

**Learning Resource Package No. 5:
Suggested Activities for Pre-K1: 3 - 3.11 Years Old
April 2015**

Learning Resource Package No. 5:

Suggested Activities for Pre-K1:3-3.11 years old



INSTRUCTIONS ON THE USE OF THE SUGGESTED ACTIVITIES FOR PRE-K1: 3 TO 3.11 YEARS OLD

1. The LRP No. 2 or the Standards, Competencies, Indicators and Domains for Pre-K1 which you have studied are the sources of the objectives in the Suggested Activities for Pre-K1.
2. Read, study, and implement LRP No. 5 or the Suggested Activities for Pre-K1. The activities start with objectives and outline the materials and procedures. These are the activities that you will conduct everyday in your Center together with the routine activities that you have chosen after the pre-assessment has been conducted to the young learners. The LRP No. 7 or the Suggested Teaching Resources include action songs, poems, rhymes, and other creative activities that you can use in your daily activities.
3. Use the **mother tongue** in the conduct of your daily learning activities.

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES FOR PRE-K1: 3 TO 3.11 YEARS OLD

Learning Resource Package No. 5 features two matrices that show the organization of the suggested activities. The first matrix presents the domains and sub-domains covered as well as the number of competencies/indicators that are developed in the different activities.

MATRIX ON DOMAINS, SUB-DOMAINS AND COMPETENCIES/INDICATORS

FOR EARLY YEARS AGES 3 TO 3.11 YEARS OLD (PRE-K1)

NELF/NELC DOMAINS	Sub-Domains	No. of Competencies/ Objectives Developed
1. Physical Health, Well-Being and Motor Development	A. Physical Health, Well Being and Motor Development 1. Health Safety and Self Care 2. Gross Motor Skills 3. Fine Motor Skills	8 8 <u>8</u> 24
2. Social-Emotional Development	B. Social-Emotional Development & Character and Values Development (Integrated in all learning domains) 1. Self-Awareness and Capabilities 2. Relationship with Peers 3. Relationship with Familiar Adults	11 5 <u>4</u> 20
3. Character and Values Development		
4. Cognitive/Intellectual Development	C. Cognitive/Intellectual and Language Development Toward Early Literacy 1. Cognitive/Intellectual 2. Receptive/Expressive 3. Reading 4. Writing	7 11 12 <u>8</u> 38
5. Language Development		
6. Creative and Aesthetic Development	Integrated in all learning domains Music, Visual Arts, Drama, Dance and Creative Movement	5
	Total Number of Competencies	87

PH+ - Physical Health, Well-Being & Motor Development; SE- Social-Emotional Development; CV- Character & Values Development;

CD- Cognitive/Intellectual Development; LD – Language Development; CA- Creative and Aesthetic Development

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES FOR PRE-K1: 3 TO 3.11 YEARS OLD

The second curriculum matrix contains the suggested scope, themes and sub-themes that guide the curriculum writers in the development of the resource guide activities. It has a column on assessment, expected competencies as well as the outline of the prepared weekly suggested resource guide activities for the child development teachers'/workers' reference.

The pre-assessment using the ECCD Checklist shall be administered to the young children prior to the formal instruction. Results of the pre-assessment will be the bases for the competencies/objectives to be developed. Blank spaces for the Lesson Competencies/Objectives are provided for each week. If there are additional objectives to be developed other than those indicated in the suggested activities, the teachers/workers can write these on the spaces.

The suggested activities attempt to model the thematic-integrative approach. One activity focuses on the integration of the development of two or more related competencies/objectives in any of the six domains with content knowledge from the theme. The thematic-integrative instruction carried out in the activities seeks to develop these competencies/objectives in the context of real life situations allowing creative explorations. When all the competencies/objectives have been developed through the suggested and teacher-made activities, a post assessment using the ECCD Checklist shall be administered to the same group of young children.

