

KINDERGARTEN CATCH UP EDUCATION DAILY PLAN
WEEK 13: _____

Monday	Tuesday	Wednesday
CONTENT FOCUS: Our School/Community		
MEETING TIME 1: Message: My family belongs to a community. A community is a place where a group of families live together. Question: What is a community? (Draw a web while students answer the question)	MEETING TIME 1: Message: There are different places in our community. People do different things in these places. Questions: What are the different places in our community? What are each for ? What do you find in these places ? <i>Note: choose 1-2 places in the community you will focus on each day (ex. school, hospital, church/mosque, police station, fire station, municipal/barangay hall, sari-sari/grocery store, market)</i>	MEETING TIME 1: Message: There are schools or places of learning in a community. ⇒ There are public elementary and high schools for older children ⇒ There are also private schools in some communities. ⇒ A Madrasah is a school for Muslim children. Children learn about Allah and His teachings In a madrasah. Questions: Where is our school located? Are there other schools in our community ?
WORK PERIOD 1 Teacher-Supervised: Building a Community Word Wall- Independent: <ul style="list-style-type: none"> • Making a Trip Chart • Word Sort (High Frequency Words) • Ang Pamayanan PEHT p.116 • Writer's Workshop • Letter Connect 	WORK PERIOD 1 Teacher-Supervised: Walking Trip Around the Community Independent: <ul style="list-style-type: none"> • Dramatic Play • Letter Collage: Tt • Letter Connect • Upper and Lower Case Memory Game • Word Sort (High Frequency Words) 	WORK PERIOD 1 Teacher-Supervised: Diorama : Different Schools in our Community ; Community Map Independent: <ul style="list-style-type: none"> • Poster: At the _____ (name of Madrasah) • Mapping: Home to School • Bottle Puppets: Katulong sa Pamayanan • Block Play: Schools in the community • Matching/Memory Game: Community Helpers/Places of Work
MEETING TIME 2: Message: There are different places in our community. Question: What places in the community have you been to? Introduce the song " It's I Who Build the Community Game: Which does not belong? (Medial Sound)	MEETING TIME 2: Introduce the poem " All Around the Neighborhood" Message: Different people help us in the community. Questions: Who are the people who help us in the community? What do they do for us? Play " Blend a Word" (oral blending)	MEETING TIME 2: Message: Some children go to schools not found in their community. Question: What will children do if there are no schools in their community? Some children live in communities where there are no schools so they have to walk to another village just to go to school Review poem " All Around the Neighborhood"
Supervised Recess	Supervised Recess	Supervised Recess
STORY: Ang Pambahirang Sumbrero	STORY: The Mayor's Visit	STORY: Ang Batang Ayaw Gumising (UNICEF)

WORK PERIOD 2: Teacher-Supervised: Hand Game (connecting; up to quantities of 8) Independent: <ul style="list-style-type: none"> Literature-based: Sequence Chart – Ang Pambihirang Sumbbrero Literature-based: Design Your Own Hat Comparing Quantities: A Game for Partners Number Snap/ Number Concentration (0-8) Call Out Numbers (0-8) 	WORK PERIOD 2: Teacher-Supervised: Walking Trip Around the Community Independent: <ul style="list-style-type: none"> Literature-based: Story Mobile Literature-based: Shape Book: Ang Pambihirang Sumbbrero Comparing Quantities: A Game for Partners Number Snap/ Number Concentration (1-8) Number Call Out /Number Cover All 	WORK PERIOD 2: Teacher-Supervised: cont... Community Map Independent: <ul style="list-style-type: none"> Number Stations/Number Books (quantities of 9) Playdough Numerals (0-8) Number Concentration (0-8)/Number Trail More Than, Less Than, As Many As Don't Rock the Boat Find 8/Draw 8
INDOOR/OUTDOOR ACTIVITY: Head race	INDOOR/OUTDOOR ACTIVITY: People in the neighborhood (PEHT p117)	INDOOR/OUTDOOR ACTIVITY: Body Letters
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

