

KINDERGARTEN CATCH UP EDUCATION DAILY PLAN

Week 6: _____

| Monday | Tuesday | Wednesday |
|--|--|--|
| Content Focus: As I grow, I can do more things by myself. | | |
| MEETING TIME 1: Message: I exercise. I rest when I am tired. I sleep on time. Question: How can exercise and rest help the body stay healthy ? | Message: I can protect myself from harm. | MEETING TIME 1: Message: Some parts of my body grow bigger. I grow heavier as I grow. As I grow older, I can do more things by myself. Questions: What parts of your body do you think grow bigger? (focus – hands, head, feet) |
| WORK PERIOD 1 Teacher-Supervised: Target Letter: T Upper Case T/Lower Case t What begins with Tt? Independent: <ul style="list-style-type: none"> • Dramatic Play • Body Parts Domino • Shape Memory Game • Letter Mosaic • Shape Patterns • What comes next (use p.72,74 of RSW) | WORK PERIOD 1 Teacher-Supervised: Weight Chart Let's Write Tt Poster Independent: <ul style="list-style-type: none"> • Dramatic Play • Letter Poster (cut-out letters) • Literature-based: Story Mobile (Si Monica...) • Triorama: Story Events (Si Monica...) • Letter for the Day (T words) • What comes next (use p.72,74 of RSW) | WORK PERIOD 1 Teacher-Supervised: Junk box Sorting/Chart - Triangle/Not Triangle Independent: <ul style="list-style-type: none"> • Dramatic Play • Letter Lacing Cards • Name Search (Names with the letter T) • Triangle Collage • Letter Poster (words) • Construction Toys /Table Blocks |
| MEETING TIME 2: Activity: Two sound words (oral blending) Song : Sound It Out | MEETING TIME 2: Song: Can you name the first sound ? Have them identify the first sound in each of these words. Let them sort the words according to their initial sound | MEETING TIME 2: Show the Weight Chart Who have the same weight ? How many children weigh heavier than you ? How many children weigh the same way as you do ? |
| SUPERVISED RECESS | SUPERVISED RECESS | SUPERVISED RECESS |
| STORY: Si Monica Dalos-dalos | STORY: Looking After Myself | STORY: Joy-joy The Jolly Boy |
| WORK PERIOD 2 Teacher-Supervised: Hand Game (connecting up to quantities of 3) Independent:: <ul style="list-style-type: none"> • Block Play • Number Match (0-6) • Number Stations (up to 4) • Number Clip Game (0-6) • Tapatan | WORK PERIOD 2 Teacher-Supervised: Weight Chart Independent: <ul style="list-style-type: none"> • Block Play • Number Match (0-6) • Number Stations (up to 4) • Number Clip Game (0-6) • Number Mobile (quantities of 4) | WORK PERIOD 2: Teacher-Supervised: Lift the bowl (connecting up to quantities of 4; writing number sentences) Independent:: <ul style="list-style-type: none"> • Block Play • Number Fishing Game (up to 4) • Shape Call Out • Shape Puzzles |
| INDOOR/OUTDOOR ACTIVITY: Oh My Hands and Feet | | INDOOR/OUTDOOR ACTIVITY: Ilong, Ilong, Ilong, Mata |
| MEETING TIME 3: Dismissal Routine | | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY |
|---|--|
| Content Focus: As I grow, I can do more things by myself. | |
| MEETING TIME 1: Message: As I grow, I can do more things. Question: What things can you do now that you could not do yet when you were a baby? | MEETING TIME 1: Message: I can do many things in school and at home Questions: What things can do now in school and at home? |
| WORK PERIOD 1 Teacher-Supervised: Class Log: We Change as We Grow Independent: <ul style="list-style-type: none"> Triangle Hunt Triangle Mosaic Accordion Book: My Life Letter Poster Dramatic Play Playdough: Make a Letter/Numeral | WORK PERIOD 1 Teacher-Supervised: Word Wall: Body Words Poster: Now We Can Independent: <ul style="list-style-type: none"> Triangle Mosaic Accordion Book: My Life Letter Poster Dramatic Play Playdough: Make a Letter/Numeral |
| MEETING TIME 2: Poem: Me Activity: I say, You say (Rhyming Words) | MEETING TIME 2: Song: One, Two Buckle My Shoe "Show the poster "Now We can" Activity: Snap and Clap Rhymes |
| Supervised Recess | Supervised Recess |
| STORY: Isang Taon na si Beth | STORY: Brave Little Boy Dan |
| WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting level- up to quantities of 4) Independent: <ul style="list-style-type: none"> Block Play Number Stations (quantities of 4) Number Fishing Game Number Call Out 3-Shape Chart (circle, square, triangles) | WORK PERIOD 2: Teacher-Supervised: Lift the Bowl (connecting level -up to quantities of 4) ; Independent: <ul style="list-style-type: none"> Block Play Number Stations (quantities of 4) Number Match (4) 3-Shape Chart (circle, square, triangles) |
| INDOOR/OUTDOOR ACTIVITY: Watch and Guess | INDOOR/OUTDOOR ACTIVITY: Writing Using Body Parts |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

