

# KIDERGARTEN CATCH UP EDUCATION DAILY PLAN

Week 9: \_\_\_\_\_

MONDAY	TUESDAY	WEDNESDAY
<b>Content Focus:</b> I am special. I can help in many ways.		
<b>MEETING TIME 1</b> <b>Song</b> “ I am Special. “  <b>Message:</b> I am different from others in some ways.  <b>Questions:</b> Are people all alike ? How can they be different from one another ? Do people look the same ? Can they do the same things? Do they like and dislike the same things	<b>MEETING TIME 1</b> <b>Message:</b> I can be nice to others. I can help others in many ways.  <b>Question:</b> What are the things you do for other people – for your family, classmates, playmates ?	<b>MEETING TIME 1</b> <b>Message:</b> There are things that I like about myself.  <b>Question:</b> What things do you like about yourself?
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Target Letter: <b>Ee</b> (letter name, sounds, words that begin <b>Ee</b> )  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Mirror! Mirror on the Wall</li> <li>• Mini-poster: I am Special</li> <li>• My Friend and I</li> <li>• Color Domino</li> <li>• Letter Collage (Ee)</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-supervised:</b> Lit-based: Story Mobile Character Map  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Lit-based: My Favorite Part of the Story</li> <li>• Puzzles</li> <li>• Bead stringing</li> <li>• Letter Poster (cut out of words that begin with Ee)</li> <li>• Letter Mosaic (individual)</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-supervised:</b> Let's Write Ee Guided Practice  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Letter Poster (cut of pictures of objects that begin with E)</li> <li>• Letter Fishing Game</li> <li>• Bead Stringing</li> <li>• Playdough</li> <li>• Table Blocks/Construction Toys</li> </ul>
<b>MEETING TIME 2</b> <b>Introduce:</b> Look who's special.  Play oral blending games.	<b>MEETING TIME 2</b> Show Poster “I can learn” Talk about ways they can learn new things  Poem: I Can Do Many Things	<b>MEETING TIME 2</b> <b>Poem:</b> I Can Do Many Things  Do Snap and Clap
<b>Supervised Recess</b>	<b>Supervised Recess</b>	<b>Supervised recess</b>
<b>Story Time:</b> Si Hugong Hunyango	<b>Story Time:</b> Ang Prinsesang Ayaw Matulog	<b>Story Time:</b> Mario's Special Day
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Hand Game (connecting; up to quantities of 5)  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play/Table Blocks</li> <li>• Comparing Quantities: A Game for Partners</li> <li>• It's A Match/ Mixed Up Numbers (1-6)</li> <li>• Number Stations (1-6)</li> <li>• Number Clip Game (1-6)</li> <li>• Tapatan</li> </ul>	<b>WORK PERIOD 2</b> <b>Teacher-Supervised:</b> Lift the Bowl (connecting up to quantities of 5)  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play/Table Blocks</li> <li>• Go 5/Draw 5/Find 5</li> <li>• Number Snap/ Mixed Up Numbers (1-6)</li> <li>• Number Stations (1-6)</li> <li>• Number Trail (1-6)</li> <li>• Tapatan</li> </ul>	<b>WORK PERIOD 2</b> <b>Teacher-Supervised:</b> Quickie Shadow Lengths Chart: Rectangle/Not Rectangle  <b>Independent:</b> <ul style="list-style-type: none"> <li>• Block Play/Table Blocks</li> <li>• Find 5/ 5 Concentration/Go 5/ Draw 5</li> <li>• Writing Papers : 5</li> <li>• Number Stations (1-6)</li> <li>• Rectangle Mosaic</li> </ul>
<b>INDOOR/OUTDOOR ACTIVITY:</b> Obstacle Course	<b>INDOOR/OUTDOOR ACTIVITY:</b> Roll and Catch	<b>INDOOR/OUTDOOR ACTIVITY:</b> Hopping Frogs
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine

THURSDAY	FRIDAY
<b>CONTENT FOCUS:</b> I have rights and responsibilities.	
<b>MEETING TIME 1</b> <b>Message:</b> I have rights. There are some things I must have and be able to do as a child. I have needs that people in my family, school and community must be able to provide.  <b>Questions:</b> What must we have or be able to do as a child ? Who helps you get the things that you need ?	<b>MEETING TIME 1:</b> <b>Mensahe:</b> Mensahe: Bukod sa pamilya, may mga iba pang taong tumutulong para maging maayos ang buhay ng isang bata. Marami akong kailangang matutunan tungkol sa aking mundo. <b>Mga tanong:</b> Sino pa ang mga taong tumulong para ikaw ay lumaki at umunlad ? Ano ang mga bagay na gusto mo pang matutunan ? Sino ang maaring tumulong sa iyo ? Anong mga naituturo ng mga magulang mo ? ng guro mo ? ng mga kaibigan mo ?
<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Target Letter Ff  <b>Independent:</b> <ul style="list-style-type: none"> <li>Spot the Letter FF</li> <li>Children's Gallery: What we like to Do</li> <li>Letter Chart: N,S,E Words</li> <li>Letter Mosaic - Ff</li> <li>Dramatic Play</li> <li>Playdough</li> </ul>	<b>WORK PERIOD 1</b> <b>Teacher-Supervised:</b> Let's Write Ff  <b>Independent:</b> <ul style="list-style-type: none"> <li>Mobile: Mga Taong Tumutulong sa Amin</li> <li>Mini-book: Who helps me ?</li> <li>Letter Poster(drawings) - Ff</li> <li>Letter for the Day -Ff</li> <li>Playdough</li> <li>Dramatic Play</li> </ul>
<b>Supervised Recess</b>	<b>Supervised Recess</b>
<b>STORY:</b> Si Hinlalaki	<b>STORY:</b> Ang Batang Ayaw Gumising
<b>MEETING TIME 2:</b> Play "Snap and Clap" (up to 6) Song: What's the sound? Ask children to think of words that begin with Nn	<b>MEETING TIME 2:</b> Count and Turn (up to 6)  First Sound First
<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Shape Chart: Circle/Triangle/Square/Rectangle  <b>Independent:</b> <ul style="list-style-type: none"> <li>Block Play</li> <li>Subtraction Cards (2-5)</li> <li>Number Fishing Game/Number Concentration (1-6)</li> <li>Go 5 Draw 5/ Find 5/ 5 Concentration</li> <li>Writing Numbers (0, 1, 2, 3, 4, 5,6)</li> <li>Hand Game/Lift the Bowl worksheets (up to quantities of 5)</li> </ul>	<b>WORK PERIOD 2:</b> <b>Teacher-Supervised:</b> Hand game (up to quantities of 5; writing number sentences)  <b>Independent:</b> <ul style="list-style-type: none"> <li>Block Play</li> <li>Counting Boards (quantities of 6)</li> <li>Subtraction Cards (2-5)</li> <li>Go 5/ Draw 5/ Find 5/ 5 Concentration</li> <li>Writing Numbers (0, 1, 2, 3, 4, 5,6)</li> <li>Hand Game/Lift the Bowl worksheets (up to quantities of 5)</li> </ul>
<b>INDOOR/OUTDOOR ACTIVITY:</b> Save Yourself	<b>INDOOR/OUTDOOR ACTIVITY:</b> Count and Turn
<b>MEETING TIME 3:</b> Dismissal Routine	<b>MEETING TIME 3:</b> Dismissal Routine

## APPENDIX: WEEK 9

### THEME RELATED ACTIVITIES

#### **Mobile: Mga Taong Tumutulong sa Akin**

Layunin/Kasanayan: makilala ang mga taong tumutulong sa atin sa komunidad

Mga Kagamitan: papel/bond paper, lapis, krayola

Bilang ng Manlalaro: 1-5 bata

Pamamaraan:

1. Gumuhit ng mga taong tumutulong sa ating komunidad.
2. Idikit ito sa folder o cardboard.
3. Lagyan ng tali sa dulo.
4. Isabit ito sa isang bahagi ng classroom.
5. Lagyan ng pamagat "Ang mga Taong Tumutulong sa Ating Komunidad".