THURSDAY	FRIDAY
CONTENT FOCUS: Our School/Community	
MEETING TIME 1: Message: Parents help the school in many ways. Question: How do your parents help the school?	MEETING TIME 1: Message: The community uses the school in different ways. Sometimes schools are used as evacuation centers. Question: How can the school help evacuees?
WORK PERIOD 1 Teacher-Supervised: Poster: How do your parents help the school? Independent: <ul style="list-style-type: none"> • Dramatic Play (using school props) • Game: Which does not belong ? • Letter Spinner • Go 8/ Draw 8/ Find 8/ 8 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7,8,9) 	WORK PERIOD 1 Teacher-Supervised: Our School Book Independent: <ul style="list-style-type: none"> • Literature-based: Story Mobile (Si Emang Engkantada at ang Tatlong Haragan) • Literature-based: Picture Walk • Find a Pair: Opposite Words • Letter Designs • Go 8/ Draw 8/ Find 8/ 8 Concentration • Writing Numerals (0, 1, 2, 3, 4, 5, 6, 7,8,9)
MEETING TIME 2: Message: Some words have opposite meanings. Show assorted objects that show opposites. Have them complete sentence prompts to show opposite words.	MEETING TIME 2: Message: People in the community can help the school in many ways. They can help clean the school before classes begin They can make learning materials for children. They can volunteer when something needs to be built or made in the Madrasah. Question: How can people in the community help the school? Game: I say _____, You say (opposite words)
Supervised Recess	Supervised Recess
STORY: Si Emang Engkantada at ang Tatlong Haragan	STORY: Ang Buhay ng isang Bumbero
WORK PERIOD 2: Teacher-Supervised: Peek Through the Wall (up to quantities of 8; writing number sentences) Independent: <ul style="list-style-type: none"> • Block Play • Subtraction Cards (2-8) • Number Call Out Card Addition/ Subtraction (0-8) • Literature-based: Tell Me About the Characters (Emang Engkantada) • Literature-based: Storyboards 	WORK PERIOD 2 Teacher-Supervised: Peek Through the Wall (up to quantities of 8; writing number sentences) Independent: <ul style="list-style-type: none"> • Number stations/ number books (quantities of 9) • Comparing quantities: A Game for Partners (up to 9) • Number Concentration/ Mixed Up Numbers (0-9) • Number Cover All:: Numbers(0-9),It's a Match
INDOOR/OUTDOOR ACTIVITY: Mother May I?	INDOOR/OUTDOOR ACTIVITY: One Potato (PHET 231)
MEETING TIME 3: Dismissal Routine	MEETING TIME 3: Dismissal Routine

APPENDIX: WEEK 13

THEME-RELATED ACTIVITIES

Build a Community Word Wall

Objective: to recognize words related to the theme

Materials: sentence strips or index cards, scissors, masking tape, crayons, markers

Number of Players/Participant: small group or big group

Procedure:

1. Brainstorm with children on words that they know that tell something about the community e.g. community helpers, sidewalk, road signs, houses, river
2. Have them write these words on strips of construction paper.
3. Paste these words on a manila paper or on your bulletin board.

Note: As children progress through the unit, help them add more words to the Wall.

Trip Chart: Our Community

Objectives: to be able to recall what they have seen

to make a story of what they saw

to plan and organize

Materials: bond paper, pencil,

Number of Players/Participant: individual

Procedure :

1. Give each child 5 pieces of bond paper.
2. Assign each child a partner.
3. Ask the child to fold one bond paper into 2 (crosswise).
4. On the upper part of the paper tell the children to copy and fill-up the following (teacher can prepare format for children):

My name is _____
Today is __pril ____, 2010
My partner is _____
We will leave at __:00 A.M.
We will back by __:30 A.M.

5. During the tour, tell the children to bring at least 3 pieces of bond paper or teacher made format (shown below) and pencil. Tell them to draw the things and people they saw in the community (play ground or plaza; church; barangay hall, health center; etc.) on the corresponding column. (see sample below)

People	Things
In the barangay hall	
People	Things
In the church	

6. After the trip, tell the children to compile their drawings (people and things in the community). Talk about the visit.

Ang Pamayanan

Objective: to identify different places in the community, show creativity in creating 3-dimensional projects

Materials: wooden blocks, clay, sand table, puzzle (larawan ng ginupit gupit na pamayanan)

Number of players/Participants: individual

Pamamaraan:

1. Task 1 – “Block building Puzzle”- Sa tulong ng “wooden blocks” bumuo ng isang pamayanan
2. Task 2 – Pagbuo ng puzzle - Ipabuo ang jigsaw puzzle ng pamayanan.
3. Task 3 – “Clay moulding Activity” – sa pamamagitan ng clay, magpabuo ng isang pamayanan
4. Task 4 – “Sand Table Activity” – Gamitin ang sand table sa pagbuo ng isang pamayanan.
5. Task 5 – Gumupit ng mga larawan ng mga lugar sa pamayaan. Isaayos ang mga larawan sa sand table sa pamamagitan ng pagtusok nito nang maayos sa sand table.

Writer's Workshop

Objective: to develop expressive language skills

Materials: individual booklets, pencil, crayons or markers

Number of Players/Participant: any number

Procedure:

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

Note: In the initial stages of writer's workshop, the child must be allowed to draw whatever he/she wants on the pages of this booklet. Have him/her 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.

Poster: At The _____ (feature different places in the community)

Objective: to identify different areas in the community

Materials: manila paper crayons, pencil, art paper, marker

Number of Players/Participant: 4-6 children

Procedure

1. Assign a group to make a poster of one place in the community you have visited.
2. Have them draw this place on ¼ manila paper.
3. Then let them write a short description of the place they drew.
4. Paste the drawings of the different groups on a Manila paper.

Dramatic Play: Different places of the community

Objectives: to recreate different parts of the community through dramatic play

to express one's feelings, thoughts and ideas

to practice problem solving skills and build new knowledge

to develop gross and fine motor coordination

Materials: props for dramatic area (things usually found in the community).

Number of Players/Participant: 4-8 children

Procedure:

1. Allow children explore the different roles of family members through dramatic play
2. Encourage children to switch roles.

Who are the people in the neighborhood?

