

KINDERGARTEN CATCH UP EDUCATION DAILY PLAN

Week 7: _____

Monday	Tuesday	Wednesday
Content Focus: I have needs and feelings.		
MEETING TIME 1: Message: I have feelings. I can learn to say how I feel. Sometimes I'm happy. Sometimes I'm sad. Questions: What makes you happy? What makes you sad?	MEETING TIME 1: Message: Sometimes I'm afraid .I can talk to other people about my fears. Questions: What makes you afraid? Who do you talk to about your fears?	MEETING TIME 1: Message: I need to consider others' feelings too, not only mine. Questions: How do I make others happy?
WORK PERIOD 1 Teacher-Supervised: Target Letter Nn (letter names, sounds and words that begin with Nn) Paper Plate/Paper Bag Puppets: Happy Faces Independent: <ul style="list-style-type: none"> Find a Match (Feelings) Letter Lacing Cards Letter Mobile (N) Letter for the Day (N) Table Blocks Playdough 	WORK PERIOD 1 Teacher-Supervised: Feelings Chart: What makes us happy?/ What makes us sad ? Independent: <ul style="list-style-type: none"> Name Designs: Who's name begins with Nn ? Letter for the Day (Nn) Find a Match (Feelings) Spot the Letter N Table Blocks Playdough 	WORK PERIOD 1 Teacher-Supervised: Literature-based: Film Strips: A Sad Princess Independent: <ul style="list-style-type: none"> Feelings Collage Lit-based: Beginning/Middle/End Story Chart Spot the Letter M/Odd One Out (letters) Sand Paper Letters Writer's Workshop
MEETING TIME 2: Show and Tell: drawing - What makes you happy/sad?	MEETING TIME 2: Sing the song "What's the Sound? " (substitute with Mm words) Activity: Have children think of words that begin with M. List them down on the board. Show the name designs they made during Work Period 1	MEETING TIME 2: Introduce the song " Feelings Spider" Discussion/Sharing: Share an experience where you had made someone happy in the family? someone in school ?
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Pedro The Duck and the Intelligent Owl	STORY: The Sad Princess	STORY: Ang Mayang Uhaw
WORK PERIOD 2: Teacher-Supervised: Hand Game (writing number sentences – up to quantities of 4) Independent: <ul style="list-style-type: none"> Color Patterns (cubes) Number Stations (1-4) Playdough Numerals (0-4) Number Books (1-4) Call Out Math: 2-dimensional shapes in the environment 	WORK PERIOD 2: Teacher-Supervised: Who Has More? (quantities of 4) Comparing Quantities: A Game for Partners Independent: <ul style="list-style-type: none"> Color Patterns (cubes) Playdough Numerals (0-4) Number Books (1-4) Number Concentration (1-4) Cover All: 2-dimensional shapes in the environment 	WORK PERIOD 2: Teacher-Supervised: Pictograph: What's Your Favorite Color – Red, Blue or Yellow? (3 categories) Independent: <ul style="list-style-type: none"> Comparing quantities: A Game for Partners It's A Match/ Number Concentration (1-4) Border Patterns Number Fishing Game (1-4) Tapatan
INDOOR/OUTDOOR ACTIVITY: People Counting Games (counting up to 4)	INDOOR/OUTDOOR ACTIVITY: Feelings Hopscotch	Indoor/Outdoor Activity: Walk, Hop, Jump
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY
Content Focus: I have needs and feelings. My family provides my needs.	
MEETING TIME 1: Message: I have needs. My basic needs are food, clothing and shelter. My family provides for my needs Question: What does your family need ?	Message: My family provides for my needs. Some family members earn a living so they can help provide for the needs of the family. Question: What do your parents do to provide for your needs?
WORK PERIOD 1 Teacher-Supervised: Oral Blending Activities (syllables, onset and rime) Independent: <ul style="list-style-type: none"> Name Designs: Whose name begins with N? Letter Poster : Cut out words that begin with N Individual: N Designs Dramatic Play (jobs of parents) Block Play (block work places) 	WORK PERIOD 1 Teacher-Supervised: Poster: Family members earn a living in different ways. Independent: <ul style="list-style-type: none"> Name Designs: Whose name begins with Nn? Letter Poster : Cut out pictures that begin with N Individual N designs Dramatic Play (jobs of parents) Block Play – work places Stick Puppets: When I grow up...
MEETING TIME 2: Sing the song “What’s the Sound?” (substitute with Mm words) Activity: Where’s the Sound ? Have children think of words that have a /m sound in it. List them down on the board. Sort the words according to where the /m/sound can be heard	MEETING TIME 2: Show the food chart – talk about the food that comes from animals and food that comes from plants Activity: Where’s the sound ?
Supervised Recess	Supervised Recess
STORY: Si Kapitan Ding Pinunong Magiting	STORY: Vilma’s Vineyard Workers
WORK PERIOD 2: Teacher-Supervised: Peek Through the Wall (writing number sentences up to quantities of 3) Independent: <ul style="list-style-type: none"> Block Play Comparing Quantities: A Game for Partners Writing Papers (4) It’s A Match/ Mixed Up Numbers (1-4) Number Snap/ Number Concentration (0-4) 	WORK PERIOD 2: Teacher-Supervised: Peek Through the Wall (writing number sentences up to quantities of 3) Independent: <ul style="list-style-type: none"> Block Play Number Stations (up to 4) Number Mobile (quantities of 4) Writing Papers (4)
INDOOR/OUTDOOR ACTIVITY: Body Letters	INDOOR/OUTDOOR ACTIVITY: Body Parts
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