*Note: The stories for this week revolve around children's rights. Use these stories to reinforce their understanding about rights. Encourage them to make personal connections with these stories.*

#### **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 student 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.

#### **Sand Play**

Objectives: to explore the attributes of sand

to explore capacity of containers

to practice measuring capacity using nonstandard tools and units

Materials: basin of sand, variety of plastic containers (e.g. plastic bottles, cups, spoons)

Number of Players/ Participants: 4 children

Procedure:

Children can use sand in a variety of ways:

They can use sand to explore the capacity of containers.

They can also use this material for dramatic play activities (e.g. cooking, baking)

They can also practice writing numbers and letters on the sand.

#### **Mini-book: My Responsibilities in School and in the Community**

Objective: to identify his responsibilities in school and in the community

Materials: 6-page booklet, pencils, crayons, colored markers

Number of Players/Participants: 6-8 children

Procedure:

1. Prepare a blank booklet for each child in the group.
2. On every page, have him draw a responsibility that he needs to fulfill in school and in the community.
3. Let them share their books to the class during meeting time.

#### **Poster: My Responsibilities at Home**

Objective: to identify his responsibilities at home

Materials: booklet, crayons/colored marker

Number of Players/Participants: 6-8 children

Procedure:

1. Talk about their responsibilities at home.
2. Ask each student 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.

### **Family Tree**

Materials: construction paper, crayons, string/yarn/ribbon; colored markers/crayons, pencil

Number of Players/Participants: 8 children

Procedure:

1. Distribute 1/8 bond paper or newsprint and construction paper with a drawing of a tree to each child in the group
2. Ask students to draw their family members on the bond paper/newsprint.
3. Let them paste the pictures on the tree. Have them paste the pictures of the parents on top while the siblings below his parents.

### **My Family Book**

Objective: to use vocabulary for comparison when describing their place in the family

Materials: booklets with 5-6 pages, crayons, markers, pencil

Number of Players/Participants: 1-5 children

Procedure

1. Provide paper or booklets for each child. On each page write different headings such as "In my family, I am older than my...", "I am younger than my...", "I am taller than my...", "Have children fill out these statements on each page or dictate their responses.
2. Then let them accompany these with drawings.

### **Source: Working with Young Children**

### **What I Like About My Family**

Objective: to draw/write about their families

Materials: crayons/colored paper, bond or construction paper

Number of Players/Participants: any number

Procedure:

1. Have children fold the bond paper into two (crosswise)
2. On the flap page, have the children draw a family portrait.
3. On the inside page, have children draw the different things they like about their family.

### **Family Mobiles:** Things I Learned from my Family

Materials: crayons/colored paper, bond or construction paper, barbecue sticks, yarn

Number of Players/Participants: 6-8 children

Procedure:

1. Have the children draw pictures of the different things family members have taught them to do e.g. eat, bathe, prepare food etc.
2. Let them color and label their drawing
3. Hang the drawing using yarn on the barbecue stick or hanger.

### **Family Faces**

Objective: fine-motor coordination

Materials: Cut out pictures of individual people from magazines or other sources. Separate the heads from the bodies of the figures

Number of Players/Participants: 6-8 children

Procedure:

1. Present these to children using a tray for heads and a tray for bodies. Tell them to put together people in the funniest way they can think of.
2. Provide paste and colored paper for individual projects or a mural-sized paper for a group poster. (Note: More experienced children will benefit from cutting the figures out and apart themselves.)
3. Give children opportunities to tell why they think their figures are funny.

## **OTHER MATH ACTIVITIES**

### **Number Stations (quantities of 6)**

Objectives: to count

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 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 as 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 your child to draw pictures or glue in pictures from magazines of things that are important to him/her 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.

### **Block Play**

Objectives: to explore the attributes of 3-dimensional or space figures  
to understand the relationship between figures  
to build structures using blocks

Materials: table or floor blocks

Number of Players/Participants: 1-4 children

Procedure:

Children use table or floor blocks to build structures.