APPENDIX: WEEK 6

THEME-RELATED ACTIVITIES

Group Book: We can move our body in different ways.

Objective: to identify body parts and movements

Materials: 1/8 manila paper, strips of colored paper, glue, scissors, crayons

Number of Players/Participants: 8 children

Procedure:

1. Ask each child to draw movements they can do with their bodies on pre-cut colored paper.
2. Have them draw 1-2 body movements per page.
3. Let them label each drawing or take down dictation as needed.
4. Have them glue these on manila paper.
5. Compile the pages and make it into a book. Write the title of the book.

Poster: Ways I Can Protect Myself

Objective: to state ways how one can protect oneself

Materials: manila paper, white paper, pencils, colored markers, crayons

Number of Players/Participants: 4-6 children

Procedure:

1. Talk about ways how one can protect himself or herself.
2. Ask each child to draw his or her answer and write about it.
3. Take down dictation if the child cannot write his own words or sentences yet.
4. Paste their answers in the manila paper and post it on the wall.

Me Book: Yes I can !

Objective: to identify the different things that one can do

Materials: shape books (book takes on the form of a boy or girl), pencils, crayons

Number of Players/Participants: 8 -10 children

Procedure:

1. On each page, ask the children to draw the things that they can do.
2. Have them color their drawings.
3. Take down dictation as needed.
4. Have them write the title "Yes I can" on the cover of their booklet.

Mobile - These are the things we use to keep our body clean

Objective: to identify the different things used to keep our body clean

Materials: cardboard, pencil, crayons, paste/glue

Number of Players/Participants: 8 children

Procedure:

1. Ask children to brainstorm on ways to keep their bodies clean.
2. Have them draw these on cardboard.
3. Attach a yarn to each drawing.
4. Have them label the drawing.
5. Hang this where everyone can see.

Me Book: Yes I can !

Objective: to identify the different things that one can do

Materials: shape books (book takes on the form of a boy or girl), pencils, crayons

Number of Players/Participants: 8 -10 children

Procedure:

1. On each page, ask the children to draw the things that they can do.
2. Have them color their drawings.
3. Take down dictation as needed.
4. Have them write the title "Yes I can" on the cover of their booklet.

Mobile - These are the things we use to keep our body clean

Objective: to identify the different things used to keep our body clean

Materials: cardboard, pencil, crayons, paste/glue

Number of Players/Participants: 8 children

Procedure:

1. Ask children to brainstorm on ways to keep their bodies clean.
2. Have them draw these on cardboard.
3. Attach a yarn to each drawing.
4. Have them label the drawing.
5. Hang this where everyone can see.

Poster – We can take care of our body

Objective: to know the ways of taking care of our body

Materials: manila paper, scratch papers, pencil, crayons, paste/glue

Number of Players/Participants: 8 children

Procedure:

1. Ask the children to name one way of taking care of our body.
2. Give each child a piece of paper and ask them to draw their answer.
3. Take down dictation as each child tells you what he drew.
4. Paste their answers in the manila paper. Write the title of the activity.

