilan at bakit hindi nakuha ni Dilat ang tala?
- Bakit naman hindi rin makuha ito ni Kindat?
- Si Kirat naman, ano ang kanyang dahilan bakit di niya mahuli ang tala?
- Nahuli ni Pikit ang tala, pero ito nakawala rin? Bakit?
- Kung ikaw ay isa sa magkakapatid, sasama ka ibli panghuhuli ng tala?

Questions to support understanding of sequence

- Ano ang nangyari sa kuwento sa simula? Sa gitna? sa huli?

We Hear With Our Ears

Question before reading

1. Can you hear loud and soft sounds? Name some sounds you can hear.

Questions while reading

1. How can you hear?
2. What are the different sounds that we can hear around us?

Questions after reading

1. Can we hear the same sounds in the cities and in the barrios?
2. How do we take care of our ears?

The Nose Book

Questions before reading

1. Can you describe your nose?
2. Is your nose pointed or flat?
3. How do we use our nose?

Questions while reading

1. Do you agree that our nose have different sizes?
2. Have you experienced having your nose bumped or punched? How did you feel?

Question after reading

1. Are you happy with your nose?
2. How will you take care of your nose?
3. Are you thankful because of your nose? Why?

Halu-Halo Espesyal ni Yvette Ferreol

Questions before reading the story

1. Nakatikim nab a kayo ng halo-halo?
2. Ano ang lasa ng halo-halo?
3. Masarap ba ito? Paborito mo rin ba ang halo-halo?

Questions during reading

1. Ano ang nangyari kay Jackie at bakit hindi siya makalabas ng bahay?
2. Bakit ayaw ni Jackie sa lasa ng gamut?
3. Ano ang ipinagawa ng kanyang nanay sa kanya upang hindi siya malungkot sa bahay?

Questions after reading

1. Anu-ano ang meron sa kusina ni Lola Itang?
2. Masasarap ba ang mga pagkain ni Lola Itang?
3. Ano ang pinakapaborito ni Jackie sa lahat ng pagkain ni Lola Itang?
4. Ano ang nangyari kay Jackie matapos niyang isipin ang mga pagkain ni Lola Itang/

SONGS/POEMS/ RHYMES

Boogie Woogie

This is the Way...

My Body

(tune: Where is Thumbkin)

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

Change underlined words to: left hand,
 right foot, left foot, head, elbows,
 backside, body

This is the way I wash my hands,
Wash my hands,
Wash my hands,
 This is the way I wash my hands,
 So early in the morning.

*Change Wash my hands to... comb my hair,
 fix my shirt, scrub my knees, etc*

This is my body.
 This is my body.
 It's the only one I've got.
 It's the only one I've got.
 I'm going to take good care of it.
 I'm going to take good care of it.
 Yes I am. Yes I am

Ang Gatas At Ang Itlog

Ang gatas at ang itlog
 Ay pagkaing pampalusog
 Ang saging at papaya
 Ay pagkaing pampaganda

Ikaw ay uminom ng gatas
 At kumain ka nang itlog
 Di magtatagal at ikaw ay ibliog..

Alagaan mo ang manok
 Bibigyan ka nang itlog

I Use My Five Senses

(sung to the tune of "The Farmer in the Dell")

I use my eyes to see, I use my eyes to see,
 And when I want to see a star, I use my eyes to see.
 I use my nose to smell, use my nose to smell,
 And when I want to smell a flower, I use my nose to smell.
 I use my tongue to taste, I use my tongue to taste.
 I use my ears to hear, I use my ears to hear.
 And when I want to hear a bird, I use my ears to hear.
 I use my hands to touch, I use my hands to touch
 And when I want to touch a cat, I use my hands to touch.

INDOOR/OUTDOOR GAMES

Let's See (PEHT p. 48)

Objective: to tell the function of the sense organs.

Procedures:

1. Ask the children to walk around the room with their eyes open.
2. Ask them to stop walking and to stand still.
3. Ask them to tell who is standing next to them.
4. Ask them how they know.
5. Ask the children to close their eyes and walk around the room.
6. Tell them to stop walking and to stand still.
7. Tell them not to open their eyes and try to guess who is standing next to them.
8. Tell them to open their eyes and check if their guess is correct.
9. Discuss what caused this difficulty
10. Discuss what would happen if we have no eyes at all.

Circle Game

Objectives: to count in sequence and learn one-to-one correspondence
 to develop body coordination
 to solve problems and predict outcomes

Materials: chairs for each player

Number of Players/Participants: 6-8 children

Procedure:

Children stand in a circle with their chairs behind them. One child is designated to start the counting, and this child wears a hat to clearly delineate his or her from the others. The starter begins the counting and each child counts off in sequence. The child who says the last number in the sequence sits down. The children go around and around the circle, skipping over those sitting down, until only one child is left standing.

Repeat the activity, starting with the same child and going in the same direction, using the same sequence, and neither adding nor removing any children. Ask the children to predict who they think will be the last one standing.

Where is the sound?

Objective: to listen sensitively and thoughtfully

Number of Players/Participants: individual

Procedure:

1. Let the children sit quietly in a circle. He /she should sit on a chair in the center of the circle with his/her eyes covered.
2. Another child is sent to another part of the room and makes an animal sound. The child in the center of the circle must try to point to where the sound is coming from
3. When the child in the middle of the circle has figured out from where the sound is coming, the child who was hiding goes into the middle and a new is chosen.

Variation: Children may use sounds other than animal sounds, perhaps sounds tied to a particular theme being studied in the classroom.

Pin the Nose

Objective: to put the nose on the correct location on the face while blindfolded

Materials: blindfold, poster of a face without a face, several cut-out cardboard noses with tape at the back

Number of Players/Participants: whole class

Procedure:

1. Hang the face poster on the wall. (Height should be eye level with the children).
2. Blindfold the first player and give him/her a cardboard nose.
3. Bring him/her to the starting line (a few steps away from the poster). Make him/her face the poster.
4. At the signal "go," he/she walks forward until he/she reaches the poster.
5. He/she tries to attach the cardboard nose on the correct location of the nose on the face.
6. The game goes on until all has taken a turn.
7. The child who was able to attach the nose nearest to the correct location on the face, wins the game.

Here I Am

Objectives: to discriminate animal sounds
to follow directions of the game

Materials: mask or neckerchief

Number of Players/Participants: whole class

Procedure:

1. Divide the class into groups. The group members are assigned an animal sound. One will be the group leader who will make the animal sound.
2. Then the members are blindfolded and scattered around the room. They do not know where their group leader is.
3. On signal start, the leader starts and continuously makes the sound of the animal they represent.
4. The group members listen carefully to their sound and start walking to source of their assigned animal sound.
5. The first group to assemble all its members around the leader will win the game.

Variation: Assign another name to the groups. Materials to be used will depend on what the group represents. Change the leader of the group from time to time.