Objective: to identify the letter that represents the sound heard

Materials: manila paper or newspaper, cutout of stars, pictures of community helpers, bean bag or small object to toss.

Number of Players /Participant: small group

Procedure:

1. Draw a pathway on a 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 correct answer give him a star.
7. Repeat activity.

Community Helpers:

Barangay official

garbage collector

teacher

Doctor

mailman

policeman

Fireman

nurse

vendor

Street sweeper

Mga Katulong sa Pamayanan

Layunin: Natutukoy ang mga katulong sa pamayanan

nasasabi ang gawain ng bawat katulong ng pamayanan

Kagamitan: mga magasin, gunting, pandikit, construction paper

Pamamaraan:

1. Simulan ang aralin sa pamamagitan ng pagtatanong: "Sino ang mga tao sa pamayanan na tumutulong sa atin?"
2. Pag usapan ang kahalagahan sa pamayanan ng bumbero, pulis, guro, kartero, at iba pa. Pagusapan din ang ibat-ibang gawain sa pamayanan na kailangang isagawa.
3. Pangkatin ang mga bata. Itanong: Sinu-sino ang nagpapalagay na ang bumbero ang pinakamahalaga? ang kartero? ang pulis?" Pagawain ng "collage" ang bawat pangkat mula sa mga larawan ng magasin upang ipakita kung bakit ang mga gawaing iyon ang napili nilang pinakamahalaga.
4. Hayaang iulat ng bawat pangkat ang kanilang ginawa. Maari ring itala ng guro sa pisara ang ilan sa mga ideyang ibinigay ng mga bata.
5. Matapos ang pag-uulat, maaring gumawa ng paskilan na pagdidikitan ng mga larawan at pangungusap na ginamit sa kanilang pangangatwiran tungkol sa gawaing pinakamahalaga.
6. Sa pagtatapos ng talakayan, masasabi ng mga bata (sa tulong ng guro) na lahat ng gawain ay kailangan at mahalaga sa pamayanan.

Where's the Place ?

Objective: to identify areas in the community

Materials: 3 pieces of 9" x 12" sheets of cardboard; Transparent plastic wrapper; Marking pens

Pictures of structures and places in the community (example: church, barangay hall, health center, school, plaza, etc.)

Number of Players/Participant: 6-8 children

Procedure:

1. Tape the sheets of cardboard together.
2. Draw/paste pictures on each one depicting different job environment.
3. Paste pictures of workers, tools, etc. on separate small cardboards.
4. Cover with transparent plastic.

How to play:

- The child sorts the pictures under appropriate categories
- The children can paste the workers and tools on a specific job environment.

Variation: The children can tell something about the worker and the tool, the child can also describe the job environment. They can also relate their mother or father's work and match them with the pictures of the workers.

Diorama: Different Schools in our Community

Objective: to create a model of different kinds of school in their community

Materials: shoebox, crayons, scissors, glue, cloth/string, masking tape

Number of Players/Participant: 6-8 children

Procedure:

1. Divide the children into groups of 3-4
2. Distribute shoe boxes or any box of similar size for their diorama.
3. Brainstorm with them what can be seen in the school assigned to each group.
4. Using clay or playdough and other junk materials, have them recreate the school that was assigned to them.
5. Cover the box with art or construction paper and draw the natural features of the school.
6. Have them set up their clay and junk models inside the box.
7. Ask children to hang the name of the school or learning center they recreated on the box.

Mapping: Home to School

Objective: to identify different places in the community

Materials: newsprint

Number of Players/Participant: 6-8 children

Procedure:

1. Give each child a piece of newsprint.
2. Have him/her draw his/her house on one end of the paper and his/her school on the other end.
3. Let him/her recall the places he/she would pass by on his/her way to school and have him/her draw in the space between his/her house and the school.
4. Have him/her describe his/her drawing or take down dictation if the child has difficulty writing sentences yet.

Block Play: School in the community

Objective: to construct different areas in the school

Materials: blocks, props, paper (for labeling areas)

Number of Players/Participant: 4-5 children

Procedure:

1. Tell the children that they are to build a replica of their school.
2. Tell them to label the parts of their structure.

Poster: Our Parents Help Our School

Objectives: to identify activities done by parents in school
to express feelings, thoughts and ideas

Materials: manila paper, glue

Number of Players/Participant: individual

Procedure:

1. Ask children to think of ways parents get involved in the life of the school. What activities do they participate in? How do they help the school? Where do they see them in school?
2. Possible answers may include: having a meeting, cooking food, painting the school fence, etc.
3. List these down on the board.
4. Ask each one in the group to draw a particular activity that parents participate in.
5. Draw an outline of your school.
6. Have children paste their drawings in the appropriate spaces.

Walking Trip around the Community

Objective: to identify places in the school

Materials: trip chart, pencil

Number of Players/Participant: 8 - 12 children

Procedure:

1. Discuss the purpose of the trip: We will go around the school to learn more about it and the people we see here.
2. Discuss rules regarding the school tour. Say, "during our school tour, always remember":
 - Keep quiet while walking around the school so that others will not be disturbed.
 - Just walk. No running allowed.
 - Listen well when people we interview are talking to us.
 - Ask questions in a polite way.
 - Greet the people you meet.