APPENDIX: WEEK 7

THEME RELATED ACTIVITIES

Shape Collage (My Home)

Objectives: to construct a house using different shapes
to develop creativeness
to distinguish different kinds of shapes

Materials: Pre-cut shapes of old newspapers, colored magazines, large sheets of paper, old folder or cardboard, paste or glue, pair of scissors

Procedure:

1. Place the pre-cut shapes of old magazines and newspaper in a box.
2. Let the pupils get pieces of the pre-cut shapes to create a collage of their house.
3. Glue or paste each part until they create a collage of their home.
4. Tell them to write a title of their collage and tell something about it.

Houses!Houses! - PEHT p. 71

Objectives: to identify different types of houses
to identify shapes of objects or things Materials: Pictures of different types of houses, blocks

Procedure:

1. Present pictures of different types of houses – small houses, big houses, apartments, nipa hut in the block center where children can see and touch.
2. Discuss with the children about the shapes they see in each picture.
3. Let them tell what they know about the different types of houses.
4. Let the children build houses using their blocks.
5. Discuss with the children about what they build with their blocks. See if they try to use any of the ideas they have seen in the pictures as they build their own creations.

What have you built?

Is it like the one in the picture or did you make a different kind of house?

Junk Art – (Different Kinds of Shelter)

Objectives: to demonstrate resourcefulness and creativity in using recyclables
to use recyclable materials to make models of different kinds of shelter

Number of Players/Participants: 6 children

Materials: recyclable materials like small boxes, strings, paper, soft cardboard, soft drink bottle caps, popsicle sticks, pieces of cloth, candy wrappers, aluminum foil, wire, old magazines, etc., glue, pair of scissors

Procedure:

1. Let the group discuss about the kind of shelter found in the community and let them decide of what kind of shelter in group will work on (e.g. tree house, nipa hut, duplex, apartment etc.
2. Let the leader get the needed materials from the tray of box.
3. Group work on the kind of shelter they have chosen.

Literature-based: Popsicle Stick Houses

Objective: recall story details, develop fine motor coordination

Materials: popsicle sticks, glue,

Number of participants:

Procedure:

1. Have children make different kinds of houses out of popsicle sticks.
2. Let them glue each house on 1 whole or ½ oslo paper.