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES FOR PRE-K1: 3 TO 3.11 YEARS OLD

CURRICULUM MATRIX FOR EARLY YEARS AGES 3 TO 3.11 YEARS OLD (PRE-K1)

Quarter/Term and Suggested Content	Suggested Scope	Suggested Theme/ Sub-themes	Assessment and Expected Competencies	Suggested Resource Guide Activities (RGA) for Pre-Kindergarten 1
			Pre-Assessment Using ECCD Checklist	
Quarter 1 – Self Identify	All about self and own family, members, roles, and activities family enjoys doing together How needs met, rights enjoyed, and love provided	THEME 1: TELL ABOUT YOURSELF Week 1: I HAVE A NAME ... Weeks 2 & 3: I HAVE A BIRTHDAY.... Week 4: THIS IS WHAT I WEAR... Week 5: I HAVE FEELINGS Week 6: I CAN DO MANY THINGS... Weeks 7&8: I CAN DO MANY THINGS WITH OTHERS Week 9: I HAVE THINGS I USE FOR SLEEPING AND PLAYING Week 10: I HAVE THINGS I USE WHEN I STUDY Social-Emotional and Values and Character Development Themes Integrated/to be Integrated in the Activities: Building Self Confidence, Self-Esteem, Self-Regulation and Communication	Lesson Competencies/ Objectives: _____ _____ _____ _____ _____ _____ _____ _____	Week 1: See RGA 1-25 Weeks 2&3: See RGA 1-15 Week 4: See RGA 1-15 Week 5: See RGA 1-15 Week 6: See RGA 1-14 Weeks 7&8: See RGA 1-10 Week 9: See RGA 1-12 Week 10: See RGA 1-14

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES FOR PRE-K1: 3 TO 3.11 YEARS OLD

Quarter 2 – Family Interaction	Health and safety activities to promote healthy lifestyle	THEME 2: MY FAMILY AND ME Weeks 1&2: FATHER, MOTHER, BROTHER, SISTER... Week 3: GRANDMOTHER, GRANDFATHER... Week 4: WE LIVE IN A HOUSE Weeks 5&6: WHAT DO I EAT? Weeks 7&8: HOW DO I MAKE MYSELF CLEAN? Week 9: I HAVE THINGS I USE IN EATING Week 10: I HAVE THINGS I USE WHEN I CLEAN MYSELF Social-Emotional and Values and Character Development Themes Integrated/to be Integrated in the Activities: Building Confidence, Relationships, Cooperation and Self Control	Lesson Competencies/ Objectives: _____ _____ _____ _____ _____ _____ _____ _____	Weeks 1&2: See RGA 1-16 Week 3: See RGA 1-13 Week 4: See RGA 1-7 Weeks 5&6: See RGA 1-26 Weeks 7&8: See RGA 1-23 Week 9: See RGA 1-12 Week 10: See RGA 1-7
Quarter 3 – Interaction with Others and the Surroundings	Awareness and appreciation of the natural and physical environment, Appreciation of one’s culture and heritage	THEME 3: MY COMMUNITY Weeks 1&2: WE HAVE BEAUTIFUL PLACES IN MY COMMUNITY Week 3&4: THERE ARE BEAUTIFUL PLANTS AROUND USIH Weeks 5&6: THERE ARE WONDERFUL ANIMALS AROUND US Week 7: RESPECT FOR HEROES AND OTHERS Weeks 8&9: FIESTA AND OTHER CELEBRATIONS IN OUR COMMUNITY Week 10: PRODUCTS IN OUR COMMUNITY Social-Emotional and Values and Character Development Themes Integrated/to be Integrated in the Activities: Building Curiosity and Sense of Purpose	Lesson Competencies/ Objectives: _____ _____ _____ _____ _____ _____ _____ _____ _____	Weeks 1&2: See RGA 1-24 Week 3&4: See RGA 1-22 Weeks 5&6 See RGA 1-30 Week 7: See RGA 1-13 Weeks 8&9: See RGA 1-21 Week 10: See RGA 1-10

PH+ - Physical Health, Well-Being & Motor Development;
 SE- Social-Emotional Development;
 CV- Character & Values Development;
CD- Cognitive/Intellectual Development;
LD – Language Development;
CA- Creative and Aesthetic Development

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES FOR PRE-K1: 3 TO 3.11 YEARS OLD