- Ask permission before using anything you see in the places we will visit.
- While going around the school tell the children to take note of and draw what they see (hear, smell, feel).
- Encourage the children to ask questions about the places that you will go to.
- Back in the classroom give children some time to finish their trip charts.
- Discuss observations and show the class each one's drawings.

OTHER MATH ACTIVITIES

Block Play: Places in My Community

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/Participant: 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.

Number Stations (quantities of 8)

Objectives: to count up to quantities of 8
to see that despite differences in appearance quantities remain the same (conservation)
to develop fine motor coordination

Materials: several boxes of toothpicks, paper and pencil

Number of Players/Participant: small group

Procedure:

1. Teacher chooses a number to work with for the day, in this case 8.
2. Children work together exploring a given quantity of toothpicks, in this case 8, making as many arrangements as possible. Then let the children write the number on their paper.
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, blocks and others.

Number Books (quantities of 8)

Objective: to use numerals to describe and record quantities

Materials: old magazines, scratch paper, crayons, pencils

Procedure:

1. Help your child to draw pictures or glue in pictures from magazines of things that are important to him/her and write a number caption underneath.
2. It is a good idea to include zero in your book.
3. Try making a book to illustrate a favorite 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

Objective: to match numerals

Materials: cover all boards, 2 sets of number cards, 0-8

Number of Players/Participant: 1-5 children

Procedure:

1. Give each child a cover all board
2. Children take turns to pick up a card from the deck.

3. If the number appears on their board they use this to cover the number up.
4. Continue until someone fills their board.

Variation: One person is a caller as in a call out game. He/she holds the number cards and children have to shout out the name of the number in order to claim it to put on their board.

Number Concentration

Objective: to match numerals

Materials: 2 sets of number cards, 0-8

Number of Players/Participant:

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. Child with most number of cards win.

Playdough Numerals (0-8)

Objective: to identify the numerals 0, 1, 2, 3, 4, 5, 6, 7 and 8

Materials: playdough

Number of Players/Participant: 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, 6, 7 and 8.
3. Then ask each child to create the number of objects for each numeral. (Example: 2 hearts – numeral 2)

Number Call Out

Objective: to match numerals

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

Number of Players/Participant: 1 or more children

Procedure:

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

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/her think about what happens in the beginning, middle and end of his story.

Picking Up Game: Numbers

Objective: to recognize and identify numerals

Materials: Picking up board (that have the numbers 1-8 written on them) with paper clip, fishing rod with magnet

Procedure:

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

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/Participant: small group

Procedure:

1. Place the word cards at random in the chalk tray.
2. Ask the children 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.

It's a Match

Objective: to match numeral to set of objects/ dots

Materials: one set of cards with numerals – 0 -8, one set of cards with dots (corresponding to the numerals)

Number of Players/Participant: 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.

Comparing Numbers – A Game for Partners

Objective: to compares quantities

Materials: clothespins, small card numbers, more/less spinner

Number of Players/Participant: 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.

Hand game (connecting level up to quantities of 8)

Objective: to explore different combinations that make a given quantity

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

Number of Players/Participant: small group

Procedure:

1. Children work in small groups.
2. Teacher gives each child a given quantity of sticks, in this case 8.
3. Children separate counters in different ways and verbalize the combinations that result.

Teacher says:		Children say:	Teacher places these cards on the Hand Game counting board	
"Place eight sticks in your right hand."		"None and eight is eight." or "Zero and eight is eight."	<div>0</div>	<div>8</div>
"Place one stick in your left hand."		"One and seven is eight."	<div>1</div>	<div>7</div>
"Place one more stick in your left hand."		"Two and six is eight."	<div>2</div>	<div>6</div>
"Place one more stick in your left hand."		"Three and five is eight."	<div>3</div>	<div>5</div>
"Place one more stick in your left hand."		"Four and four is eight."	<div>4</div>	<div>4</div>
"Place one more stick in your left hand."		"Five and three is eight."	<div>5</div>	<div>3</div>
"Place one more stick in your left hand."		"Six and two is eight."	<div>6</div>	<div>2</div>

"Place one more stick in your left hand."		"Seven and one is eight."	7	1
"Place one more stick in your left hand."		"Eight and none is eight." or "Eight and zero is eight"	8	0

Variation: **CAVE GAME:** The game proceeds as Hand Game but the position of hands is varied.

Lift the bowl (concrete, up to quantities of 8)

Objective: to explore different combinations that make a given quantity

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

Number of Players/Participant: small group

Procedure:

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

Teacher says:		Children say:
"Place seven blocks under the bowl."		"None and eight is eight." or "Zero and eight is eight."
"Place six block under the bowl."		"One and seven is eight."
"Place five blocks under the bowl."		"Two and six is eight."
"Place four blocks under the bowl."		"Three and five is eight."
"Place three block under the bowl."		"Four and four is eight."
"Place two blocks under the bowl."		"Five and three is eight."
"Place one block under the bowl."		"Six and two is eight."
"Place no blocks under the bowl."		"Seven and one is eight."
"Place no blocks under the bowl."		"Eight and none is eight." or "Eight and zero is eight"

Peek thru the wall (concrete, up to quantities of 8)

Objective: to explore different combinations that make a given quantity

Materials: a wall made of plastic with tape around the edges, any kind of counters

Number of Players/Participant: small group

Procedure:

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

Teacher says:		Children say:
"Wall off eight blocks"		"None and eight is eight." or "Zero and eight is eight."
"Wall off seven blocks."		"One and seven is eight."
"Wall off six blocks."		"Two and six is eight."
"Wall off five blocks."		"Three and five is eight."
"Wall off four blocks."		"Four and four is eight."
"Wall off three blocks."		"Five and three is eight."