While building structures children are encouraged to talk about attributes of block (e.g. long/ short, heavy/light) and the relationship of each block to another (e.g. 2 of these blocks make 1 of these blocks)

Children can also be encouraged to build structures based on the theme of the week (e.g. building homes, schools, establishments in the community)

### **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:

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 also put 1 measuring cup of sand in 1 jar and shake the jar to even out the sand and mark the level on the paper taped to the side of the jar. As the children add each measuring cup of sand, they mark the level on the paper. This is repeated for each jar.

### **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.

### **6 Concentration**

Objective: to explore different combinations that makes 6

Materials: 4 sets of numeral cards (0-6)

Number of Players/Participants: 1-6 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 6. 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 person who collects the greatest number of pairs is the winner.

### **Water Play**

Objectives: to compare quantities  
to see relationships

Materials: large container (basin) with water, blue poster paint, different-sized plastic containers, different –sized sponges

Preparation: Add a little blue poster to the water and mix well.

Number of Players/ Participants: 2-4 children

Procedure:

1. Let the children dip a sponge in the water.
2. Ask them to squeeze the sponge over a container and observe how much water will come out from the sponge.
3. Ask them to compare quantities of water they will gather from different-sized sponges.

### **Hand Game (concrete, up to quantities of 6)**

Objective: to explore different combinations that makes a given quantity

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

Number of Players/Participants: small group

Procedure:

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

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

### **Number Cover All (0-6)**

Objective: to match numerals

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

Number of Players/Participants: 1-4 children

Procedure:

1. Give each child a number cover all board.
2. Child will 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 call out game. She holds the number cards and child 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 call out card (numerals).
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.

### **It's A Match**

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -6, one set of cards with dots (corresponding to the numerals)

Number of Players/Participants: pairs or small group of children

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 player

### **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.

Variations:

1. Children can explore other materials such as pebbles, popsicle sticks, and blocks.
2. Glue the designs from the Number Stations activity on sheets of paper. Bind the paper to make a book.
3. One person is a caller as in a call out game. 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.

### **Line Up**

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

Materials: none

Number of Players/Participants: whole group

Procedure:

1. 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

### **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.

### **Draw 6**

Objective : to explore different combinations that make 6

Materials : 4 sets of numeral cards (0 –6)

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 child goes through the cards received trying to find pairs that make 6. All the pairs thus made are discarded in the middle of the table.
3. The child then take turns, each holding her cards like a fan and letting the child to his/her left draw one of them without looking at them. If the child who draws the card can use it to make 6 with one of the cards in his/her hand, he/she discards the pair in the middle of the table. If he/she cannot use it, he/she has to keep it. He /She then holds all his/her cards like a fan so that the child to his/her left can draw one of them by chance.
4. The play continues until one child is left holding the odd card and loses the game.

### **Find 6**

Objective: to explore different combinations that makes 6

Materials: 4 sets of numeral cards (0-6)

Number of Players/Participants: 3-5 children

Procedure

1. All cards are dealt. Last card is turned face up. Each child keeps the cards dealt to him/her in a stack, face-down, without looking at them.
2. By turns, child turns over the top card of his/her stack. If this card can be used with one on the table to make a total of 3, the child can take it and keep the pair. If there are no cards that can be used, he/she 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 6**

Objective: to explore different combinations that makes 6

Materials: 4 sets of numeral cards (0-6)

Number of Players/Participants: 1-4 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 picking up. 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 5 in front of himself, face up. A child can continue asking for a card as long as he/she gets the card he/she requested. If he/she does not get the card he/she asked for, the turn passes to the child who said, "I don't have it."
3. The child who makes the greatest number of pairs is the winner.

