

KINDERGARTEN CATCH UP EDUCATION DAILY PLANS
WEEK 5

Monday	Tuesday	Wednesday
CONTENT FOCUS: I grow and I change.		CONTENT FOCUS: I can do many things in school.
<p>MEETING TIME 1: Message: Some parts of my body grow bigger. I grow heavier as I grow. Questions: What parts of your body do you think grow bigger? (focus – hands, head, feet)</p> <p>(Teacher shows her baby picture to the class). Have the children compare how teacher has changed since then till now that she has grown older. List these changes. Ask them to predict how teacher would change as she continues to age. Add these to the list. Leave the list posted in the classroom while this concept is being studied.</p> <p>Teacher Then She had little hair. She didn't have any teeth. She had short arms and legs. She had a tiny feet. She could crawl. She could not talk.</p> <p>Teacher Now She has long hair She has many teeth. Her arms and legs are longer She has longer feet. She can walk, run, skip, hop or gallop. She can sing and talk.</p>	<p>MEETING TIME 1: Message: As I grow older, I can do more things by myself. Questions: What things can you now do by yourself?</p>	<p>MEETING TIME 1: Message: I can do many things. In school: I can draw and write. I can sing songs and recite poems. I can build with blocks and form figures out of playdough. Questions:</p>
<p>WORK PERIOD 1 Teacher-Supervised: Class Log: "We Change as We Grow." Independent:</p> <ul style="list-style-type: none"> • Accordion Book "My Life" • Letter Memory Game • Go Fish Shapes • Sand Play • Playdough: Make a Letter • Writer's Workshop 	<p>WORK PERIOD 1 Teacher-Supervised: Word Wall: Body Words Independent:</p> <ul style="list-style-type: none"> • Comparison Chart • Alphabet Book: My Body Parts • Letter Lacing Cards • Color Fishing Game • What comes next (use p.72,74 of RSW) • Dramatic Play • Water Play 	<p>WORK PERIOD 1 Teacher-Supervised: Poster - "Now We Can!" Independent:</p> <ul style="list-style-type: none"> • A-Z Pocket Chart • Alphabet Crown • Color Memory Game • Treasure Box PEHT P. 87 • Kaya Kong __ - PEHT p.80 • Writer's Workshop