"Wall off two blocks."		"Six and two is eight."
"Wall off one blocks."		"Seven and one is eight."
"Wall off no blocks."		"Eight and none is eight." or "Eight and zero is eight"

Find 8

Objective: to explore different combinations that make 8

Materials: 4 sets of numeral cards 0, 1, 2, 3, 4, 5, 6, 7 and 8

Number of Players/Participant: 1-4 children

Procedure:

1. All cards are dealt. Last card is turned face up. Each child keeps the cards dealt to him in a stack, face-down, without looking at them.
2. By turns, children turn over the top card of his stack. If this card can be used with one on the table to make a total of 8, the children 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 child who collects the most number of pairs wins.

8 Concentration

Objective: to explore different combinations that make 8

Materials: 4 sets of numeral cards 0, 1, 2, 3, 4, 5, 6, 7 and 8

Number of Players/Participant:

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 children take turns turning over two cards, trying to turn a pair that totals 8. If a pair can be made, the child 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/she took with new ones from the deck.
3. With 16 face-down cards on the table, the turn passes to the next child to the left.
4. The child 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.

Draw 8

Objective: to explore different combinations that make 8

Materials: 4 sets of numeral cards (0 –8)

Number of Players / Participant: 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 8. All the pairs thus made are discarded in the middle of the table.
3. The children then take turns, each holding his/her cards like a fan and letting the person to his/her left draw one of them without looking at them. If the child who draws the card can use it to make 8 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 person to his/her left can draw one of them by chance.
4. Play continues until one child is left holding the odd card and loses the game.

Go 8

Objective: to explore different combinations that make 8

Materials: 4 sets of numeral cards (0-8)

Number of Players/Participant: 6-8 children

Procedure:

1. All the cards are dealt.
2. The children 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 7 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 person who said, "I don't have it."

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

Number Snap

Objective: to match numerals

Materials: 3 sets of number cards, 0-8

Number of Players/ Participant: 2-4 children

Procedure:

1. Shuffle and deal the cards.
2. The children take it in turns to turn over their top card.
3. If two matching cards are turned over, the first child to shout "snap" wins both the piles concerned.
4. Continue until only one child is left.

Variation: Make a set of cards with the numbers shown in different ways.

More Than, Less Than, As Many As

Objective: to compares quantities up to 8 using terms of comparison: more than, less than, the same as

Materials: fruits or any objects

Number of Players/Participant: 8 children

Procedure:

1. Teacher holds a tray with eight apples.
2. Group children into three groups.
3. Each group will be given objects.
 - II- 5 mangoes
 - III- 6 oranges
 - IV- 7 bananas
4. Ask questions:
 - Which group has less than the given objects?
 - Which group has more than the given objects?
 - Which group has as many as the given objects?

Subtraction Cards

Objective: to subtract quantities up to 8

Materials: subtraction cards, counters

Number of Players/Participant: 1-4 children

Procedure:

1. Teacher reads the total on the card, in this case 9.
2. Children get 9 counters.
3. Teacher says "take away one" while lifting the right hand flip.
4. Children take away 1 counter, count remaining counters and say "eight"
5. Teacher shows the group the eight remaining dots on the subtraction card.

Who Has More?

Objective: to compare quantities

Materials: assorted materials such as toothpicks, buttons, marbles

Number of Players/Participant: 1-4 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: to compares quantities

Materials: clothespins, small card numbers, more/less spinner

Number of Players/ Participant: 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 child who has accumulated more or less clothespins is the winner.

OTHER LANGUAGE ARTS ACTIVITIES

Story Mobile

Objective: to note details in a story heard

Materials: hanger glue, string, large triangles, rectangles and circles per mobile, glue, art paper, newsprint, scissors, crayons

Number of Players/Participant: small group

Procedure:

1. After storytelling, have children talk about the characters, setting and major events of the story.
2. Tell them that they will make a story mobile showing these different story elements.
3. Have child work in groups of three. Give each group pieces of string, one of each of the three shapes. (Shapes will have a hole at the top which you have punched ahead of time) Explain to the children that the shapes will be used to represent different aspects of the story.
 - The triangle represents the setting.
 - The circle represents the characters.
 - The rectangle represents the main events in the story.
4. Have them draw the characters and story events on the shape cards.
5. Then let them thread a piece of string through the hole at the top of each shape and tie a knot.
6. Let them tie the string to the hanger.