<p>Quarter 4 – Appreciation of the Beautiful World We Live In</p>	<p>Benefits from the God – Benefits given blessings</p>	<p>THEME 4: GOD CREATED A BEAUTIFUL WORLD FOR US</p> <p>Weeks 1&2: I HAVE MY TWO EYES TO SEE Weeks 3&4: I HAVE MY TWO EARS TO HEAR Week 5: I HAVE MY NOSE TO SMELL Week 6: I HAVE MY TONGUE TO TASTE THE FOOD I EAT Week 7: I HAVE SKIN ALL OVER MY BODY TO FEEL Week 8: WHAT IS THE WEATHER IS IT SUNNY OR RAINY? Week 9: HOW DO YOU FEEL WHEN IT’S SUNNY? CLOUDY? OR RAINY? Week 10: WHAT DO WE DO ON A STORMY WEATHER?</p> <p>Social-Emotional and Values and Character Development Themes Integrated/to be Integrated in the Activities: Appreciation for the Creator and the Creations, Communication, Cooperation, Relationship, Sense of Purpose</p>	<p>Post-Assessment Using ECCD Checklist</p> <p>Lesson Competencies/ Objectives:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Weeks 1&2: See RGA Weeks 3&4: See RGA Week 5: See RGA Week 6: See RGA Week 7: See RGA Week 8: See RGA Week 9: See RGA Week 10: See RGA</p>
			<p>Post-Assessment Using ECCD Checklist</p>	

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>QUARTER 1 Theme 1: Tell About Yourself Week 1 Sub-Theme: I Have A Name</p> <p>Activity 1: I Can Decorate My Name Objectives: 1. Develop coordination of fine motor muscles in performing simple motor tasks like pasting 2. Identify one’s name in printed form Materials: Children’s first name cards with their names printed in outline effect, decorative materials, paste/glue Procedure: 1. Lay down the children’s name cards on a table or post it on the board. 2. Ask the children to pick out their own name card. 3. Let them decorate their name cards by following the outline of the letters making up their name.</p> <p>Activity 2: Beginning Letter Lacing Objectives: 1. Use fine muscle and eye-hand coordination in performing tasks like lacing, inserting and pulling 2. Identify the beginning letter of one’s name Materials: String with aglet, card with initial letter of name printed and with holes around its edges Procedure: 1. Ask the children to pick out the card bearing the first letter of their names. 2. Give each child a string and show him/her how to insert in and pull out the string from the holes of the card. 3. Ask the children to lace every hole. 4. Ask the child to show the initial letter of his/her name.</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 3: Pass the Ball Game Objectives: 1. Identify self by telling one’s name 2. Practice group activity using fine motor skills Materials: Ball, music Procedure: 1. Ask the children to sit in a circle. 2. Play some music while the ball is being passed around. When the music stops, the child holding the ball will say his/her name. 3. Repeat the activity until all the children are able to tell their names.</p> <p>Activity 4: Coloring Shapes Objectives: 1. Develop basic concepts pertaining to shapes: circle, square and triangle 2. Demonstrate progress in fine motor skills and eye-hand coordination through coloring 3. Use an age-appropriate learning writing tool like large crayon Materials: Cutouts of different shapes Procedure: 1. Show children different shape cutouts of circles, squares and triangles. 2. Ask children to group together cutouts of the same shape. 3. Introduce the names of the shape: circle, square, triangle. 4. Ask the children to choose a cutout of their preference. 5. Distribute the large crayons and demonstrate how to hold these. 6. Let the children color the shapes.</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 5: Reciting a Rhyme: “ Everybody Has A Name”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to store verbal information by memorizing a short rhyme 2. Listen and recite a short rhyme <p>Materials: “Everybody Has A Name” rhyme written on a chart</p> <p style="padding-left: 40px;">Everybody Has a Name Everybody Has a name, Some are different Some are the same</p> <p style="padding-left: 40px;">Some are short, Some are long All are right None is wrong.</p> <p style="padding-left: 40px;">My name is (blank) It is special to me, It is exactly who I want to be</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Read the whole rhyme to the children substituting the blank with the teacher’s name. 2. Children are asked to repeat each line after the teacher. 3. Ask children to recite the rhyme individually or by pairs depending on the number of children in the class. Then the Children must substitute his or her name for blank. 4. Remind the children to practice saying the rhyme until they have memorized it. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 6: Playdough Letters Objectives: 1. Recognize letters of the alphabet 2. Use malleable materials to model letters of the alphabet 3. Develop fine muscle coordination in performing individual activity Materials: Playdough, letter cards covered with plastic cover for re-use Procedure: 1. Put the letter cards with children’s initial on the table. 2. Have each child pick out the initial letter of his/her name. 3. Allow the children to form the letter using play dough onto their name cards. 4. Have the children display all the letters they can form. Assist them in arranging these like the letters of the Alphabet. 5. Introduce the letters of the alphabet by sounding off the letters and giving the name of each letter.</p> <p>Activity 7: Initial Letter Mosaic Objectives: 1. Practice individual activity using fine motor skills like pasting and pincher grasp 2. Sound off and tell the name of the beginning letter of one’s name 3. Sound off and tell the name of the letters of the alphabet Materials: Available materials for mosaic like crushed egg shells, dried leaves, magazine pages, etc., bond paper with child’s name initial letter printed in outline effect, glue Procedure: 1. Present the initial letters of their name and ask them to identify which is theirs. 2. Give each child a bond paper with the beginning letter of his/her name on it. 3. Ask the children to put glue within the lines of their printed name 4. Let the child put some crushed egg shells or other materials for the mosaic of the beginning letter of his/her name.</p>						