<p>MEETING TIME 2: Show Weight Chart Questions: Who weighs the heaviest in class ? the lightest ? Who have the same weight ? How many children weigh heavier than you ? How many children weigh the same way as you do ? Supervised Recess</p>	<p>MEETING TIME 2: Song: Can you name the first sound? Go over the words in their word wall. Have them identify the first sound in each of these words. Let them sort the words according to their initial sound. Supervised Recess</p>	<p>MEETING TIME 2: Song: One Two, Buckle My Shoe Show the poster "Now We Can". Ask children to share about other things they can now do. Supervised Recess</p>
STORY: Lester, the Fat Cat	STORY: Joy-joy The Jolly Boy	STORY: Si Pagong at Matsing
<p>WORK PERIOD 2: Teacher-Supervised: Hand game (up to quantities of 3; writing number sentences) Independent::</p> <ul style="list-style-type: none"> • Block Play • Water and Sand Play • Call Out: Addition/Call Out: Subtraction • 3 Concentration/Find 3 • Subtraction Cards (2-3) • Draw 3 • Go 3 	<p>WORK PERIOD 2: Teacher-Supervised: Lift the bowl (up to quantities of 3; writing number sentences) Independent::</p> <ul style="list-style-type: none"> • Block Play • Water and Sand Play • Call Out: Addition/Call Out: Subtraction • 3 Concentration/Find 3 • Subtraction Cards (2-3) • Draw 3/Go 3 • Tapatan 	<p>WORK PERIOD 2: Teacher-Supervised: Train Ride Balloons Independent::</p> <ul style="list-style-type: none"> • Block Pay • Call Out: Addition/Call Out: Subtraction • 3 Concentration/Find 3 • Subtraction Cards (2-3) • Draw 3/Go 3 • Tapatan
INDOOR/OUTDOOR ACTIVITY: Oh My Hands and Feet	INDOOR/OUTDOOR ACTIVITY: Ilong, Ilong, Ilong, Mata	INDOOR/OUTDOOR ACTIVITY: Counting Game - PEHT p.9
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY	NOTES
CONTENT FOCUS: I can do many things at home and in the community.		
MEETING TIME 1: Message: I can do many things. At home: I can help with household chores. I can fix my things. I can eat and dress up on my own. Questions: What other things can you do at home?	MEETING TIME 1: Message: I can learn in many ways. I can learn from people. I can learn from books. I can learn by doing. Questions: What can help you learn? Who are the people who can help me learn?	
WORK PERIOD 1 Teacher-Supervised: Cooperative Finger Painting Independent: <ul style="list-style-type: none"> • Chart: At Home/In School • I Can Do This - PEHT p. 101 • Color Picking Up Game • Alphabet Crown • Blocks • Dramatic Play 	WORK PERIOD 1 Teacher-Supervised: Paglilimbag ng mga Patapong Bagay – PEHT p.121 Wonder Webs Independent: <ul style="list-style-type: none"> • Writing to Read • Kuwintas (PEHT p. 234) • Letter Shapes • Letter Making • Sand Play • Writer's Workshop 	
MEETING TIME 2: Activity: I say, You Say ... List down the rhyming pairs they can think of and have the class read this after.	MEETING TIME 2: Song: Doo-doo- li-doo Let children show and describe their work. Talk about other things people can make out of recycled materials.	
Supervised Recess	Supervised Recess	
STORY: The Little Red Hen	STORY: Banana for Lunch	
WORK PERIOD 2: Teacher-Supervised: Hand Game and Lift the Bowl worksheets (symbolic) Independent: <ul style="list-style-type: none"> • Block Play • Call Out: Addition/Call Out: Subtraction • 3 Concentration/Find 3/Draw 3/Go 3 • Roll and Count • Number Hunt • Tapatan INDOOR/OUTDOOR ACTIVITY: Body Patterns.	WORK PERIOD 2: Teacher-Supervised: Searching for Shape Words Shadow Shapes Independent:: <ul style="list-style-type: none"> • Block Play • Hand Game and Lift the Bowl worksheets (symbolic) • Call Out: Addition/Call Out: Subtraction • 3 Concentration/Find 3/Draw 3/Go 3 • Roll and Count • Dot Patterns INDOOR/OUTDOOR ACTIVITY: Skipping Rope	
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	

APPENDIX WEEK 5

THEME-RELATED ACTIVITIES

Class Log - "We Change as We Grow."

Objective: to identify changes that take place as one grows

Materials: manila paper, marker

Number of Players/Participants: whole class but they will work on it in small groups at a time

Procedure:

1. Ask the children: "How have you changed?" (Teacher shares a picture of herself as a baby with the class.)
2. Have the children describe how you have changed as you've grown older. List these changes on the manila paper.
3. Ask the children to predict how one changes physically as he grows older. Add these changes to the list.
(Leave the list posted in the classroom as you continue studying this concept).

Accordion Book - "My Life"

Objective: to identify changes that take place as one grows

Materials: bond paper or newsprint, tape, scissors, crayons, markers

Preparation: Cut the bond paper in half lengthwise and tape this together to form a long strip.

Divide the panels into parts corresponding to the child's age. For example, if the child is 5 years old, the panel must be divided into 5.

Number of Players/Participants: 8 children

Procedure:

1. Ask the children to write the numbers from 1 to his/her present age at the bottom of the panel.
2. On each panel, let them draw something they could do at that particular age.
3. Take down dictation as needed.
4. Post the accordion books on the wall. Write the title of the activity.

Dramatic Play

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

Bahay-bahayan: Ways I Keep Myself Clean at Home

Doctor's Clinic

At the dramatic area, set up a clinic. Display a clinic sign. Provide dress-up props such as white jackets, doctor's bag and play stethoscopes. Set out pads of pretend prescription forms along with brochures outlining good health habits (eating proper foods, brushing teeth, getting lots of exercise, etc.). Let the children take turns being doctors. Have them "write" prescriptions and discuss the good-health brochures with their "patients."