Literature-based: Stick Puppets : 3 pigs, wolf

Objective: recall story details, develop fine motor coordination

Materials: popsicle sticks/ tongue depressor, construction paper, yarn, assorted junk materials

Number of Players/Participants: 6-8 children

Procedure:

Have children make stick puppets out of assorted junk materials. After they have made the puppets, have them retell the story using the puppets.

Mga Katulong sa Pamayanan MEMORY GAME

Objectives: to identify the different community helpers
to remember the location of certain community helpers cards

Materials: 20 pieces of community helpers 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.

People in the Neighborhood – PEHT p.117

Objective: to identify the letter that represents the sound heard.

Materials: Manila paper or newspaper, cut-out of stars, pictures of community helpers, bean bag or small objects to toss.

Procedure:

1. Draw a pathway on manila paper. Divide the paths into sections. Print the beginning letters of the community helpers in each section.
2. Let the children recite:

Who are the people in the neighborhood?
In the neighborhood, in the neighborhood
Please tell me so, tell me so. (2 times)

3. Ask one child to toss the bean bag to any section of the path, then hop from the starting point to the letter where the bean bag fell.
4. While the child is hopping, let the children say:

What G (if the bag is on letter G) is one of the people in the neighborhood?
Please tell me so, tell me so. (2 times)

5. Ask the child on the path to name the community helper whose name begins with letter G.

Example: garbage collector

6. If the child gives the answer give him a star.
7. Repeat the activity.

Community Helpers

barangay official	garbage collector	teacher
doctor	mailman	policeman
fireman	nurse	vendor

Sticks Puppets: Different Kinds of Clothes

Anong Kasuotan Ko? PEHT p. 60

Kasanayan: Nasasabi ang mga uri ng mga damit

Pamamaraan:

1. Bunuo ng apat na pangkat
2. Basahin ang mga tugma.
3. Ipahula kung ano ang mga ito. Mag-uunahan ang 4 na pangkat sa pagbigay ng sagot. Ang pangkat na may pinakamaraming tamang sago tang panalo.
 - a. Ako ay gingamit pag taglamig,
Upang kayo'y protektahan sa ginaw.
 - b. Damit pambabae
Maaaring mahaba o maikli
Ingat lang kung mahangin
At baka ito'y liliparin
 - c. Damit na pantaas

- May tatlong butas
Lagusan ng kamay
At ng ulong mahusay.
- d. Suot na karaniwang panloob,
Pandoble sa damit na manipis.
 - e. Maikling gamit na pang-ibaba
Karaniwang suot ng mga bata
Dalawang paa'y ditto isinusuot
Nang makakilos nang mas maayos.
 - f. Maliit man ako'y mahalaga sa iyo
May pambabae at may panlalaki
Isinusuot ako
Na panloob na damit mo.

4. Ipaguhit ang mga kasuotang inilarawan.

Clothes I Wear – (Activity Sheets) or RSW p. 239

Poster: There are different kinds of clothes.

Objective: to identify different kinds of clothes

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

Number of Players/Participants: 6-8 children

Procedure:

1. Ask each child to draw one kind of clothing.
2. Have children outline his drawings and color it.
3. Ask each child to write something about his/her drawing. Take down dictation if the child cannot write his/her own words or sentences yet.
4. Paste their work on a manila paper, write the title of the activity and post on the wall

Pictograph: Clothes to Wear for Different Weather Conditions

Objective: to identify different kinds of clothes for different weather conditions

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

Number of Players/Participants: 6-8 children

Procedure:

1. Ask each child to draw one kind of clothing for a particular kind of weather.
2. Have children outline his drawings and color it.
3. Ask each student to write something about his drawing. Take down dictation if the child cannot write his own words or sentences yet.
4. Paste their work on a manila paper, write the title of the activity and post on the wall.