Kalusugan: Mahalaga

Pamamaraan:

1. Pahigain ang isang bata sa manila paper.
2. Bakatin ang buong katawan nito.
3. Hayaang ayusin ng mg bata ang binakat na katawan , lagyan ng damit, sapatos, at iba pa. Maaring ginupit ito o “drawing”
4. Maglagay ng bulsang plastic sa tiyan ng binakat na katawan.
5. Bawat bata ay pipili ng ginupit na larawan ng iba’t-ibang pagkain.
6. Sasabihin ng bawat bata kung anong pagkain ang napili at ilalagay ito sa bulsang plastic ng binakat na katawan.
7. Ilalabas lahat ang mga pagkain sa bulsa. Ipapili sa mga bata ang mga masustansiyang pagkain (kailangan ang tulong ng guro)
8. Maglagay ng dalawang lalagyan (tray o bilao). Lagyan ng “label” ang bawat lalagyan (1 – Dapat Kainin; 2 – Di Dapat Kainin).
9. Papiliin ang mga bata ng pagkain at ipalagay sa nararapat na lalagyan.
10. Magkakaroon ng paglalahat.

Sagutin :Bakit dapat kainin ang mga pagkain sa unang lalagyan?

Bakit di dapat kainin ang mga pagkain sa ikalawang lalagyan?

Ipakilala ang salitang “junk food”

Kasanayan: Nakikilala ang masusutansiyang pagkain

Pantomime: Ways of Taking Care of the Body

Objective: to name ways of taking care of our body

Materials: pre-cut people puppets, pencil, crayons, scratch papers

Number of Players/Participants: 10 children

Procedure:

1. Divide the children into 2 groups.
2. From the first group, ask for a volunteer who will act out how we can take care of our body.
3. Teacher whispers to the volunteer one way how we can take care of our body. Remind the volunteer that he is not allowed to speak.
4. The volunteer acts it out, example – brushing teeth.
5. The members of the other group will try to guess on what is being acted out.
6. If they guess correctly, one of their members will be the new volunteer.

People Collage: How do they move?

Objective: to identify body movements

Materials: magazines, glue, manila paper

Number of Players/Participants: 6-8 children

Procedure:

1. Have children look for pictures that show body movement.
2. Let them cut and then paste on manila paper.

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."

OTHER MATH ACTIVITIES

Pictograph: Favorite Fruit (3 categories)

Objectives: to collect data

to organize data using a pictograph

Materials: manila paper, cut outs of 3 kinds of fruits, glue

Number of Players/Participant: small group

Preparation:

1. Prepare large graph on Manila paper where children will paste the fruit cut-out of their choice.
2. Prepare cut-outs of fruits. Make sure fruit choices are those familiar to the children.

Ex.

| | | | | | |
|---------|--|--|--|--|--|
| banana | | | | | |
| santol | | | | | |
| mangoes | | | | | |

Procedure:

1. Ask children to name fruits they have eaten. Discuss what each looks like, taste like, smell like, feel like.
2. From among the list choose three fruits that will be used for the 3 category graph.
3. Show the graph drawn on Manila paper and say, *"From the list of fruits we made earlier, I chose 3. Now look at these three fruits and choose which among these is your favorite"*
4. Call each child to choose a fruit. The child then gets a cut-out of that fruit and pastes this on the appropriate box.
5. After the children have pasted their cut-outs, ask the following questions:
 - Which fruit is liked the most?
 - Which fruit is liked the least?
 - If we arrange the fruits from the most liked to the least like, what would come first? Next? And last?
 - What is the difference between the number of people who like bananas and the number of people who like mangoes? Bananas and santol? Mangoes and santol?

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:

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)

Triangle Collage

Objective: to develop fine-motor coordination; shape recognition

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

Number of Players/Participant: 6-8 children

Procedure:

1. Distribute the triangle templates 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 triangle template.

Shape Puzzles

Objectives: to develop fine motor coordination
to recognize shapes

Materials: shape cardboard pieces

Number of Players/ Participants: 1-4 children

Preparation: Make shape cards and cut this into 2-3 puzzle pieces.

Procedure:

1. Ask each child to form a shape using the puzzle pieces.
2. Let children name the shape after the puzzle has been completed.

Number Stations (quantities of 4)

Objectives: to count objects up to quantities of 4
to see that despite differences in appearance quantities remain the same (conservation)

Materials: several boxes of toothpicks

Number of Players/Participants: 1-5 children

Procedure:

1. Teacher chooses a number to work with for the day, in this case 4.
2. Children work together exploring a given quantity of toothpicks, in this case 4, making as many arrangements as possible.
3. Teacher encourages the children to describe the toothpick patterns in a variety of ways.