Tell Me About the Character

Objective: to describe characters

Materials: crayons, pencil, paper

Number of Players/Participant: -5-6 children

Procedure:

1. Distribute a piece of paper to each child.
2. Have them draw things they know about the character - what he does in the story, what he/she likes and does not like and how he/she felt at different parts of the story.

Word Sort

Objective: to distinguish different words

Materials/Preparation: word cards

Number of Players/Participant: 4-6 children

Procedure:

1. Spread the word cards 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.

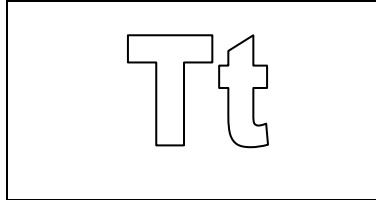
Letter Collage: Tt

Objective: to recognize letter

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

Preparation:

1. 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. Letter Colage Nn : Refer to the above letter collage

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/Participant: 6-8 children

Procedure:

1. Have children lace each card

Name Designs (letter T design)

Objectives: to recognize letter

to develop fine-motor coordination

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

Number of Players/Participant: 6-8 children

Procedure:

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

Name Designs (Letter T design) refer to the above procedure for T design

Game: Which does not belong?

Objective: to discriminate letter sounds

Materials: list of word pairs

Number of Players/Participant: whole class

Procedure:

1. Ask children to listen carefully to the words you are going to say. Have them identify the word that has a different beginning sound as the rest.

Ex. Show man, mat, car

Ask "What is the first sound that you hear in the first word? in the second word? in the third word?"

"Which word has a different beginning sound ?

Form a Word

Objective: to form a word

Materials: letter cards

Number of Players/Participant: individual or small group

Procedure:

1. Have each child in a group pick out a letter card.
2. Let them form word on their own by using the letter cards.

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 child 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 child puts back the cards into their original places.
4. The child who is able to get the most number of pairs wins the game.

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

Letter Connect

Objective: to identify upper case letters

Material: 24 pieces upper case letter domino cards

Number of Players/Participant: 5-6 children

Procedure:

1. Deal all cards to the child.
2. The first child lays down a card.
3. The next child lays down a card that can be connected to either letter on the card. Game continues until all cards have been laid down

Variation: This can be done for lower case letters

Letter Spinner

Objective: to blend 3-letter

Materials: CVC spinner

Preparation:

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

Number of Players/Participant: 6-8 children

Procedure:

1. 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

Tracing Letter

Objective: to form a letter

Materials: letter cut -outs

Number of Players/Participant: 4- 6 children (depending on the available cut-outs)

Procedure:

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

Literature-based: Storyboard: Ayaw Kong Pumasok sa Paaralan

Objective: to create a board that shows six or more scenes in a story

Materials: tagboard; paper; ruler; pencil / markers; glue

Number of Players/Participant: small group (individual)

Procedure:

1. List at least six important people in their respective areas using their tools.
2. Think through what these people do in their respective areas.
3. Write a short sentence underneath each drawing explaining the scene.
4. Glue the scenes to a piece of tagboard and share your storyboard with the seatmate.

Same and Different (Meeting Time 2)

Objective: identify medial sounds

Materials: none

Number of Players/Participant: whole class

Procedure:

1. Tell the class you will read out pairs of words. Ask them to listen carefully and tell you if the words have the same or different medial sounds.
2. Read out each set of words. Ask the class to identify which word has a different medial sound.
 man, can, pen
 sam, Pam, him
 set, met, fat
 men, hen, fun
 nag, lag, beg

Same and Different

Objective: to identify words with the same medial sounds

Materials: CVC word cards with different medial sounds, category cards

Preparation:

1. Prepare pairs of picture cards. Some pairs should have the same medial sound while others should have different medial sounds.
2. Prepare two category cards and write the word same on one and DIFFERENT on the other.

Procedure:

1. Lay the category cards on the table
2. Show each pair of picture cards.
3. Ask children if the words have the same medial sound. . If they do, have them place the card under the category card "SAME". Let them identify the medial sound and give its corresponding letter name.
4. If the words don't have the same medial sound, have them place it under the category card "DIFFERENT".
5. Continue until all the words have been sorted.

Opposite Booklets

Objective: to identify words with opposite meanings

Materials: ¼ size of bond paper (5 blank sheets staple together)

Number of Players/Participant: 6-8 children

Procedure:

1. Distribute blank booklets to children.
2. On each page, have them write words or draw pictures that show opposite meanings.

Find a Pair (opposite meanings)

Objective: to identify words with opposite meanings

Materials: word cards with opposite meanings

Number of Players/Participant: small group

Procedure:

1. Spread out words on the table.
2. Ask each child to pick out two words with opposite meanings.
3. Talk about these words. Have them practice using these words in a sentence.
4. Continue the game until all words with opposite meanings have been located

Where is the Sound?

Objective : to listen sensitively and thoughtfully

Materials: none

Number of Players/Participant: whole class

Procedure

1. Let the children sit quietly in a circle.
2. He/she should sit on a chair in the center of the circle with his/her eyes covered try to point to where the sound is coming from when the child in the middle of the circle has formed out from where the sound is coming, the child who was hiding goes to the middle and a new "IT" is chosen.