Dressing Up for the Weather PEHT p. 60

Objectives: to identify proper clothes for the weather
to distinguish sunny day from rainy day

Materials:

umbrella	jacket
wooden slippers	raincoat
rubber slippers	hat
boots	light clothes
shoes	undershirt

Procedure:

1. Display things used during sunny or rainy days.
Examples: umbrella, jacket, rubber slippers, etc.
2. With the aid of pictures, children describe sunny and rainy days.
3. Children dress up in summer clothes or clothes for rainy weather.
4. Children parade around the room while music is being played.

Dress Me Up Paper Dolls

Objective: to identify different kinds of clothes

Materials: pre-cut puppet cardboard design, colored markers, scrap cloth, colored markers

Number of Players/Participants: 6-8 children

Procedure:

1. Tell the children that they will dress up their puppets.
2. Distribute pre-cut cardboard puppets to each child.
3. Ask each child to design his/her own puppet using the scrap cloth and colored markers available.
4. Attach each puppet to a popsicle stick using masking tape.
5. Display the puppets.

Clothes Memory Game

Objective: to match clothes that are alike

Materials: at least 20 pieces of picture cards of clothes

Number of players/participants: 6-8 children

Procedure:

1. Place all cards on the table face down.
2. Each player turns over two cards during his/her turn. If he/she gets a pair of identical letter cards, he/she 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.

Clothes Connect

Objectives: to recognize different kinds of clothing that are alike

Materials: set of 28 clothes dominoes

Number of Players/Participants: 6 children

Procedure:

1. All dominoes are placed face down.
2. Each player draws 7 dominoes.
3. A player with a "double" begins play.
4. Each player in turn says the shape names and then plays as in a regular domino game.
5. The winner is the player who has played all dominoes or the player with the smallest number of dominoes when all players must pass.

OTHER MATH ACTIVITIES

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 Books (quantities of 4)

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Number of Player/Participants: 1-5 children

Procedure:

1. Help your child to draw pictures or glue in 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.

Go 4

Objective: to explore different combinations that makes 4

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

Number of Players/Participants: 1-5 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 Fish. 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 3 in front of himself, face up. A player can continue asking for a card as long as he gets the card he requested. If he does not get the card he asked for, the turn passes to the person who said, "I don't have it."

3. The person who makes the greatest number of pairs is the winner.

Draw 4

Objective: to explore different combinations that makes 4

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

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 4. 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 her left draw one of them without looking at them. If the person who draws the card can use it to make 4 with one of the cards in he/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. He/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.

Find 4

Objective: to collect pairs of cards

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

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/she in a stack, face-down, without looking at them.
2. By turns, players turn over the top card of his/she 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/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.

4 Concentration

Objective: to explore different combinations that makes 4

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

Number of Players/Participants: 3-5 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/she is successful. If he/she is not successful, he/she 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 player who collects the greatest number of pairs is the winner.

It's A Match

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -5, 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 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

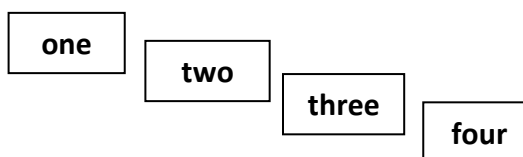
Objectives: to read and recognize number words
to recognize the sequence of numbers

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

Number of Players/Participants: small group

Procedure:

1. Place the word cards at random in the tray.
2. Ask the child 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. "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.

Picking Up Game: Numbers

Objective: to recognize and identify numerals

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

Number of Players/ Participants: 2-4 children

Procedure:

1. Set up a "catching area" where card with numbers are placed on the floor.
2. Children take turns using the rod to catch a 'number'.
3. When a child catches a 'card' he/she identifies the number written on it.
4. The next child takes his/her turn.