Restaurant

Tables, tablecloths, menus, and writing tablets for taking orders can be placed in the dramatic play area. Paste pictures of food on the menus. A sign for the area could be "Eating for Health."

I Can Do Many Things - PEHT p.162

My hands can clap
My feet can tap
My mouth can talk
My feet can walk

My shoulders shrug
My arms can hug
MY eyes can wink
I can do many things.

Poster- "Now We Can"

Kaya Kong _____

Kagamitan: papel, lapis, krayola

Pamamaraan:

Pag-usapan kung anu-ano ang kayang gawin ng mga bata sa paaralan.
Ipasulat sa papel ang sumusunod: KAYA KONG _____."

Ipaguhit sa bata ang bagay na kaya niyang gawin.

Pag-usapan ang mga natapos na likhang-sining. Ipasabi sa klase kung ano ang kanyang iginuhit.

Kasayanan:

Talk about oneself

Draw what one can do in school

Cooperative Finger-painting

Objective: to develop self-expression

to learn how to work with a partner (sharing, taking turns)

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

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

Procedure:

1. Tape the paper on the table so that it will not move or be blown away while the children are painting.
2. Ask the children to write their names on the paper with a marker.
3. Invite the children to dip their fingers in a tub of finger-paint and apply the finger-paint on their paper to paint pictures.
4. Remind children that they need to share the space on the paper while painting and to wait for their turn to get finger-paint from the tub.
5. Teach the children to wipe their fingers clean before dipping in another colored paint.
6. When children have finished painting, the teacher asks them about their painting and writes their answers on their paper.
7. Teacher hangs the painting up to dry.

Chart: At Home/In School

I Can Do This - PEHT p. 101

Objective: to develop fine motor coordination

Materials: empty cans, old glossy colored magazines, paste

Directions:

1. Provide each pupil with empty can and old glossy colored magazines.
2. Let the children tear the sheets of glossy colored magazines into small pieces.
3. Have them paste the pieces of paper around the empty can.
4. Continue pasting until the empty can is covered.
5. This can be used as pencil holder.

Paglilimbag Ng Mga Patapong Bagay

Kagamitan: Mga patapong bagay tulad ng tansan, hinati na mga gulay: okra, kalamansi, kamatis, palapa ng saging.

Pamamaraan: Ipagamit ang mga patapong-bagay sa paglilimbag.

Ilubog sa pinta ang hiningang gulay. Pintahan ang isang dulo nito sa pamamagitan ng brotsa.

Idiin ang dulong may pinta sa papel. Ulit-ulitin ang paglilimbag para magkaroon ng kawili-wiling dibuho.

Kasanayan: Naipakikita ang pagkamalikhain sa paggamit ng iba't-ibang materyales at pamamaraan sa sining.

Wonder Webs

Objective: to describe objects

Materials: paper, pencil

Number of Players/Participants: 8 children

Procedure:

1. Choose an object you want to describe.
2. Draw the object and write the label in the center of the sheet of paper.
3. Draw a circle around it.
4. Draw several lines coming out from the circle like a web.

Kuwintas - PEHT p.234

Kagamitan: Foam na manipis, sinulid, pinta, brotsa

Pamamaraan:

Gupitin ang foam 1-1/2 pulgada ang lapad at 35 pulgada ang haba.

Ibilid (roll) ang foam at talian ang sinulid ng bawat 1/2 pulgadang haba. Itali nang mahigpit ang dalawang dulo ng sinulid.

Gawin ito hanggang sa dulo ng foam. Tulungan ang mga batang hindi pa marunong magtali ng sinulid.

Maaring isang bata ang tagarolyo o bibilid ng foam at isa naman ang tagatali.

Bawat bahagi ay maaaring pintahan ng watercolor sa kulay na naiibigan.

Himukin ang mga batang gamitin ang kwintas sa loob ng klase at sa labas kapag gusto nila.