What sounds do you hear? Guess the sound:

Objective: to discriminate letter sounds

Materials: list of words pairs

Number of Players/Participant: whole class

Procedure

1. Ask children to listen carefully to the words you are going to say. Have them identify the last sound that they hear in these words.
2. Then have them identify which of the two letters that you will show represents the sounds that they hear.
Ex. Ask "What is the first sound that you hear in the first word? in the second word? in the third word?"
Show letter Tt / Ee then ask, "Which of these two letters represent the sounds that you hear?"

Word Walls

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

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

Number of Players/Participant: 8 children

Procedure:

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

1. Ask the children to name the different parts of the school.
2. Have him/her draw the parts.
3. Write the name of the parts. Underline the beginning letter.
4. Ask him/her the beginning letter of the school part he/she chose.
5. Let him/her paste/glue it on the corresponding column of that beginning letter.

Story Mobile

Objective: to note details in a story heard

Materials: hanger glue, string, large triangles, rectangles and circles per mobile, glue, art paper, newsprint, scissors, crayons

Number of Players/Participant: small group

Procedure:

1. After storytelling, have children talk about the characters, setting and major events of the story.
2. Tell them that they will make a story mobile showing these different story elements. Have children work in groups of three. Give each group pieces of string, one of each of the three shapes. (Shapes will have a hole at the top which you have punched ahead of time) Explain to child that the shapes are going to be used to represent different aspects of the story.
3. The triangle represents the setting.
4. The circle represents the characters.
5. The rectangle represents the main events in the story.
6. Have them draw the characters and story events on the shape cards.
7. Then let them thread a piece of string through the hole at the top of each shape and tie a knot.
8. Let them tie the string to the hanger.

Opposites Words

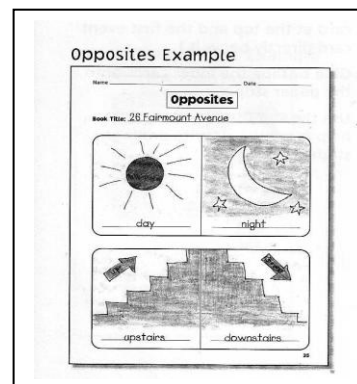
Objective: to identify opposite words

Materials: bond paper or newsprint, pencil, crayons

Number of Players/Participant: any number of children

Procedure:

1. Think of four words that are opposites. (Examples: up and down, large and small)
2. Write each word in a box.
3. Draw a picture to show what each word means.
4. Share your opposites with another children.



Literature-based: Picture Walk

Objective: to retell sequence of story event

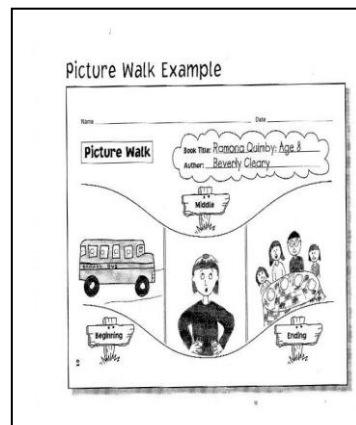
Materials/preparation: your book, picture walk sheet, crayons or markers

Number of Players/Participants: small group

Procedure:

1. Write the title and author.
2. Think about how to retell the story in pictures.
3. Decide on three key events. They should retell the beginning, middle, and ending.
4. Draw a picture for each event in the order they happened.

Source: Reading-Writing Connections



STORIES

Ang Pambihirang Sumbrero

Mga tanong bago bumasa

1. Ano ang ginagamit ninyong panangga kapag mainit ang araw habang kayo ay naglalakad sa labas? *Bakit kaya kakaiba ang sombrero sa ating kuwento?

Vocabulary: -naghalungkat

-bawl

-kandelabra

-palamutian

Mga tanong pagkatapos bumasa

1. Ano ang hilig ni Mia? Ano ang nakita niya sa bawl ng kanyang lola?
2. Anu-anong lugar ang pinuntahan ni Mia?
3. Bakit kakaiba ang sombrero ni Mia?
4. Kung ikaw si Mia, ano ang iyong maramdama

Ang Buhay Ng Isang Bumero

Mga tanong bago bumasa

1. Sino ang tumulong sa atin kapag may sunog?
2. Ano ang ginagamit nila upang mapahinto ang sunog?

Mga tanong pagkatapos bumasa?

1. Sino ang ating pnauhin?
2. Anu-ano ang kanyang gingawa upang makatulong sa pamayanan?
3. Paano natin maiiwasan ang sunog sa ating pmayanan?

Si Emang Engkantada at ang Tatlong Haragan

Mga tanong bago bumasa

1. Ano ang itsura ng bakuran ng bahay ninyo?

Mga taong pagkatapos bumasa:

1. Bakit itinuring na haragan ang tatlong bata?
2. Ano ang inyong maitutulong upang mapanatiling maganda ang isang bakuran? Magbigay ng mga halimbawa.

The Mayor's Visit

Questions before reading:

1. What do mayors do?
2. Why did the Mayor visit the school?

Questions after reading?