Lift The Bowl

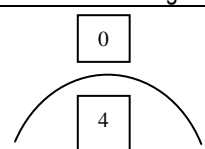
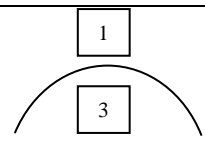
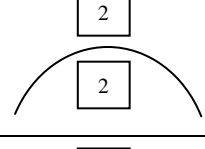
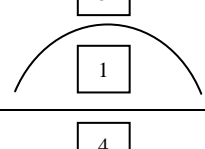
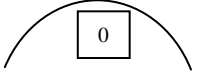
Objective: to explore different combinations that makes a given quantity

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

Number of Players/Participants: small group

Procedure:

Game proceeds as Hand Game but bowls are used for separating quantities.

Teacher says:		Children say:	Teacher places these cards on the Lift the Bowl counting board
"Place four blocks under the bowl."		"None and four is four." or "Zero and Four is four."	
"Place three blocks on the bowl."		"One and three is four."	
"Place two blocks on the bowl."		"Two and two is four."	
"Place three blocks on the bowl."		"Three and one is four."	
"Place four blocks on the bowl."		"Four and none is four." or "Four and zero is four."	

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).

Counting Boards (concrete, up to quantities of 4)

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)

Number of Players/Participants: 1-4 children

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.

Subtraction Cards

Objective: to subtract quantities up to 4

Materials: subtraction cards, counters

Number of Players/Participants: 1-4 children

Procedure:

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

Call Out: Addition (up to quantities of 4)

Objective: to match an addition fact with its correct sum

Materials: call out card for each player calling cards tokens

Number of Players/Participants: 1-4 children

Procedure:

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

Call Out: Subtraction (up to quantities of 4)

Objective: to practice subtraction up to quantities of 4

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

Number of Players/Participants: 1-4 children

Procedure:

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

Number Stations (quantities of 4)

Objectives: to count 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 as pebbles, popsicle sticks, and blocks.

Sand Play: Mark The Scoops

Objectives: 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:

1. The children take a measuring cup to experiment with. They will tape a strip of paper to the side of each of the available jars. They will 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 will mark the level on the paper. This is repeated for each jar.
2. Encourage the children to discuss why the distance between each mark differs with some jars and does not with others.

Call Out: Number (0-4)

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

Don't Rock the Boat

Objective: to practice counting

Materials: playing board, counters, dice

Number of Players/Participants: 1-5 children

Procedure:

1. Players roll the dice to travel back and forth inside the "boat".
2. The player who lands in the center with an exact roll is the winner.

Who Has More?

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Number of Players/Participants: 6 children

Procedure:

1. Put out about six saucers, each with a different number of things in, for example, six toothpicks, five small buttons, four big buttons, three peas, two pebbles, one marble.
2. The child points at two saucers and chooses without counting out, which has more. Child then checks by pairing up the contents of the two saucers.

Variations:

1. Put the same number of things in two of the saucers.
2. Put four big things and four small things in another saucer.
3. Put out bigger number of things.

Comparing Numbers – A Game For Partners

Objective: 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. 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.

Playdough Numerals (0-6)

Objective: to identify the numerals 0, 1, 2, 3, 4, 5 and 6

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, 4, 5 and 6.
3. Then ask each child to create the number of objects for each numeral, Example: 2 hearts – numeral 2.

Writing Papers (6)

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/she is working on, in this case 6.
2. Children use a crayon to connect the dots of the number pattern.

Number Stations (quantities of 6)

Objectives: to count up to quantities of 6

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

Materials: several boxes of toothpicks

Procedure:

1. Teacher chooses a number to work with for the day, in this case 6.
2. Children work together exploring a given quantity of toothpicks, in this case 6, 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 6)

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 the child to draw pictures or glue in pictures from magazines of things that are important to him and write the number 6 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.