OTHER MATH ACTIVITIES

Go Pick: Shapes

Objective: to recognize shape

Materials: shape cards,

Number of Players/Participants: 2-4 children

Procedure:

1. On each turn, a player looks at his/her hand and picks one card.
2. Then he asks the person next to him/her for a card that matches the card he is holding. Have him/her say "Do you have a "circle"?"
3. If the next player has the shape card that is being asked for, he/she must give it to the first player who then has a match and gets to "put down" the matching shape cards.
4. If the opponent does not have a match, he says, Go Pick." In that case, the player draws a card from the deck.
5. The game continues until all cards have been matched. Whoever has the most matching cards at the end of the game wins.

Sand Play: Mark the Scoops

Objective: to compare quantities

to see relationships

Materials: large container (basin) with sand, assorted jars, measuring cup

1 cm or ½ in strips of paper, tape, funnel

Number of Players/ Participants: 2-4 children

Procedure:

The children take a measuring cup to experiment with. They tape a strip of paper to the side of each of the available jars. They put 1 measuring cup of sand in 1 jar and shake the jar to even out the sand and mark the level on the paper taped to the side of the jar. As the children add each measuring cup of sand, they mark the level on the paper. This is repeated for each jar.

Encourage the children to discuss why the distance between each mark differs with some jars and does not with others.

Weight Chart - "How Much Do I Weigh?"

Objective: to make comparisons

Materials: manila paper, bathroom scale, small pieces of paper, crayons, paste/glue

Number of Players/Participants: 8 children

Procedure:

1. Have each child stand on the bathroom scale and see how much he/she weighs in kilograms.
2. Ask him/her to write his name on a piece of paper and then write his/her weight beside his name.
3. Let him/her paste this on the manila paper.
4. Continue until all the children are done weighing.

Hand Game (symbolic, 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: 8 children

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, for example 3.
3. Children separate counters in different ways and verbalize the combinations that result.
4. Children write a number sentence to represent number combinations.

Teacher says:		Children say:	Children write:
"Place three sticks in your right hand."		"None and three is three." or "Zero and three is three."	$0 + 3 = 3$
"Place one stick in your left hand."		"One and two is three."	$1 + 2 = 3$
"Place one more stick in your left hand."		"Two and one is three."	$2 + 1 = 3$
"Place one more stick in your left hand."		""Three and none is three." or "Three and zero is three."	$3 + 0 = 3$

After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

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)

Water Play (non-standard measurement of capacity)

Objectives: to explore the concept of capacity
to determine the capacity of a container using non-standard measuring tools

Materials: large container (basin) with water or sand, measuring containers such as plastic cups and spoons, variety of bottles or containers

Number of Players/Participants: 1-4 children

Procedure:

1. Let the children explore the concept of capacity by filling up and emptying containers or bottles with water.
2. Let them try to find out how many cups of water or sand can fill a container.
3. Let them also try to find containers that can contain the same amount.
4. Let them determine which container has more or less water or sand.

Call Out: Addition (up to quantities of 3)

Objective: to match an addition fact with its correct sum

Materials: bingo card for each player calling cards tokens

Number of Players/Participants: 1-4 children

Procedure:

1. Provide each player with a call out card.
2. Assign a children 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 card, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Call Out: Subtraction (up to quantities of 3)

Objective: to practice subtraction up to quantities of 3

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

No. of Participants: 1-4 children

Procedure:

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

3 Concentration

Objective: to explore different combinations that makes 3

Materials: 4 sets of numeral cards (0-3)

Number of Players/Participants: 4-8 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 3. 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.

Find 3

Objective: collect pairs of cards

Materials: 4 sets of numeral cards (0-3)

Number of Players/Participants: 3-5 children

Procedure

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

Subtraction Cards

Objective: to subtract quantities up to 3

Materials: subtraction cards, counters

Number of Players/Participants: 1-4 children

Procedure:

1. Teacher reads the total on the card, in this case 3.
2. Children get 3 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "Two"
5. Teacher shows the group of the two remaining dots on the subtraction card.