### **Don't Rock the Boat**

Objective: to practice counting

Materials: playing board, counters, dice

Number of Players/Participants: 1-5 children

Procedure:

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

## **OTHER LANGUAGE ARTS ACTIVITIES**

### **CVC Picking Up Game**

Objective: to match CVC words

Materials: CVC picking up cards, rod with hook or paper clip

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

Number of Players/Participants: 4-6 children

Procedure:

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

### **Target Letter Pp**

### **Write Letter Pp**

### **Sand Paper Letters; Letter Ss, 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:

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



### **Letter Poster: Ss**

Objective: to recognize letter formation

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.

### **Target: Letter Ss**

#### **Write Letter: Ss**

#### **Word Poster Ss**

### **Letter Lacing Cards**

Objective: to develop visual discrimination, 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 Players/Participants: 6-8 children

Procedure:

Have children lace each card

### **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.

## **STORIES**

### **Ang Prinsesang Ayaw Matulog**

Mga tanong bago ang pagbabasa

1. Anong oras kayo natutulog sa gabi?
2. Madali ba kayong nakakatulog?
3. Narinig nyo na ba ang kuwento ng prinsesang hindi makatulog? Ating alamin kung ano ang lunas sa kanyang problema.

Mga tanong habang nagbabasa

1. Mapapatulog kaya ng manggagamot ang Prinsesa?
2. Ano kaya ang gagawin ng mananayaw para mapatulog ang Prinsesa?
3. Ano kaya ang gagawin ng susunod na bisita para patulugin ang Prinsesa?

Mga tanong pagkatapos magbasa

1. Ano ang problema ng Hari at Reyna?
2. Paano nalutas ang problema?
3. Sino ang lumutas sa problema?
4. Ano ang kanyang ginawa?
5. Kung ikaw ang pakikiusapan ng Hari at Reyna, paano mo naman patutulugin ang kanilang anak?

### **Ang Batang Ayaw Gumising**

Mga tanong bago ang pagbabasa

1. Anu-ano ang mga bagay na ayaw nyo?

Mga tanong habang nagbabasa

1. Paano kaya nakikita at nalalaman ni Tina ang kanyang dinadaan kahit na nakapikit sya?
2. Paano natuklasan ng mga magulang ni Tina ang kanyang lihim?

Mga tanong pagkatapos magbasa

1. Bakit ayaw ni Tina ang Tiyo niya?
2. Ano ang ginawa ng Tiyo nya sa kanya?
3. Bakit kaya hindi nakapagkuwento kaagad si Tina sa kanyang mga magulang?

4. Kung kayo si Tina magsasabi din ba kayo sa inyong Tatay at Nanay? Bakit?

## SONGS/POEMS/RHYMES

<p><b><u>What's the Sound ?, Can you Say the First Sound?</u></b> - Use words which starts with letter Pp</p> <p><b><u>Who are the people in your neighborhood?</u></b></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>	<p><b><u>My Family</u></b> (tune: twinkle, twinkle)</p> <p>I love mommy. . .she loves me We love daddy. . .yes sir e He loves us and so you see We are a happy family</p> <p>I love grandma. . . she loves me We love grandpa. . .yes sir e He loves us and so you see We are a happy family</p> <p>I love sister, she loves me We love brother. . Yes sir e He loves us and so you see We are a happy family</p>
<p><b><u>The Family's in the House</u></b> ( to the tune of "The Farmer in the Dell"</p> <p>The father's in the house The father's in the house fa . . la . . la . La la la la The father's in the house</p> <p>The father takes the mother (one student grabs hand of another) The father takes the mother fa . . la . . La . . la la la la The father takes the mother</p> <p>The mother takes the brother (one student grabs hand of another) The mother takes the brother fa . . la . . La . . la la la la The mother takes the brother The brother takes the sister The brother takes the sister fa . . la . . La . . la la la la</p> <p>The sister takes the baby The sister takes the baby fa . . la . . La . . la la la la the baby takes grandma the baby takes grandma fa . . la . . La . . la la la la Grandma takes grandpa Grandma takes grandpa fa . . la . . La . . la la la la</p>	<p><b><u>Mahal Ko Ang Tatay at Nanay</u></b></p> <p>Mahal ko, Mahal ko Mahal ko si Nanay Mahal ko Mahal ko Mahal ko rin si TaTay Sila nga ay mahal ko't Iginagalang, humahalik ako ng kamay</p> <p><b><u>Masayang Pamilya</u></b></p> <p>Sa lahat ng oras Kami ay Masaya Laging nagtutulungan Sa hirap at ginhawa</p> <p>Laging magkasundo Si Inay at Itay Kami'y maligaya Sa loob ng bahay</p>
<p><b><u>Sound It Out</u></b> (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 wordwalk. 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 and sound it out ( /m/ /a/ /t/) If you have a new word</p> <p>Slowly say the word If you have a new wordwalk. 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</p>	<p><b><u>Daddy is Special</u></b> sung to "Where is Thumbkin?"</p> <p>Daddy is special, daddy is special, Yes he is, yes he is, Daddy is special, daddy is special, Yes he is, yes he is. Replace Daddy with other family members</p> <p><b><u>Lima ang Daliri</u></b></p> <p>Lima ang daliri ng aking kamay Si tatay, si nanay, si Kuya, Si Ate At sino ang bulilit</p>

