

KINDERGARTEN CATCH UP EDUCATION DAILY PLAN

Week 8: _____

| Monday | Tuesday | Wednesday |
|--|---|---|
| CONTENT FOCUS: I have needs. My basic needs are food, clothing, shelter. | | |
| MEETING TIME 1: Message: I need food. Sometimes we grow our own food. Sometimes we buy food from other places e.g. market, sari-sari store, food stalls, etc. Questions: Where do you buy your own food ? Who among you grow vegetables and fruit trees in your backyard ? | MEETING TIME 1: Message: Some food comes from plants. Some food come animals. Question : What food comes from plants ? What food comes from animals ? | MEETING TIME 1: Message: I need a home to live in. Living in a house protects me from rain and heat which can make me sick. Question: Where do you live? |
| WORK PERIOD 1 Teacher-Supervised: Target Letter Ss (letter name, sounds and words that begin with S Letter Poster: Ss words in Magazines Independent: <ul style="list-style-type: none"> Food Baskets (Fruits and Vegetables in the Community) Food in the Community RSW. p.251 Food Memory Game/Food Domino Letter Collage Spot the Letter Aa | WORK PERIOD 1 Teacher-Supervised: Food Chart: Food that come from animals/plants <ul style="list-style-type: none"> Letter Poster: Foods that begin with A, S Playdough: Iba't Ibang Pagkain Name Designs: Whose name begins with Ss? Spot the Letter Ss Food Domino Food Memory Game | WORK PERIOD 1 Teacher-Supervised: Letter Poster Ss (drawings) Independent: <ul style="list-style-type: none"> Shape Collage: My House Houses! Houses! PEHT p. 71 Junk Art (Different Kinds of Shelter) Name Designs: Whose name begins with Ss? Drawing: My House |
| MEETING TIME 2: Show the food baskets to the class – talk about the different fruits and vegetables | MEETING TIME 2: Guessing Game: Name the Fruit/Vegetable Show the food chart. Talk about what they brought for snacks and have them identify if this comes from plants or animals. | MEETING TIME 2: Sing “Who are the people in your neighborhood?” (those community helpers that keep us safe e.g. policeman, fireman, security guard, traffic enforces, etc.) |
| Supervised Recess | Supervised Recess | Supervised Recess |
| STORY: Gusto Ko ng Pansit Ngayon | STORY: | STORY: The Three Little Pigs |
| Teacher-Supervised: Literature-based: Story Sequence Strips Graph: What is your favorite fruit ? Independent: <ul style="list-style-type: none"> Stuffed Vegetables Fruit Mobile Food Domin0 Food Memory Game | Teacher-Supervised: Hand Game (concrete level 4) Independent: <ul style="list-style-type: none"> It's a Match/ Mixed Up Numbers (1-5) Number Stations (1-5) Playdough Numerals Number Fishing Game/Number Clip Game (1-5) | WORK PERIOD 2: Teacher-Supervised: Literature-based: Story Banner – The Three Little Pigs Independent: <ul style="list-style-type: none"> Literature-based: Popsicle Stick Houses Literature-based: Stick Puppets : 3 pigs, wolf Playdough Numerals It's a Match/ Mixed Up Numbers (1-5) Counters and Counting Boards (1-5) |
| INDOOR/OUTDOOR ACTIVITY: Obstacle Course | INDOOR/OUTDOOR ACTIVITY: Roll and Catch | Indoor/Outdoor Activity: Hopping Frogs |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