Draw 3

Objective: to explore different combinations that makes 3

Materials: 4 sets of numeral cards (0 –3)

Number of Players/Participants: 3- 5 children

Procedure

1. One card is drawn from the deck and is set aside throughout the game, so that there will be an odd card without a mate at the end of the game. All the other cards are dealt.
2. Each player goes through the cards received trying to find pairs that make 3. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding his/her cards like a fan and letting the person to his/her left draw one of them without looking at them. If the person who draws the card can use it to make 5 with one of the cards in his/her hand, he/she discards the pair in the middle of the table. If he/she cannot use it, he/she has to keep it. She then holds all his/her cards like a fan so that the person to his/her left can draw one of them by chance.
4. Play continues until one person is left holding the odd card and loses the game.

Go 3

Objective: to explore different combinations that makes 3

Materials: 4 sets of numeral cards (0-3)

Number of Players/Participants: 3-5 children

Procedure:

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

Comparing Numbers – A Game For Partners

Objective: to compares 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. Each pair will 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.

Color Picking Game

Objective: to recognize color

Materials: fishing hook, color cards

Number of Players/Participant: 5-6 children

Procedure:

1. Arrange the chairs in a circle.
2. Place the color pick up cards inside the circle.
3. Ask players to sit on each chair.
4. Each player takes turns picking up card.
5. Ask the child to identify the color of the card that he/she catches out.
6. At the end of the game, ask children to count the number of fishes that they caught.

What Comes Next? – arrange 3 pictures showing correct sequence of an activity.

Objective: to know the correct sequence of a particular activity

Materials: sequence cards

Number of Players/Participants: 6 children

Procedure:

1. Spread out the picture cards on the table.
2. Ask the children to sort them according to a particular activity.
3. Let the children arrange each activity into the proper sequence of how that particular activity is done.
4. Let the children retell each activity using the picture cards.

Water Play (non-standard measurement of capacity)

Objectives: to explore the concept of capacity

to determine the capacity of a container using nonstandard measuring tools

Materials: large container (basin) with water or sand, measuring containers such as plastic cups and spoons, variety of bottles or containers

Number of Players/Participants: 1-4 children

Procedure:

1. Children explore the concept of capacity by filling up and emptying containers or bottles with water.
2. Children try to find out how many cups of water or sand can fill a container.
3. Children try to find containers that can contain the same amount
4. Children determine which container has more or less water or sand

Lift The Bowl (symbolic: up to quantities of 3)

Objective: to explore different combinations that makes a given quantity

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

Number of Players/Participants: 8 children

Procedure:

1. Game proceeds as Hand Game but bowls are used for separating quantities.
2. Children write a number sentence to represent number combinations.

Teacher says:		Children say:	Children write:
"Place three blocks under the bowl."		"None and three is three." or "Zero and three is three."	$\begin{array}{r} 0 \\ +3 \\ \hline 3 \end{array}$
"Place two block under the bowl."		" One and two is three."	$\begin{array}{r} 1 \\ +2 \\ \hline 3 \end{array}$
"Place one more block in the bowl."		"Two and one is three."	$2 + 1 = 3$

"Place one more block in your bowl."		"Three and none is three." or "Three and zero is three."	$3 + 0 = 3$
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After 1 round children can be introduced to the word PLUS. "Instead of using the word AND I'd like you to use the word PLUS instead. PLUS means to put two groups of objects together."

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)

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

Objective: to arrange the same color

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

Number of Players/Participants: 2-4 children

Procedure:

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

Roll and Count

Objective: to compare quantities

Materials: plus and minus spinners, dye, newsprint or bond paper for each child, clothespins

Number of participants: 2-4 children

Procedure:

1. The children take turns rolling the die and turning the spinner.
2. Each child adds or subtracts clothespin from his or her working space paper according to the die and spinner.
3. If the spinner and die indicate they are to take away more clothespins than they have on their papers, the children say "impossible" and spin again.
4. If they are to add more clothespins than they have room for on their working space papers, they each get an additional paper.