PH+ - Physical Health, Well-Being & Motor Development; SE- Social-Emotional Development; CV- Character & Values Development;
 CD- Cognitive/Intellectual Development; LD – Language Development; CA- Creative and Aesthetic Development

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>5. Let each child produce or sound off the beginning letter of his/her name. Let him/her tell the name of the beginning letter of his/her name.</p> <p>6. Arrange the mosaic letters into an alphabet. If there are lacking letters use the play dough letters in the previous activity.</p> <p>7. Let the children produce or sound off the letters of the alphabet. Then let them tell the name of each of the letters in the alphabet.</p> <p>Activity 8: Letter Memory Game Objectives:</p> <ol style="list-style-type: none"> 1. Recognize letters of the alphabet and the corresponding name and sound of each 2. Differentiate if the shown pairs of letters are similar or different 3. Demonstrate respect for the needs and rights of a peer by helping someone in a difficult task <p>Materials: Pairs of identical letters of the alphabet Procedure:</p> <ol style="list-style-type: none"> 1. Present the letter cards of the alphabet on the board. Let each child sound off the letter and tell its name. 2. Place another set of alphabet cards on the table face down. 3. Explain that each player will get an alphabet card on the table. Then the player will look for the similar letter of the alphabet displayed on the board. If he/she gets a pair of the same letter cards, he says: Same letter and gets to keep the pair. 4. If the letter cards do not match, he/she says: Different letters he/she can ask a friend to help him/her get the correct letter card. Both of them keep the correct pair. <p>Activity 9: Guess Who? Objectives:</p> <ol style="list-style-type: none"> 1. Relate with peers with love, care and concern by greeting or calling by first name of classmates 2. Demonstrate respect by listening when someone is talking 3. Join in cooperative play 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Materials: none</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children to sit in a circle on the floor. 2. Explain the instructions of the game as described below. 3. Assign a child to play the “It”. 4. Tell the child to look at all the children before covering his/her eyes. 5. Ask another child to tiptoe to hide behind the chair, door or in any place of the room. 6. When he/she is hidden, uncover the eyes of the “It”. Then let him/her call his/her name and ask him/her to go back to the circle. 7. Give the “It” three chances to guess. If he/she guesses right, he/she may choose another one to replace him/her. If he/she fails to guess right, another one could volunteer as the “It”. <p>Activity 10: Name Hunting</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify one’s name in printed form 2. Practice patience in waiting for one’s turn <p>Materials: Nametags, masking tape</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Stick the nametags on the different parts of the room (woods). 2. Tell the children that we will all pretend to be in the ‘ woods’. 3. Call children’s names one at a time. <p>As you call each child’s name, he/she will start looking for his printed name in the ‘woods’.</p> <p>Activity 11: Fishing Game</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use fine muscles and eye-hand coordination 2. Recognize letters of one’s name 3. Demonstrate respect by waiting for one’s turn <p>Materials: Fish cutouts with magnets and letters forming the names of children, fishing rod with magnet</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Set up a “fishing area” where fishes with letters are placed on the floor. 2. Instruct the children to take turns using the fishing rod to catch a fish with the letters of their names on it. 3. When the child catches the fish, let the child try to catch more letters to form his/her name. 4. Children take turns until they have complete “catching” letters of their names. <p>Activity 12: Initial Letters of Names</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use fine muscles and eye-hand coordination in performing task like connecting dots 2. Use an age-appropriate learning writing tool like large pencil 3. Recognize initial letter of one’s name <p>Materials: Activity sheet with children’s initial letters or names printed with dots, pencil</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Display the activity sheets with children’s initial letters of his/her names. Then let each child find the initial letter of his/her name. 2. Distribute the large pencil and demonstrate how to hold this. 3. Let each child connect the dots on his/her paper to form the initial letter or his/her name. <p>Activity 13: Puppet Play</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop fine motor coordination and eye-hand coordination through the use of fingers and hand, pasting and coloring. 2. Describe identity by telling one’s name <p>Materials: Brown paper bags, cut-outs, glue/paste, yarn (optional), crayons</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 14: Sing the Song “Where is Thumbkin?”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to store verbal information 2. Express ideas and feelings about oneself through a song with creative movement of the fingers and hand <p>Materials: “Where is Thumbkin?” song written on a chart Where is Thumbkin (2x) Here I am, Here I am How are you this morning? Very well thank you Run away, run away</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Read the lyrics of the songs to the children. 2. Children are asked to repeat each line after the teacher. 3. Sing the song to the children inviting them to follow the actions. Actions begin with hands behind the teachers back for the first two lines Where is Thumbkin? (2x) (Hands behind the back) Here I am (Bring right hand forward with thumb up) Here I am (Bring left hand forward with thumb up) How are you this morning, Very well thank you (Wiggle thumbs like they are talking to each other) Run away (Bring right hand behind back) Run away (Bring left hand behind back) 4. Change the first line to “Where is Pointer?” for the next stanza and then “Where is Tall Man?”, “Where is Ring Man?” and “Where is Pinkie?” 6. For the next fingers, whenever the hand is brought forward, lift the finger that is mentioned in the lyrics. <p>Activity 15: Bounce My Name</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate progress in fine motor skills and eye-hand coordination through passing the ball left to right 2. Recognize sound patterns and repeat them in clapping. 3. Demonstrate the use of the sense of hearing through listening <p>Materials: Ball, name cards</p>						