| THURSDAY | FRIDAY |
|--|--|
| CONTENT FOCUS: I can take care of my body. | |
| MEETING TIME 1 Message: I can take a bath. I can change my clothes. Question: What things you can do to take care of your body ? | MEETING TIME 1 Message: I can protect myself from harm and illnesses. I can cut my fingernails. I can wear my slippers/shoes. I can keep myself healthy. I can the right kind of food. Question: How can one protect their body from sickness ? What can you do to keep your body healthy ? |
| WORK PERIOD 1 Teacher-Supervised: Graph: What are you wearing today ? Independent: <ul style="list-style-type: none"> Stick Puppets/Paper Dolls: Different Kinds of clothes Anong Kasuotan Ko? - PEHT p.60 Clothes I Wear - RSW. p.239 Letter Poster (pictures of objects that begin with Ss) Tracing/Writing Letters (Mm, Aa) | WORK PERIOD 1 Teacher-Supervised: Step on Shapes/Colors Independent: <ul style="list-style-type: none"> Sand Paper Letters: Dress Me Up Paper Dolls Clothes Memory Game Alphabet Clothesline Dressing Up for the Weather PEHT p. 60 |
| MEETING TIME 2: Show stick puppets – talk about the different clothes that the puppets are wearing | MEETING TIME 2: Show the Dress Me Up Paper Dolls – talk about the different designs that the paper dolls are wearing Show the chart: How Many Pockets? Zippers? Buttons? – talk about who got the most or the least number in each feature |
| Supervised Recess | Supervised Recess |
| STORY: The Emperor and His New Clothes | STORY: Si Tipaklong |
| WORK PERIOD 2: Teacher-Supervised: Hand Game (concrete up to quantities of 4) Independent: <ul style="list-style-type: none"> Block Play Sand Play: Mark the Scoops Number Cover All (0-5) Don't Rock the Boat Arranging Objects by size and length up to quantities of 5 | WORK PERIOD 2: Teacher-Supervised: Peek Through the Wall concrete level (up to quantities of 4) Independent: <ul style="list-style-type: none"> Number stations/ number books (quantities of 5) Comparing quantities: A Game for Partners Number Concentration/ Mixed Up Numbers (1-5) Number Cover All/Call Out: Numbers (0-5); It's A Match (1-5) |
| INDOOR/OUTDOOR ACTIVITY: Clothes Relay | INDOOR/OUTDOOR ACTIVITY: Save Yourself (PEHT p. 227) |
| MEETING TIME 3: Dismissal Routine | MEETING TIME 3: Dismissal Routine |

THEME-RELATED ACTIVITIES

Food Chart: Healthy Food/Junk

Objectives: to differentiate between healthy and junk food

Materials: manila paper, magazines, markers, construction paper, glue, scissors

Preparation: Prepare the food chart beforehand.

Number of Players/Participants: 6-8 children

Procedure:

1. Have children cut-out pictures of different kinds of food.
2. Ask them which of these food items can be considered healthy foods and talk about why they are healthy for the body.
3. Have them paste this under the heading "Healthy Foods".
4. Have them identify foods that can be harmful for the body. Talk about why these are not considered healthy foods.
5. Have them paste this under the heading "Junk Foods".

Food Domino

Objective: to recognize foods sold in the market by playing the domino game.

Materials: food domino cards

Number of Players/Participants: 4- 5 children

Procedures:

1. Prepare one set of food domino cards (food that are sold in the market)
2. Distribute the domino cards to the players and put the last card in the middle of the table.
3. In a clockwise manner, each player will connect one domino card to either end of the first card on the table. If the current player does not have a card which he can connect to the card trail, he says, "PASS" and lets the next player take his turn.
4. The game ends when all the cards are on the table. The first person to rid himself of all his cards wins the game.

Chart: Food that come from plants/ Food that come from animals

Objective: to distinguish which food items come from animals and which comes from plants

Materials: manila paper, markers, crayons/colored markers

Preparation: Prepare a food chart beforehand. Write food comes from plants on top of the first column and food that comes from animals on the second column.

Number of Players/Participants: 6-8 children

Procedure:

1. Ask children to draw food that comes from animals and food that comes from plants.
2. Have them paste this on the appropriate column on the chart.

Playdough: Iba't Ibang Pagkain

Objective: to identify different kinds of food

Materials: playdough

Number of Players/Participants: 6-8 children

Procedure:

1. Give each child a medium-sized ball of playdough.
2. Let them mold the playdough to form different kinds of food.

Food Memory Game

Objectives: to identify different kinds of food

to remember the location of certain food cards

Materials: 20 pieces of food cards

Number of Players/Participants: 6-8 children

Procedure:

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

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

interesting.

Mirror! Mirror on the Wall

Objective: to develop fine motor coordination

Materials: Paper plates for each child, crayons/markers, yarn, glue, stick, masking tape

Procedure:

1. Give each child a paper plate.
2. Have them draw their face on it.
3. Use yarn for the hair.
4. Let the child write his/her name on the paper plate.
5. Attach the paper plate to the stick.

Clothes Connect

Objective: 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.