Number Hunt (3)

Objective: to identify the number 3

Materials: old magazines or newspapers, crayons

Number of Players/Participants: 8 children

Procedure:

1. Have each child get a newspaper or magazine page.
2. Point out the number 3 that they will be looking out for. Write it on the chalkboard in big print.
3. Let them search the target number.
4. Ask them to use a crayon to encircle it.

Searching For Shadow Shapes

Objective: to identify 2-dimensional shapes

Materials: pictures of shapes to be hunted

Number of Players/Participants: small group

Procedure:

1. Read the poem Shadow Shapes

2. Go outdoors and let children draw and/or record the names of objects that are 2-dimensional shapes. Shadows of objects can be inspected as well.
(Note: Natural objects such as trees, bushes, animals have shapes that are not geometrical).
3. Indoors, you can show children pattern blocks, boxes, cans and other familiar objects and have them predict what shapes the shadows will make.

Dot Chart/ Patterns

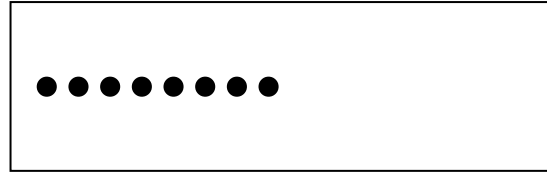
Objectives: to recognize pattern in dot formations
to translate dot patterns to rhythmic patterns and vice versa

Materials: dot charts

Number of Players/Participants: small or whole group

Procedure:

1. Teacher shows symbols such as dot, chart, pattern.
2. Teacher asks children to interpret symbols using their bodies or their hands.
3. Teacher asks for different interpretations.
4. On subsequent days the teacher changes the original pattern and repeats the procedure.
5. Children can also be given their own dot charts where they can record the patterns that are produced.



OTHER LANGUAGE ARTS ACTIVITIES

Letter Memory Game

Objective: to identify upper case letters

Material: 10 pairs of upper case letters

Number of Players/Participant: 5-6 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 letter cards, he gets to keep the pair and takes another turn.
3. If the letter cards do not match, the player puts back the cards into their original places.
4. The player who is able to get the most number of pairs wins the game.

Note: This can be done for lower case letters, upper/lower case letters, shapes, color, sight words,

Playdough: Make a Letter

Objective: letter formation

Materials: playdough

Number of Participants/Players: 4- 6 (or depending on the amount of playdough available)

Procedure:

1. Put the letter cards on the table.
2. Have each child pick out a letter and put it in front of him/her.
3. Then have him/her form this letter out of playdough.
4. Have children display all the letters they can form.

Note: Make sure there is sufficient amount of playdough for children to make several letters.

Writers' Workshop - "What did you do during the summer vacation?"

Objective: to represent experiences through drawing

Materials: ½ lengthwise bond paper, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Ask each student to draw a particular experience he/she had last summer and write about it.
Take down dictation if the child cannot write his/her own words or sentences yet.
2. Compile the stories and make it into a book. Write the title of the book – "Our Summer Vacation Experiences"

Word Wall: Our Body Parts

Objective: to recognize words in print (sight-reading)

Materials: manila paper, pieces of papers, markers, paste/glue

Number of Players/Participants: 8 children

Procedure: Getting Ready: Make a chart with 26 columns. Write the alphabet on each column. Post this on your wall.

1. Ask the children to name a body part.

2. Have them draw the body part.
3. Write the name of the body part. Underline the beginning letter.
4. Ask them the beginning letter of the body part they chose.
5. Let them paste/glue it on the corresponding column of that beginning letter.

Alphabet Book: My Body Parts

Objective: to name a body part for each of the letters of the alphabet, (if possible)

Materials: 27 pages of ½ crosswise papers stapled together, pencils, crayons

Number of Players/Participants: 8 children

Procedure:

1. Ask the children to name a body part and identify its beginning letter sound.
2. Help the child look for that particular page in the book and ask him/her to draw the body part on that page.
3. Help him/her label his drawing by sounding out the letter sounds and guiding him/her how to write the letters.