Variation: Children can explore other materials such pebbles, popsicle sticks, and blocks.

Number Books (quantities of 4)

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Number of Players/Participants: 1-5 children

Procedure:

1. Help your child to draw pictures or glue pictures from magazines of things that are important to him and write the number 4 underneath.
2. Try making a book to illustrate a number story or rhyme.

Variation: Glue the designs from the Number Stations activity on sheets of paper. Bind the paper to make a book.

Color Patterns

Objective: to extend patterns

Materials: inch cubes

Number of Players/Participants: 4-5 children

Procedure:

1. Show a simple pattern using inch cubes e.g. red, blue, red, blue.
2. Ask the children to identify the pattern of the cube.
3. Have them figure out which will come next in the pattern.
4. Give them other patterns to work with.

Playdough Numerals (0-4)

Objective: to identify the numerals 0, 1, 2, 3 and 4

Materials: playdough

Number of Players/Participants: 6 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them form the numerals 0, 1, 2, 3 and 4.
3. Then ask each child to create the number of objects for each numeral, (Example: 2 hearts – numeral 2).

Number Cover All (0-6)

Objective: to match numerals

Materials: lotto boards, 2 sets of number cards, 0-6

Number of Players/Participants; 1-4 children

Procedure:

1. Give each child all number board.
2. Children 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 child is a caller as in a call out game. He/she holds the number cards and children have to shout out the name of the number in order to claim it to put on their board.

Call Out: Number (0-6)

Objective: to match numerals

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

Number of Players/Participants: 2 or more children

Procedure:

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

Number Concentration (0-4)

Objective: to match numerals

Materials: 2 sets of number cards, 0-4

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.

Call Out: 2D Shapes

Objective: to recognize 2 dimensional shapes

Materials: bingo card for each child, calling cards, tokens

Number of Players/Participants: 1 or more children

Procedure:

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

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 child 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.

It's A Match

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:

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

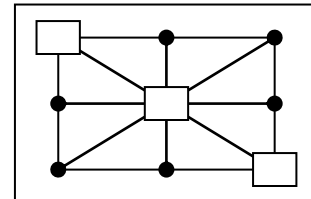
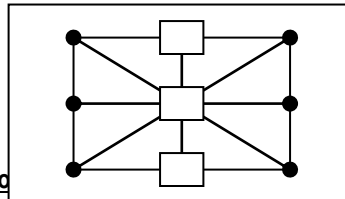
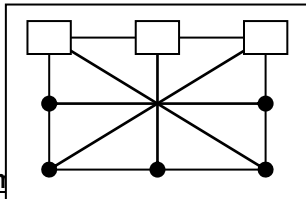
Tapatan (tic-tac-toe's brainy Filipino cousin)

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). Children take turns placing one marker at a time on any of the board points. When all six pieces are placed, the children take turns sliding from point to point along the board lines until one child is able to arrange 3 markers of the same color in a row.



Hand Game

Intities q

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 4.
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 four sticks in your right hand." | | "None and four is four." or "Zero and four is four." | <div>0</div> | <div>4</div> |
| "Place one stick in your left hand." | | "One and three is four." | <div>1</div> | <div>3</div> |
| "Place one more stick in your left hand." | | "Two and two is four." | <div>2</div> | <div>2</div> |
| "Place one more stick in your left hand." | | "Three and one is four." | <div>3</div> | <div>1</div> |
| "Place one more stick in your left hand." | | ""Four and none is four." or "Four and zero is four." | <div>4</div> | <div>0</div> |

Writing Papers (4)

Objectives: to learn sequence

to observe the form of each numeral

to develop eye-hand coordination

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

Number of Players/Participants: individual

Procedure:

1. Each child is given a writing paper with the numeral he is working on, in this case 4.
2. Children use a crayon to connect the dots of the number pattern.

It's A Match

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)

Procedure:

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

Mixed Up Numbers

Objectives: to read and recognize number words

to recognize the sequence of numbers

Materials: vocabulary cards of number words (1-4)

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 student with the corresponding card is invited to stand. "Neighbors" – those whose numbers are one less or one more than this student's – are then invited to join in. Continue until all are standing in the appropriate number.