Children's Gallery: What We Like To Do

Objective: to develop fine motor coordination

Materials: shape book (person), colored markers or crayons

Number of Players/Participants: 8-10 children

Procedure:

1. Distribute different shape cut-outs.
2. Have children draw different things they like to do or have.

OTHER MATH ACTIVITIES

Block Play

Objectives: to explore the attributes of 3-dimensional or space figures

to understand the relationship between figures

to build structures using blocks

Materials: table or floor blocks

Number of Players/Participants: 1-4 children

Procedure:

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)

Comparing Numbers – A Game For Partners

Objective: to compare 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.

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.

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 place.

Seven

Six

Eight

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 the student's- are then invited to join in. Continue until all are standing in the appropriate number.

Call Out: Number (0-6)

Objective: to match numerals

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

Number of Players/Participants: 2 or more children

Procedure:

1. Provide each child with a call out board (numerals).
2. Assign a child 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 Concentration (0-5)

Objective: to match numerals

Materials: 2 sets of number cards, 0-5

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.

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: 6 children

Procedure:

1. 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).
2. Players take turns placing one marker at a time on any of the board points.
3. When all six pieces are placed, the child takes turn 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.

Picture Puzzle

Objective: to develop fine-motor coordination, visual discrimination

Materials: puzzle pieces

Preparation: Choose 8-10 pictures to mount on boards. Cut this up into 4-6 pieces.

Number of Players/Participants: 6 children

Procedure:

1. Distribute one set of puzzle to each child.
2. Have each one complete the puzzle assigned to him/her.
3. Have them exchange sets as they finish.

Bead Stringing

Objectives: to develop fine motor coordination
to explore patterns

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

Number of Players/ Participants: 1-4 children

Procedure:

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

Peek Thru the Wall

Objective: to explore different combinations that makes a given quantity

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

Number of Players/Participants: small group

Procedure:

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

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

Writing Numerals (0,1, 2, 3, 4, 5)

Objective: to write numerals

Materials: lined paper (blue-red-blue lines), numeral cards

Preparation: Draw the numerals on a piece of card board. The first part of the numeral is drawn with the purple crayon and the second part with green. The purple and green marks will help children determine which stroke will do first.

Procedure:

1. Provide each child with numeral cards and lined paper.
2. Let each child practice writing the numerals on lined paper.

Draw 5

Objective: to explore different combinations that make 5

Materials: 4 sets of numeral cards (0 –5)

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 5. All the pairs thus made are discarded in the middle of the table.
3. The players then take turns, each holding 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 5 with one of the cards in her hand, she discards the pair in the middle of

the table. If she cannot use it, she has to keep it. She then holds all her cards like a fan so that the person to 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.

5 Concentration

Objective: to explore different combinations that makes 5

Materials: 4 sets of numeral cards (0-5)

Number of Players/Participants: 1-5 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 5. 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 5

Objective: to collect pairs of cards

Materials: 4 sets of numeral cards (0-5)

Number of Players / Participant: 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 5, 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.

Go 5

Objective: to explore different combinations that make 5

Materials: 4 sets of numeral cards (0-5)

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 Picking Up. For example, John may say to Carol do you have a 1 ?" If Carol has a 1, he/she has to give it up to John. John then lays this 1 and 4 in front of himself/herself, face up.
3. A player can continue asking for a card as long as he/she gets the card he requested. If he does not get the card he/she asked for, the turn passes to the person who said, "I don't have it."
4. The person who makes the greatest number of pairs is the winner.

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.

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

Measure It

Objective: 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.

Number Snap

Objective: to match numerals

Materials: 3 sets of number cards, 0-6

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.

Same and Different (geometric figures/designs)

Objective: to identify similar objects

Materials: picture cards, category cards

Number of Players/ Participants: 2-4 children

Preparation: Prepare several cards with similar geometric figures/ designs as well as different geometric figures/ designs

Procedure:

1. Have each child pick out 2 picture cards and tell whether the pictures are the same or different from one another.
2. If they are the same, have him place this under the category card "SAME". Let the child explain why the geometric figures/designs are the same.
3. If the pictures are different from each other, have him place this under the category card "DIFFERENT".
4. Let the child explain why the geometric figures/designs are different from each other.

Subtraction Cards

Objective: to subtract quantities up to 5

Materials: subtraction cards, counters

Number of Players/Participants: 1-4 children

Procedure:

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

Call Out: Addition (up to quantities of 5)

Objective: to match an addition fact with its correct sum

Materials: Call out card for each child calling cards tokens

Number of Players/Participants: 1-4 children

Procedure:

1. Provide each child 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 child 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 5)

Objective: to practice subtraction up to quantities of 3

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

Number of Players/Participants: 1-4 children

Procedure:

1. Provide each child with a bingo 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, they should reshuffle the cards, then turn them face down again and continue playing until someone has won.