Letter Lacing Cards

Objective: fine-motor coordination, letter recognition

Materials: letter lacing cards

Number of Players/Participants: 6-8 children

Procedure:

1. Distribute the lacing cards.
2. Have them thread the cards until each hole has been covered.
3. Have them practice forming the letter by tracing with their forefingers, writing on air, on the back of the classmate and then on paper.

A-Z Pocket Chart

Objective: to group the picture cards, picture with the beginning letter and the word that begins with that letter

Materials: playing cards with a letter card, picture card that begins with that letter and the word name of the picture (for each letter of the alphabet)

Number of Players/Participants: 8 children

Procedure:

1. Choose only 5 letters to work with at a line. Complete all 15 playing cards of those 5 letters.
2. Spread out the cards on the table.
3. Have the children sort among them what 3 cards belong in each set.
4. Ask them to put the three cards together side by side when they have found them.
5. Let them say the letter sounds and read the words in each set.
6. Replace the 15 cards with another set when the round is finished.

Alphabet Crowns

Objective: to recognize the alphabet

Materials: long strips of white cardboard, old magazines or newspaper, scissors, pencils, crayons, tape

Number of Players/Participants: 8 children

Procedure:

1. Have the children look for the letters of their name from magazines.
2. Let him/her cut it out and paste it on his/her strip of cardboard.
3. When the child has already completed looking for all the letters, tape the ends together to fit around the child's head. Let him/her wear it as a crown.

Letter Shapes

Objective: to distinguish shapes that makes 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: 4-6 children or it can also be played by just one child

Procedure:

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

Letter Making

Objective: letter formation; motor skills for writing

Materials/Preparation: cardboard, buttons, beans or miniature counters

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

Procedure:

1. Distribute letter cards to each child.
2. Ask each one to place the beans within the outline of each block letter.
3. Use the arrows and numbers as a guide for forming letters in writing.
4. Ask them to run their fingers over the beans, buttons or counters and verbalize the movements they are making to form the letter. For example, for letter L, they would say down, across.

STORIES

<p><u>Lester, the Fat Cat</u></p> <p>Questions before reading the story:</p> <ul style="list-style-type: none"> Do you cat at home? How did you take care of it? Would you like to know the fat cat in the story? <p>Questions during the story telling:</p> <ul style="list-style-type: none"> Who was the fat cat? How did he move? What is inside the big box? <p>Questions after reading the story:</p> <ul style="list-style-type: none"> In what ways was Lester different from other cats? How did he feel about his being fat? How did his friends help him? How did Lester change after biking for a days? 	<p><u>Joy-joy the Jolly Boy</u></p> <p>Questions before reading the story:</p> <ul style="list-style-type: none"> Do you exercise everyday? Why? Do you keep safety rules while moving around the park? <p>Questions during the story telling:</p> <ul style="list-style-type: none"> How did he say while laughing? How did he feel when he fell into the sandbox? <p>Questions after reading the story:</p> <ul style="list-style-type: none"> What did Joy-joy do in the park? Can you name what exercises he did? If you were Joy-joy do you also do the same while in the park? Why?
<p><u>Si Pagong at si Matsing</u></p> <p>Questions before reading the story:</p> <ul style="list-style-type: none"> Narining nyo na ba ang kwento nina pagong at matsing? Ano kaya ang dahilan ng kanilang pag-aaway? <p>Questions during the story telling:</p> <ul style="list-style-type: none"> Anong halaman ang kanilang hinati? Kanino napunta ang kalahati na may dahon? At yong may ugat? Kaninong tanim ang nagkaroon ng bunga? <p>Questions after reading the story:</p> <ul style="list-style-type: none"> Anu-anong ugali ang mayroon si Matsing? Sino ang huling nagtagumpay? Kung ikaw si Pagong paano mo mapapatawad si Matsing? Bakit? 	<p><u>The Little Red Hen</u></p> <p>Questions before reading the story:</p> <ul style="list-style-type: none"> What would be the lesson learned by the little dog, duck, and cat? <p>Questions during the story telling:</p> <ul style="list-style-type: none"> What kind of seeds did the little red hen see along her way? What did she do with the seeds? <p>Questions after reading the story:</p> <ul style="list-style-type: none"> What was the answer of the little dog, duck and cat when they asked to help in planting? How did they feel when they were not invited to eat the beans?