1. What does the principal advise her teachers and pupils?
 2. What tools do they use in cleaning the school?
 3. What was the impression of the visitors?
 4. What was the prize received by the school?
- As a student, how can you help your school maintain cleanliness?

SONGS/POEMS/RHYMES

<p>I Can Do Many Things (Sung to the tune of Bahay Kubo)</p> <p>My hands can clap My feet can tap My mouth can talk My feet can walk</p> <p>My shoulder shrug My arms can hug My eyes can wink I can do many things</p>	<p>Everybody Do This</p> <p>Everybody do this (do an action such as shaking one hand or tapping one's shoulder) Do this, do this Everybody do this Just like this</p> <p><i>Song is repeated each time a new action is done</i></p>
<p>All Around the Neighborhood</p> <p>All around the neighborhood. People help each other The driver on the bus Helps a girl and her mother The girl and her mother See the butcher for meat The butcher gives a letter To the carrier down the street The carrier ask the barber To trim his mustache The barber sweeps the hair up And puts out all the trash</p>	<p>The trash collector stops When a fire truck clangs its bell Fire fighters join the police Who make sure all is well</p> <p>All around the neighborhood There's lot s that people do All around the neighborhood Who helps you?</p> <p>In your own little way you can help too Clean the environment Take care of plants and animals around you</p>

INDOOR/OUTDOOR ACTIVITIES

Title: Body Letters

Objective: to be able to form letters through body simulations.

Materials: letters of the Alphabet

Number of Players/Participant: 3-5 children in each group

Procedure:

1. Divide the class into groups of three to five children.
2. Assign each group a letter to form with their bodies. They might form the letter individually (each child forming it), or use the entire group to form it, e.g., four children might lie on the floor to form letter E).

Head race

Materials: balloons or books or balls

Number of Players/Participant: small to large groups

Procedure:

1. Organize children so that they're into pairs and each team receives a partially inflated balloon.
2. When the game starts, teams must race to a finish line carrying a balloon between their heads (a book or ball), remember don't use your hands.
3. On hot days try it with water balloons or through a sprinkler.
4. You can even try an obstacle course.

One Potato (Fun with Friends)

Procedure:

1. Have the children sit in a circle.

2. Ask them to close their fists both hands and hold them in front of their bodies.
3. Choose a leader to tap the fist of each child while everybody is reciting the rhyme:

*One potato, two potatoes
Three potatoes, four.
Five potatoes, six potatoes
Seven potatoes and more*

4. The first that is tapped on the word "more" goes behind the back or is out.
5. Start the game again and continue until only one child remains
6. That child becomes the leader for the next game.

It's I Who Build Community

It's I, it's I, it's I who build community
It's I, it's I, it's I who build community
It's I, it's I, it's I who build community
It's I ... it's I ..., it's I who build community.

Roll over the ocean, roll over the sea
Roll over the ocean in the deep blue sea,
Roll over the ocean, roll over the sea
Roll over the ocean in the deep blue sea.

Blend a Word (Meeting Time 2)

Objective: to blend sounds orally

Materials: set of words

Number of Players/Participants: big group

Procedure:

1. Say "I'm going to say a word very slowly, sound by sound. Then I'll say the word a bit faster. Finally I'll say the word the way it is usually said. For example, if I hear the word parts /m/ /a/ /t/, I can blend them together like this: "mmmmaaaat, mmaat, mat "
Initial words to blend: mat, sat, fat, rat
sam, fan, let, men

*Note: Begin with CVC words that start with continuous sounds such as m, s, l, r.
To help children visually note when you change from sound to sound as you blend the word, add movements. For example, you might move your hands from right to left as you change from sound to sound.*

Mother/Father, May I?

Traditionally, this game is played outdoors but may be adapted to an indoor space, such as a hallway or driveway. The leader, or "mother/father," stands at one end, while the other players line up beside one another at the other end of the area. (Using a real or imaginary "starting line" helps children know where to begin) Mother/father issues directions to one player at a time.

"Bong, you may take (number and type of steps)." The child responds: "Mother/father, may I? Mother/father responds: "Yes, you may or "NO, you may not." Take ____ steps instead." Upon receiving a positive response, the designated child follows the directions. If the child moves without permission, he or she must return to the starting line. The object of the game is for the players to reach the leader. Older children enjoy an additional part of the game. When close enough, the player tags mother/father, and they race for the starting line. If mother/father tags the player, that person becomes the leader for the next round. With younger children, focus on their physical movements. The daycare worker should model the leader role for a while until children gain experience.

- baby steps: on tiptoe
- giant step: as big as possible
- split: slide one foot forward as far as possible
- side gallop: move sideways

-fire engine/police car: run until mother/father says "stop!"
-umbrella step: place forefinger on top of head and spin around once
-frog leaps: two-footed jump
-rabbit steps: one-footed hop
In addition, children may enjoy creating their own steps.

My Neighborhood
By Betsy Franco

*People move in,
People move out,
Little children play and shout.
Old people, young people,
In-between,
Make a lively neighborhood scene.*

People in the Neighborhood

Objective: to give out word beginning with the identified letter

Materials: manila paper or newspaper, cutout of stars, pictures of community helpers, bean bag or small object 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. (2x)
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. (2x)