Counting Boards (concrete, up to quantities of 5)

Objective: to explore different combinations that make a given quantity

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

Number of Players/Participants: 1-5 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.

Shape Connect

Objectives: to recognize geometric shapes and match geometric shapes that are alike

Materials: set of 28 geometry dominoes

Number of Players/Participants: 6 children

Procedure:

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

Hand Game (symbolic, up to quantities of 5)

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 five sticks in your right hand." | "None and five is five." or "Zero and five is five." | $0 + 5 = 5$ |
| "Place one stick in your left hand." | "One and four is five." | $1 + 4 = 5$ |
| "Place one more stick in your left hand." | "Two and three is five." | $2 + 3 = 5$ |
| "Place one more stick in your left hand." | "Three and two is five." | $3 + 2 = 5$ |
| "Place one more stick in your left hand." | "Four and one is five." | $4 + 1 = 5$ |
| "Place one more stick in your left hand." | "Five and none is five." or "Five and zero is five." | $5 + 0 = 5$ |

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."

OTHER LANGUAGE ARTS ACTIVITIES

CVC Word Spinner

Objective: to blend 3-letter sounds

Materials: CVC spinner

Number of Players/Participants: whole class

Preparation:

- Make a big spinner on which you will write the chunks or rimes. Cut the spinner into 8 parts.
- Write the following chunks or rimes on each: **an, ap, am, em, et, en, in, it**. Then make a smaller spinner on which you will put the letters.
- Cut the spinner into 8 parts. Write the following letters: **m, t, f, n, s, p, b, c**. Put the small spinner on top of big spinner.

Procedure:

- At each turn, let a child turn the spinner. Have him/her blend the onset (letter on the smaller spinner) and the rime or chunk on the bigger spinner

CVC Flip Books

Objective: form CVC words

Materials: flip cards, markers or pencil

Number of Players/Participants: 8-10 children

Preparation:

- On the right hand side on an index card, write a chunk you are working on.
- Punch a hole in the top center of the left hand side where the chunk is not written.
- Cut several other index cards apart, sized so that when you write a letter or two on them and line them up with the chunk, they will form a word.
- Punch holes in the top center of the smaller pieces and put a binder ring through all the holes (the one of the left side of the chunk card and the ones on smaller cards to form a flip book)

Procedure:

- Use the flip book to make different words using the target rime or chunk e. g. -at, -an
- Flip the attached letter cards to see which letters can be combined with the target rime or chunk to form a new word.

Source: Reading and Writing in Kindergarten by Rosalie Franzese

Graph It! (sounds in words)

Objective: to identify sounds in words

Materials: manila paper, word cards

Number of Players/Participants: 6-8 children

Procedure:

- Make a chart like the one below:

| Words with 3 sounds | Words with 4 sounds | Words with 5 sounds |
|---------------------|---------------------|---------------------|
| | | |
| | | |
| | | |

- At each turn, ask a child to pick – out a card. Have the child read the word or teacher reads out the word for the child.
- Have him/her figure out how many sounds he/she can hear the word.
- Let the child put the word under the appropriate column in the chart.

Lit-based: My Favorite Part of the Story

Objective: making personal connections

Materials: bond paper, marker, crayon, pencil

Number of Players/Participants: 1-5 children

Procedure:

- Have children draw their favorite part of the story.
- Let them color their drawing and label it.

Word Round – Up

Objective: to be able to identify words with the same sound.

Materials: pictures/real objects in the classroom that begins with the same sound to activate prior knowledge of the children.

Number of Players/Participants: any number

Procedure:

- Show some pictures/real objects to the children to review name words that begins with the same sounds.

2. Write a series of simple words on the chalkboard. Most of the words should begin with the same sound, e. g.: **sat, sun, top, sick and mop.**
3. Teacher shall read the words aloud.
4. Then, have volunteers circle the words that begin with the same letter.

Picture/Letter/Word Sort

Objectives: to distinguish between letters, words and pictures

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

Number of Players/Participant: 4-6 children

Procedure:

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

Letter Cover All

Objective: to recognize/identify letter

Materials: letter cover all cards

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

Procedure:

1. Distribute letter cover all cards and individual letter cards that correspond with the letters on the lotto cards.
2. Children match individual letter cards with the letters on the letter cover all board.
3. Children exchange cards after. Give each child a chance with all the letter cover all cards.