<p>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>Sound it out ( /m/ /a/ /t/)</p>	<p>Ako, ako Lima ang daliri ng aking kamay</p>
<p><b>Brother, Sister, Help Me Do</b>            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.</p> <p>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.</p>	<p><b>Ako ay Kapitbahay</b>            Ako ay Kapitbahay            Kapitbahay niyo            Laging handing tumulong sa inyo            Kilala niyo ako            Kilala niyo            Ako ay kapitbahay            Kapitbahay ninyo</p>

## INDOOR/OUTDOOR ACTIVITIES

### Traffic Policeman

The traffic policeman holds up his hand  
 (hold up hand, palm forward)  
 He blows his whistle  
 (pretend to blow whistle)  
 He gives the command  
 (hold up hand again)  
 When the cars stop  
 (hold up hand again)  
 He waves at me  
 I'll cross the street so carefully  
 (wave hand as if indicating for someone to go)

### Five police Officers

Five strong police officers standing by a store  
 (hold up one hand)  
 One became a traffic cop then there were four  
 (hold up four fingers)  
 Four strong officers watching over me  
 One took a lost boy home then there were three  
 (hold up three fingers)  
 Three strong officers all dressed in blue  
 One stopped a speeding car and then there were two  
 (hold up two fingers)  
 Two strong police officers how fast they can run  
 One caught bad man and then there was one  
 (hold up one finger)  
 One strong police officer saw smoke one day  
 He called a firefighter who put it out right away

### Mga Karapatan ng Batang Filipino

1. Karapatan ng bawat bata na isilang nang maayos.
2. Karapatan ng bawat bata ang kalinga ng isang pamilya.
3. Karapatan ng bawat bata na mabuhay sa kapaligirang magpapaunlad sa kanyang pagkatao.
4. Karapatan ng bawat bata na maging malusog.
5. Karapatan ng bawat bata na pangalagaan alinsunod sa tuntunin ng mabuting asal.
6. Karapatan ng bawat bata na makapag-aral.
7. Karapatan ng bawat bata na magkaroon ng maganda at pakaki pakinabang na libangan.
8. Karapatan ng bawat bata na maging ligtas sa anumang anyo ng pagsasamantala.
9. Karapatan ng bawat bata na manirahan sa isang lipunang payapa.
10. Karapatan ng bawat bata na tumanggap ng kalinga tulong at pangangalaga ng pamahalaan.
11. Karapatan ng bawat bata na magkaroon ng mahusay at malinis na pamahalaan.
12. Karapatan ng bawat bata na mabuhay nang Malaya at may pananagutan.

### The Boat is Sinking

Players: any number

The object of the game is to have children group themselves into the number called out by the "IT". For example, the IT calls out "The boat is sinking, group yourselves into 3's." The students then group themselves into 3. The "IT" tries to join anyone of the groups. The one who cannot join any group becomes the next "IT".