PH+ - Physical Health, Well-Being & Motor Development; SE- Social-Emotional Development; CV- Character & Values Development;
 CD- Cognitive/Intellectual Development; LD – Language Development; CA- Creative and Aesthetic Development

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Sit in a circle. 2. Teach the children to clap their names. (according to the syllables of the name) 3. Invite the children to join you in clapping the names of their classmates. Say, “Let’s clap Rina’s name. Ri-na. (two claps).” Do the same for the rest of the children’s names. 4. Tell the children, “When you hear the music is playing, we will pass the ball around. When the music stops, whoever is holding the ball will have a turn to clap his/her name.” 5. Tell the child, “Place the ball on your lap then clap your name.” 6. Start the music again and ensure that all the children will have their turn <p>Activity 16: How Many Letters in Our Names? Sounding Off and Naming Letters in One’s Name</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Count the number of letters in one’s name from 1 to 10 2. Relate the number of letters to the number of buttons 3. Identify one’s name and sound off every letter of one’s name 4. Name every letter in one’s name <p>Materials: Empty clear bottle with a wide mouth, buttons, nametags, container for the buttons</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Instruct the children to get their nametags. 2. Give each child the bottles and place the container of buttons on their tables. 3. Tell them, “Inside the containers are buttons. You will get one button for each letter of your name. We will count the buttons then put it in the bottle.” 4. Let the child drop a button into an empty bottle as he counts the letters in his name. 5. After everyone finished putting the buttons in their bottles, they will exchange bottles and let them count the letters of the names of their classmates. 6. Ask the children to show their names. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>7. Let each child sound off the letters of his/her name. 8. Let each child tell the name of the letters of his/her name.</p> <p>Activity 17: When I Call Your Name Objectives: 1. Recognize and tell with confidence what one can do 2. Demonstrate the ability to follow directions 3. Practice challenging gross motor activities like walking, running, jumping and hopping Materials: None Procedure: 1. Tell the children: “Our activity is telling whether you can do the following actions: walk, run, jump, hop.” 2. Do one action and ask the children what action are you doing. 3. Ask the children to walk, run, jump and hop. 4. Ask a child to do an action. Then let him/her say: “I can walk/run/jump/hop.”</p> <p>Activity 18: Drum Beat My Name Objectives: 1. Recognize 1, 2 and 3 syllables in names 2. Tell the number of syllables through drum beats 3. Demonstrate respect by waiting for one’s turn Materials: Drum and stick Procedure: 1. Ask three children whose names contain a different number of syllables to stand before the class. a. Example: Juan, Maria, Catherine 2. Instruct the children to listen as you tap one beat for each syllable on a drum. 3. Let the other children guess whose name is tapped. 4. Continue until every child had taken a turn on being one of three who stands in front of the class. Remind the children to wait for one’s turn. 5. Ask the children: How many syllables are there in the name ____ ? (Joy, Rita, Melissa, Dante, Sam, etc.) 6. Then let them beat the drum as soon as they give the number of syllables.</p>						