Variation : You can do this for lower case letters as well. At a later stage of the school year, you may also provide upper/lower case letter cover all cards where children will match upper and lower case letters instead of just matching identical letters.

Playdough: Make a Letter

Objective: letter formation

Materials: playdough

Number of Players /Participants: 4- 6 children (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.
3. Then have him 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.

Writer's Workshop

Objectives: to develop expressive or communication language skills
to develop fine motor skills

Materials: individual booklets, pencil, crayons or markers

Number of Players/Participants: any number

Procedure:

1. Distribute individual booklets or loose pages to each child.
2. Have him draw on the pages of this booklet.
3. Let him color his work.
4. Ask him to write/dictate to you the title of his story.

Note: In the initial stages of writer's workshop, the child must be allowed to draw whatever he wants on the pages of this booklet. Have him/she tell you what he/she drew and take down dictation as needed or if the child can already write letters, encourage him/her to write key words to describe what he/she drew. As the child gains more confidence in writing, he/she can be encouraged to write his/her own stories. It could be about a personal experience or something he/she read about or an original one. Have him/she think about what happens in the beginning, middle and end of his/her story.

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

Letter Poster: Ss

Objective/Competency: to recognize/identify 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.

Story Banner

Objective: to 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.

Sound Roll

Objective: to develop letter-sound association

Materials: ball, picture card necklaces

Number of Players/Participants: 6 children

Procedure:

1. Gather the children and let them sit in a circle. Give each child a picture card necklace.
2. Roll the ball to one child.
3. That child rolls the ball to another child whose picture card begins with the same letter as his picture card.

Variation: This can be done for final sounds, or medial sounds or rhyming words as well.

See previous appendices for the following activities:

- Letter Mosaic
- Letter Collage
- Let's Write
- Words Poster

Letter Memory Game

Objective: to identify upper case letters

Material: 6 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/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.

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

Word 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)

CVC Sound Call Out (same as Letter Call out or bingo but replace with CVC words that can be formed from the letters m, a, t, f, e, n)

Variation: Teacher sounds out letters of the CVC word instead of showing children the CVC card

*Note: Teacher must utilize mother tongue or local dialect which starts the target **m, a, t, f, e, n***

STORIES

Gusto ko ng Pansit Ngayon

Mga tanong bago ang pagbabasa

1. Magana ba kayong kumain?

2. Anu-ano ang mga paborito ninyong pagkain?
- Mga tanong habang nagbabasa
1. Ano kaya ang mangyayari ke Diding kung puro pansit na lang ang kakainin niya?
 2. Ano ang mangyayari kapag hindi kakainin ni Diding ang pagkaing nakahanda sa mesa?
- Mga tanong pagkatapos magbasa
1. Tungkol saan ang binasa nating kuwento?
 2. Sino ang pangunahing tauhan sa ating kuwento?
 3. Alin sa ugali ni Diding ang gusto nyo? Alin ang hindi ninyo gusto? BKIT?
 4. Kung kayo si Diding, ano naman ang maipapayo nyo sa inyong nakababatang kapatid tungkol sa pagkain?

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.
Sad and silly are these two words.
Tell me what you've heard. (ssssssss)
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 that sound!

Can you Say the First Sound?

(to the tune of Happy Birthday)

Can you say the first sound?
Can you say the first sound?
It's the first sound in rabbit.
Can you say the first sound?

I Am Special (to the tune of "Frere Jacques")

| | |
|---------------------------|---------------------------------|
| I am special, | Look Who's Special |
| I am special, | Look who' special, |
| Look at me, You will see, | Look who' special |
| Someone very special, | Is it her, you or me? |
| Someone very special, | No, it's all of us you see! |
| It is me, | We're all so special as can be! |
| It is me. | |