Number Snap

Objective: to match numerals

Materials: 3 sets of number cards, 0-4

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.

Find 4

Objective: to explore different combinations that makes 4

Materials: 4 sets of numeral cards 0, 1, 2, 3, 4

Number of Players/Participants: 1-4 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 4, the player can take it and keep the pair. If there are no cards that can be used, he has to discard his card in the middle of the table, face up.
3. The player who collects the most number of pairs wins.

4 Concentration

Objective: to explore different combinations that makes 4

Materials: 4 sets of numeral cards 0, 1, 2, 3, 4

Number of Players/Participants: 1-4 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 4. 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 in a 5 x 5 or 6 x 6 arrangement.

OTHER LANGUAGE ARTS ACTIVITIES

Letter Mosaic: Tt

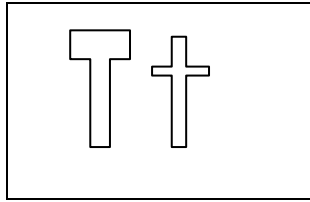
Objective: to recognize letter

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

Number of Players/Participants: 1-5 children

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

Letter Lacing Cards

Objective: visual discrimination, fine-motor coordination

Materials: lacing cards, yarn

Number of Players/Participants: 6-8 children

Preparation:

1. Make individual letters from cardboard or construction paper.
2. Punch the edges of the letter.
3. Attach a piece of string/yarn to each letter which should be long enough to lace the entire card.
4. Let the children lace the entire letter cards.

Letter Collage: M

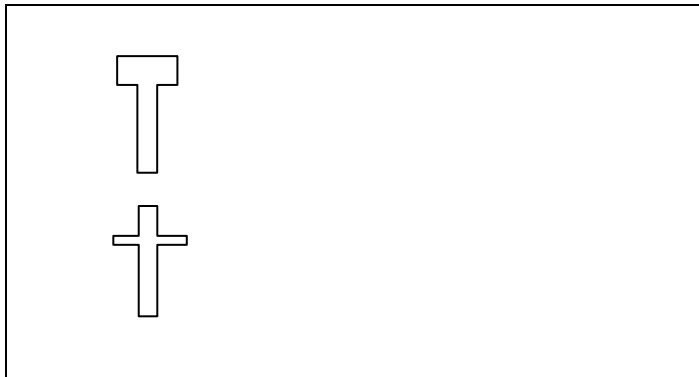
Objective: to recognize letter

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

Number of Players/Participants: 1-5 children

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. Give children one magazine or newspaper each.
2. 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).
3. Have them paste the letters they have found inside the outline of the letter.

I Words Poster

Objective: to recognize letter

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.

Number of Players/Participants: 1-5 children

Procedure:

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

Spot the Letter Mm

Objective: visual discrimination

Materials: paper mounted on a sturdy board with a mix of letters written across the page, tokens word cards (words that contain letter m)

Number of Players/Participants: 2-3 children

Preparation: Write several lower case letters across a page of bond paper or construction paper. If the target letter is **M**, there should be more m's on the board than other letters you will write. Mount your paper on a sturdy board. You may also choose to write directly on a folder or board.

Procedure:

1. Ask children to locate the target letter on the board. Have them count how many target letters were they able to spot.
2. For every letter that they spot, have them put a token on top of it.
3. After this is done, distribute cards on which words that contain letter **Mm** are written on.
4. Again, have them locate letter **Mm** on these words.

Letter Poster: M

Objective: to recognize letter

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

Number of Players/Participant: 8-10 children

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.

Playdough Letters

Objective: to identify different letters

Materials: playdough

Number of Players/Participants: 6-8 children

Procedure:

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

Name Designs

Objective: to recognize letter, fine-motor coordination

Materials: strips of oslo or bond paper, glue, art paper, scissors, yarn, junk materials

Number of Players/Participants: 6-8 children

Procedure:

1. Have children think of names that begin with letter M.
2. Teacher writes down each name on a strip of paper.
3. Children decorate/design the name using various art and junk materials.