PH+ - Physical Health, Well-Being & Motor Development; SE- Social-Emotional Development; CV- Character & Values Development;
 CD- Cognitive/Intellectual Development; LD – Language Development; CA- Creative and Aesthetic Development

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 19: Textured Initial and Final Letters of Names</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop coordination of fine muscles in performing simple motor task like pasting 2. Identify the initial and last sounds on one’s name 3. Sound off the initial and final sounds of one’s name 4. Produce the initial and final sounds of each of the classmate’s name <p>Materials: Pre-cut cardboard initial and final letters of the children’s names, glue, materials from nature like leaves, twigs, sand</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask each child what letter does his/her name begins with/ends with? 2. Ask each child to choose among the pre-cut cardboards letters displayed which letters are his/her initial and final sound as found in one’s name. 3. Invite them to design the cardboard by gluing down the materials collected from nature. 4. Ask each child to sound off the initial letter of his/her name. Then let him/her sound off the final letter of his/her name. <p>Activity 20: Write Your Name</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice control in holding and using the age-appropriate pencil in tracing dots for one’s name 2. Demonstrate attention and modulation in age-expected level of activity <p>Materials: Activity sheets that contain the names of the children written in dots, large pencils or large crayons</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show them the activity sheets. 2. Ask them to identify what are written on the sheets. 3. Show them the large pencils or large crayons and demonstrate how to use these. 4. Let the children choose which writing tool they like to use. 5. Tell them, “You will trace your name by following the dotted lines.” Invite them to design their works. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 21: My Family Has A Name</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice control in holding and using the age-appropriate pencil in tracing dots for one’s name 2. Demonstrate attention and modulation in age-expected level of activity <p>Materials: Large pencils, large crayons, cut-outs of family names of students</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the materials to be used for the activity. 2. Distribute the family name cut-outs. 3. Ask the children to connect the dots of the first letter of their family name and the first letter of the word family using either the large pencil or the large crayon. 4. Assist children in the proper holding and using of the large pencil/large crayon. 5. Ask the children to color or design their family name cut out. <div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Cruz Family</p> </div> <p>Activity 22: Family Tree</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize familiar and trusted adults 2. Demonstrate interest in listening and sharing information about one’s family 3. Demonstrate awareness of self through relationships with others <p>Materials: Homework: bring an illustration of their family tree, name of their grandparents</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show a sample of your family tree. Explain to the children how the family tree works and who the members of the family are. 2. Each child will present to the class his/her family picture and introduce his/her family members including his/her grandparents. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 23: Comparing Family Pictures Objectives: 1. Develop basic concepts of time and quantity 2. Demonstrate interest in listening and sharing with others personal stories Materials: Family pictures Procedure: 1. Ask the children to bring family pictures a week before the actual activity. 2. Show two family pictures at a time. Ask the following questions: a. Which picture is nicer to look at? Why? b. Which picture is clearer to look at? Why? c. Which picture has more family members? Why? 3. Ask children to tell a story about the family picture.</p> <p>Activity 24: Grouping Pictures of Boys and Girls Objectives: 1. Develop basic concepts of gender (boys and girls) 2. Group pictures according to category Materials: Photocopy of the family pictures with cut-outs of the family members Procedure: 1. Show the cutout pictures of the family members. 2. Then ask the children to put together all the boys in one circle drawn on the floor, then all the girl cutouts in another circle. Ask: “How did we group the cutout pictures?” 3. Let the children group themselves according to gender: boys/ girls.</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 25: Class Family Game</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop body balance and coordination while walking in forward and backward motion with equal spacing 2. Demonstrate respect by allowing others to join in an activity <p>Material: None</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children that you will have a class family game. Divide the children into families with 5 members. 2. Show the game of walking forward and backward with equal spacing. 3. Ask each group to start the game. Let each member do the walking forward and backward with equal spacing. <p style="text-align: center;">Weeks 2 and 3: I Have A Birthday</p> <p>Activity 1: Birthday Card</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice fine motor skills for self-expression 2. Express thoughts and feelings through a drawing <p>Materials: Bond papers, pencil and crayons</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Let the children draw a heart or a flower on a bond paper, folded to form a card. 2. Let them color their drawing. 3. Let them copy/scribble the words happy birthday as their message in the card. 4. Let them give the card to someone in the family to make him/her feel happy. <p>Activity 2: Birthday Hats</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice fine motor skills for self-expression 2. Express ideas and feelings through a creative work 3. Give substantive reason why one likes his/her own hat <p>Materials: Construction paper, tape, yarn, fabric scraps, ribbons, bows, glitter-glue, pompoms, etc.</p>						