Number Cover All (0-6)

Objective: to match numerals

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

Number of Players/Participants: 1-5 children

Procedure:

1. Give each player a cover all number 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. He/she holds 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 Concentration (0-6)

Objective: to match numerals

Materials: 2 sets of number cards, 0-6

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.

Chart: How Many Pockets? Zippers? Buttons?

Objectives: to collect data

to organize data using a pictograph

Materials: manila paper, cut outs of 3 pockets, zippers, buttons, glue

Prepare large graph on Manila paper where children will paste the pocket, zipper, button cut-out of their choice.

Prepare cut-outs of zippers. Make sure cut-outs are enough for all the children.

Example:

buttons					
pockets					

Number of Players/Participants: small group

Procedure:

1. Ask children to check if they have zippers, buttons or pockets. Discuss what each looks like.
2. Show the graph drawn on Manila paper and say, "Now look at the chart and choose which among these is present in your clothing today."
3. Call each child. The child then gets a cut-out and pastes this on the appropriate box.
4. After the children have pasted their cut-outs, ask the following questions:
 - Who has the most zippers? buttons? pockets?
 - Who has the least zippers? buttons? pockets?

Measure It

Objectives: to measure the length of objects

Materials: assorted objects with varying lengths, popsicle sticks, paper, pencil

Number of Players/Participants: 4-6 children

Procedure:

1. Ask children to measure the length of the following: blackboard, shelf, table, blocks
(Note: you may also substitute these items with other things in the classroom)
2. Use different non-standard tools such as popsicle sticks, straw. You may use inch cubes to measure length of smaller objects such as pencil, table block, crayons landing in the center.

OTHER LANGUAGE ARTS ACTIVITIES

Letter Lacing Cards

Objectives: to develop visual discrimination,
to fine-motor coordination

Materials: lacing cards, yarn

Preparation: Make individual letters from cardboard or construction paper. Punch the edges of the letter. Attach a piece of string/yarn to each letter which should be long enough to lace the entire card.

Number of Player/Participants: 6-8 children

Procedure:

1. Distribute the letter cards to the children.
2. Let them children lace the cards.

Name Designs

Objectives: to develop letter recognition
to fine-motor coordination

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

Number of Player/Participants: 6-8 children

Procedure:

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

Nn Words Poster

Objective: letter recognition

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

Spot the Letter N

Objective: to develop 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 N)

Number of Players: 2-3 children

Preparation: Write several lower case letters across a page of bond paper or construction paper. If the target letter is N, 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 N are written on.
4. Again, have them locate letter m on these words.

"The Sad Princess" (Fim Strip)

Objective: identify story details

Materials: manila paper

Number of players/participants: 4-6 children

Procedure:

1. Pre-cut the manila paper in the shape of a banner.
2. Ask children to recall details of the story just read. e. g. characters, setting, major events, title.
3. Write the title at the top or center of the manila paper.
4. Each child draws a story detail in a separate paper (construction or bond paper).
5. He/she cuts this out and paste this on the story banner.

Sand Paper Letters; Letter Ss, Mm, Aa, Tt, Ff, Ee, Nn

Objective: to form a letter

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:

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

CVC Fishing Game

Objective: to match CVC words

Materials: CVC fishing cards, hook

Preparation: prepare fishing cards with CVC words that can be formed from the following letters; m, a, t, f, e, n

Players: 4-6 children

Procedure:

1. Lay down CVC cards on the table or floor.
2. Have children take turns fishing CVC words.
3. Children read out words that they catch.

CVC Cover All (same as Letter Cover All but replace with CVC words that can be formed from the letters m,a,t,f,e,n)

Word Call Out (same as Letter Cover All but replace with CVC words that can be formed from the letters m,a,t,f,e,n)

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 child to draw a particular experience he/she had last summer and write about it.
Take down dictation if the child cannot write his 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”.