Sand Paper Letters: Letter Mm, Aa, Tt, Ff

Objective: to recognize letter formation

Materials: sand paper letter cut-outs

Preparation: Prepare sand paper letter-cuts of upper and lower case forms of letters M, A, T and F.

Number of Players/Participants: 6-8 children

Procedure:

1. Have children explore each sand paper letter, feeling its shape as they touch the form of the letter with their fingers.

Picture/Letter/Word Sort

Objective: visual discrimination, fine-motor coordination

Materials: magazines, scissors, glue

Preparation: Make a 3-column chart on 1/8 manila paper. On the first column, write PICTURES, on the second, write letters and on the third, write words.

Number of Players/Participants: 6-8 children

Procedure:

1. Have children cut out pictures, letters and words from magazine and glue this on the appropriate column on the chart.

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.
2. Take down dictation if the child cannot write his own words or sentences yet.
3. Compile the stories and make it into a book. Write the title of the book – “Our Summer Vacation Experiences”

STORIES

Si Monica Dalosdalos

Mga Tanaong sa simula ng kuwento:

1. Sino sa inyo ang maagang gumising sa umaga?
2. Tumutulong ba kayo sa bahay ?
3. Ano ang paborito niyong gawaing bahay ?

Mga tanong pagkatapos ng kuwento:

1. Sino ang pinaguusapan sa ating kwento?
2. Anong ginagawa ni Monica Dalosdalos paggising niya sa umaga?
3. Anong nagustuhan niyo sa mga ginawa ni Monica Dalosdalos?
4. Ano ang hindi niyo nagustuhan sa kanyang mga ginawa?
5. Saan nangyari ang kwento?
6. Ano ang mangyayari kapag hindi nag-iingat sa mga gawaing bahay ?
7. Ano ang mga pag-iingat na kailangang gawin pag ginagawa ang mga gawaing bahay ?

Looking After Myself

Joy-joy The Jolly Boy

Isang Taon na si Beth

Brave Little Boy Dan

A. SONGS/POEMS/ RHYMES

What's the Sound ?

(to the tune of Old MacDonald Had a Farm)

What's the sound that these words share?

Listen to these words.

Mat and Mini are these two words.

Tell me what you've heard. (mmmmmm)

With a /m/, /m/ here, and a /m/, /m/ there,

Here a /m/, there a /m/, everywhere a /m/, /m/.

/m/ is the sound that these words share.

We can hear that sound!

What's the Sound ?

(to the tune of Old MacDonald Had a Farm)

What's the sound that these words share?

Listen to these words.

Mat and Mini are these two words.

Tell me what you've heard. (mmmmm)

With a /m/, /m/ here, and a /m/, /m/ there,

Here a /m/, there a /m/, everywhere a /m/, /m/.

/m/ is the sound that these words share.

We can hear that sound!

Feelings Spider

Happy Little spider

Climbed up the water spout;

Down came the rain

And washed poor Spider out;

Out came the sun

And dried up all the rain;

And the Happy Little spider

Climbed up the spout again.

Note: Replace Happy with other emotions: Sad, giggly, shy, Afraid. Then have your children act out the emotions.

INDOOR/OUTDOOR GAMES

People Counting Games

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 Players/Participants: whole or small group

Procedure:

Stand and sit: "one" (sit), "two" (stand), "four" (sit), "four" (stand)

Hopping forward: "One, two, four, four" (change direction)

"one, two, four, four" (change direction)

Bouncing ball: "one, two, four, four" (bounce a ball)

"one, two, four, four" (bounce a ball)

Jumping rope: "one, two, four, four" (jump rope)

"one, two, four, four" (jump rope)

Feelings Hopscotch

Draw a simple hopscotch on the floor with smiley and sad faces alternately. Smiley means YES and sad face means NO to question asked by the teacher regarding the story read. The individual that first finished reaching the top will be the winner.

Body Letters

Objective: to utilize their body to form letters

Materials: letter cards

Number of Players/Participants: whole class

Procedure:

1. Divide the class into groups.
2. Assign each group a letter to form. (If they are not familiar with the letter, give them the letter card).
3. All the children in the entire group must join in forming the letter assigned to them (four children might lie on the floor to form the letter F)

Body Patterns

Objectives: 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 to 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.