| | |
|---|---|
| <p>Helping Hands Helping Hands I'm a good helper Yes I am Here is one hand, Here is the other, When I see work piled up Hear me shout I'll use my hands to help out!</p> | <p>Sound It Out (tune: If you're happy and you know it) If you have a new word sound it out (/m/ /a/ /t/) If you have a new word walk. At first, an adult should lead the "chain," but in about thirty seconds a child should take over the lead. Every thirty seconds give another child a turn to lead until all of the children have had a chance. Before trying this outdoor activities and movement game, make sure that children understand certain basics about the safety - such as the importance of not running, not pulling on the string, and not attempting anything that the entire group cannot do.</p> |
| <p>Families do Things Together (tune: The More We Get Together) Families Together Families do things together, together, together Families do things together For your family likes to _____. My family likes to _____. The more we do things together, together, together The more we do things together the happier we are!</p> | <p>sound it out (/m/ /a/ /t/) If you have a new word Slowly say the word If you have a new word walk. At first, an adult should lead the "chain," but in about thirty seconds a child should take over the lead. Every thirty seconds give another child a turn to lead until all of the children have had a chance. Before trying this outdoor activities and movement game, make sure that children understand certain basics about the safety - such as the importance of not running, not pulling on the string, and not attempting anything that the entire group cannot do. Sound it out (/m/ /a/ /t/)</p> |
| <p>Brother, Sister, Help Me Do</p> | <p>Ako ay Kapitbahay</p> |

| | |
|--|--|
| Brother, Brother, help me do Pick up sticks and branches too. When we work the pile will grow Now, let's count them row by row 1,2,3,4,5,6,7,8,9,10. Sister, sister, help me do Get the brooms and dustpans too. Come let's sweep and clean our room Check the books for paper torn 1,2,3,4,5,6,7,8,9,10. | Ako ay Kapitbahay Kapitbahay niyo Laging handing tumulong sa inyo Kilala niyo ako Kilala niyo Ako ay kapitbahay Kapitbahay ninyo |
|--|--|

Snap and Clap Rhymes

Procedure:

1. Begin with a simple clap and snap rhythm.
2. Get more complex as children move along in rhyming.

| | | | |
|--------------------------------------|----------------|------------|----------------|
| Clap Clap | Snap fall | Clap Clap | Snap ball |
| Clap Clap | Snap hall | Clap Clap | Snap small |
| "I say, You say" game: I say fat. | You say _____. | I say red. | You say _____. |

Deep and Wide

Deep and wide (2x)

There's a fountain flowing deep and wide.

Deep and wide (2x)

There's a fountain flowing deep and wide.

variations: replace the underlined words with the following opposite sounds/antonyms - loud and soft, high and low, fast and slow

What's the Sound ?, Can you Say the First Sound? - please refer to Week 11 appendix

INDOOR/OUTDOOR GAMES

Obstacle Course

Line up simple obstacles for children to hurdle as they run to one end of a line. These obstacles may include: a chair they will sit down on, a mineral water bottle they will close, 3 pieces of small boxes they will stack or pile together, a few items they will put on a basket. It will take quite some time for children to get it all "right," but the important thing is that they will have fun. You can repeat this game several times because children will only be too happy to play on the same obstacle course over and over again.

Roll and Catch

Let children sit in a circle with one child in the middle. Have children take turns catching the "fish" or the child in the center. To catch the fish, they need to roll a ball lightly and hit him. The child in the center must try to avoid the ball. The child who catches the "fish" becomes the new fish and the game starts again.

Hopping Frogs

Line the children in a row, and have them crouch down as if they are playing leapfrog. Then sing the following song to the tune of "London Bridge is Falling Down." The child in the song should be the last child in the row.

We are hopping, hopping frogs,
 Hopping frogs, hopping frogs.
 We are hopping, hopping frogs,
 Here hops [name of child]!
 One! Two! Three! (Etc)

Save Yourself (PEHT p. 227)

Materials: name tags with printed name of the children, two empty boxes

Procedure:

1. Tell the children to pretend that the box is a sinking ship and they are trying to save themselves from drowning.
2. Place all the name tags of the group member inside the box opposite them.
3. On signal "Start", the first player in each group starting toward the box, gets his/her own name tag, and gallops back to the

- starting line, shake hands with the next player and pins the tag on his/her clothes.
4. The second player does what the first player did. The game goes on until everybody has had a turn.
 5. The group who finishes first and with all the players wearing their own respective name tags wins the game.

Count and Turn

Objectives: to count in sequence

to develop body coordination

to develop a sense of rhythm

to learn one-to-one correspondence

Players: whole or small group

Procedure:

The children stomp their feet as they count, throwing their arms up in the air to emphasize the last number in the sequence. The children change directions without losing the beat, counting "one" as they turn.

One, two, three, four, fiiiiive

(turn) one, two, three, four, fiiiiive

(turn) one, two, three, four, fiiiiive....