SONGS/RHYMES/POEMS

What's the Sound?

What's the sound that these words share?
 Listen to these words
 Sad and silly are these words
 Tell me what you've heard (ssss...)
 With a /s/, /s/ here and a /s/,/s/ there,
 Here a /s/, there a/s/, everywhere a /s/,/s/
 /s/ is the sound that these words share
 We can hear this sound.

**One, Two, Buckle My Shoe - PEHT
p.160**

One. Two, buckle my shoe
 Three, four, shut the door
 Five, six, pick up sticks
 Seven, eight, lay them straight
 Nine, ten a big fat hen.

Doodle-Li-Doo

Please sing to me
 A sweet melody
 Called doodle-li-doo, doodle-li-doo
 I like it so
 Wherever I go
 Sing doodle-li-doo, doodle-li-doo
 A simple a song
 There isn't much to it
 All you have to do
 Is doodle-li-doo it
 I like it so
 Wherever I go
 Sing doodle-li, doodle-li-doo, DOO

INDOOR/OUTDOOR GAMES

Oh, My Hands And Feet - PEHT p.53

Objective: to identify body parts

Materials: Old Manila paper or old shower curtain, marking pen

Number of Players/participants: whole class

Procedure:

1. Draw squares all over the sheet of manila paper. Squares should be wide enough to draw a child's footprint or handprint.
2. Draw a footprint or a handprint in each square. If the child does this correctly, he may proceed to another square which may contain a footprint and a handprint.
3. The child then places one foot and one hand on the squares and so on until he crosses the sheet.
4. If the child performs incorrectly, the next child will do the same activity.

Variation:

Game: Show me your left or right foot
Show me your left or right hand

Ilong, Ilong, Ilong, Mata

Objectives: to identify the different body parts
to listen carefully and be attentive
to follow instructions

Materials: none

Number of Players/Participants: whole class or small group, seated facing the leader

Procedure:

1. Teacher/Leader says "ilong, ilong, ilong, ilong, ilong" (while tapping her nose lightly) and the children imitates her.
2. She then says another body part (example: "mata") but she may touch her forehead to confuse the children.
3. She checks among the students who got it right and helps the others identify the correct body part.
4. The game continues or she may choose a student to be the next leader.

"I say, You say" game:

Procedure:

1. Tell children that you will play a rhyming game.
2. Teacher says a word and children think of a word that rhymes with teacher's word.
3. For example, teacher says:
I say fat. You say _____. I say red. You say _____.

Body Patterns

Objective: to develop body coordination
to develop a sense of rhythm

Materials: none

Number of Players/Participants: whole or small group

Procedure:

1. Have the children sit in a circle.
2. Arrange the children as such: Boy, Boy, Boy, Girl, Boy, Boy, Boy, Girl
3. Ask the children what is next in the pattern.
4. Ask them to arrange themselves as such.
(Variation: Assign a leader to think of a body pattern which the class will do).

Skipping Rope - PEHT p.220

Objectives: to develop body coordination
to develop a sense of rhythm

Materials: none

Number of Players/Participants: whole class or two children at a time

Procedure:

1. Let the children pretend skipping rope to any direction. As the children do the skipping, they count 1 to 8 and vice versa 8 to 1.
2. Write the following words on the board as guide for the teacher:
pumalakpak pumadyak umunat pumilipit
bumaluktot tumalbog nangingin humatak
3. Explain and demonstrate these action words.
4. Instruct children to perform the non-locomotor movement that you will say. Tell them to do it according to the rhythm of the beating of the drum or stick.
5. Provide the rhythm that is appropriate for each non-locomotor movement. Some of these movements can be done in accordance with varied rhythm.