STORIES

Ang Mayang Uhaw By: Victoria Anonuevo

(Paano siya makakainom ng tubig sa baso)

Question before reading

1. Ano ba ang pakiramdam ng kapag nauuhaw?

Question while reading

1. Makakainom pa kaya si Maya kakaunting tubig sa baso?

Questions after reading

1. Ano ang nagging suliranin ni Maya?
2. Ano ang nagging paraan ni Maya upang makainom?

Si Kapitan Ding Pinunong Magiting

Questions before reading

1. Nakaranas nab a kayo ng bagyo o lindol?
2. Ano ang inyong naramdaman?
3. Sino ang mga tumulong sa inyo upang kayo ay maging ligtas?

Questions while reading

1. Sino si Kapitan Ding?
2. Saan siya namumuno?

Questions after reading

1. Bakit tinawag na pinunong magaling si Kapitan Ding?
2. Sinu-sino pa ang mga tumutulong sa atin kapag may bagyo o baha o kalamidad?

SONGS/POEMS/RHYMES

<p><u>What's the Sound ?</u> (to the tune of Old MacDonald Had a Farm)</p> <p>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!</p>	<p>Sing “ Who are the people in the neighborhood?” <u>Who are the people in your neighborhood?</u></p> <p>Who are the people in your neighborhood? In your neighborhood? (2x) Oh, who are the people in your neighborhood? They're the people that you meet When you're walking down the street They're the people that you meet each day.</p>
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INDOOR/OUTDOOR ACTIVITIES

To Market, to Market to Buy Fruits and Vegetables

Objective: to develop gross motor skills and body coordination

Materials: 2 daddy's polo, 2 big hats, 2 baskets, 2 umbrellas

Number of Players/Participants: whole class

Procedure:

1. Divide the class into 2 equal groups. Ask each group to form a straight line.
2. Put a chair in front of each group (about 3 meters away).
3. Teacher models how the action is done – she wears the polo and hat, opens the umbrella, goes around the chair carrying the basket and umbrella, then goes back to her group mates, touching the hand of the child next to her. As soon as that classmate next to her has moved on, she goes to the end of the line.

4. When the children have understood how the relay game is played, you may now start the game.
5. At the signal "Go!" the first child of each group, does the action demonstrated by the teacher and the game continues until everybody had taken his turn.

Line Up

Objective: to sort the class into 3 groups based on similarities and differences

Materials: none

Number of Players/Participants: whole group

Procedure:

- Tell the children that they are to make three lines based on the descriptions you give.
- Make 2 lines: boys, girls
- Make 3 lines: favorite drink: juice, chocolate drink, milk
- Make 3 lines: favorite place: McDonald's, Jollibee, KFC
- Make 3 lines: favorite activity: playing, watching TV, drawing/coloring pictures

Move the Body – PEHT p. 55

Objective: to demonstrate movement of different body parts Procedure:

1. Children sit on the rug.
2. Children and teacher do deep breathing exercises as a way of feeling balance.
3. Children and teacher do simple stretching to loosen tight muscles, concentrating on certain body parts.

Example; hand, feet, head

- The teacher starts the music and tells the children:
"Move your hand...foot...etc." in any way you want.
- Children move their body parts with the music.
- Teacher and children end the activity with deep-breathing exercises.

Variations: Direction of the movement varies (up and down, back and forth, etc) The quality of movement can also be varied (slow and fast , quiet and loud, light and heavy, happy and sad). Different kinds of music should be used in various movements.

Over and Under Relay

Clothes Relay

Players are divided into 3 equal teams. Each team forms a line. One sack of clothing is set at least 4 yards in front o of each team.

The first player on each team runs to the sack of clothing, putting on each article of clothing in any order. Clothes need not be tied or buttoned. Player then runs back to his team, takes clothes off and helps the next player get dressed. The next player runs to the other end and back to the finish line. He then takes each particle of clothing off and help the next player get dressed. The next player takes his turn in the same fashion. The game continues until all players of one team have had a turn and thus win.