PH+ - Physical Health, Well-Being & Motor Development; SE- Social-Emotional Development; CV- Character & Values Development;
 CD- Cognitive/Intellectual Development; LD – Language Development; CA- Creative and Aesthetic Development

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Roll a sheet of construction paper into a cone shape and secure the edges with tape to form a hat. 2. Let the children decorate their hats with collage materials, such as paper and fabric scraps, ribbons, bows, glitter-glue or pompoms. 3. Demonstrate how to put two holes on opposite sides near the bottom of each hat and attach yarn pieces for tying under the child’s chin. 4. When the hats are completed, ask the children if they like the hats they made. Then ask them why. 5. Tell the children they can wear their hats whenever someone celebrates a birthday in the class. <p>Activity 3: Balloon Relay</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice the correct and appropriate speed in running and making turns 2. Demonstrate cooperation in group activity <p>Materials: Chairs, two balloons</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Set up two chairs two meters away from each other outside the room. 2. On the opposite side, make two groups of children line up from a starting line. 3. As the teacher says “GO”, one child from each team will carry the balloon and run to where the two chairs are, make a U turn by the chairs and go back to the starting line handing the balloon to the next player. 4. Game continues until all the children have carried the balloon to the chairs and back. <p>Activity 4: Gift Wrapper</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice fine motor skills and eye-hand coordination through stamping 2. Explore the use of materials to create designs <p>Materials: Japanese paper, stamping pad, rubber stamps</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Lay a piece of Japanese paper for each child on the table. 2. Ask each child to choose a rubber stamp and press on a stamping pad. 3. Instruct the children to randomly press the rubber stamp on the Japanese paper to make designs. 4. Remind children not to stamp on the same space over and over because it might tear the paper. Explain to the children the characteristics of Japanese paper to be thin. 5. Japanese paper with designs can be used to wrap items for a surprise gift during a classmate’s birthday. <p>Activity 5: Pin the Flame on the Candle</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice fine motor skills 2. Relate willingly and productively with others in the group by following all the group activity directions and rules <p>Materials: Big cut out of a candle, flame cutouts, tape, glasses where one cannot see through</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Place big candle cut out on the blackboard or wall. 2. Ask each child to wear the glasses (blindfolds may be used, blackout glasses can be a better alternative). 3. Hand the child a flame cutout and try to pin the “flame” on top of the candle. If the child incorrectly pins the flame, it should not be moved. 4. Ask all the children to wear the glasses and try to pin their “flame” on top of the candle. 5. After everybody had his/her turn, try to see which child pinned the flame closest and farthest from the wick. <p>Activity 6: Birthday Crown</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice fine motor skills 2. Explore the use of materials to create designs 3. Relate experience in sequence <p>Materials: Glue, wide strip of paper, sequin, glitter glue, colored foil or any shiny material</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Give each child a strip of paper and let him/her decorate with sequins, glitter glue or any shiny material. 						

PH+ - Physical Health, Well-Being & Motor Development; SE- Social-Emotional Development; CV- Character & Values Development;
 CD- Cognitive/Intellectual Development; LD – Language Development; CA- Creative and Aesthetic Development

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>2. Let the material completely dry.</p> <p>3. With the help of the teacher, wrap the strip around the child’s head and secure to make a colorful crown.</p> <p>4. Let the child wear his/her crown during his/her birthday.</p> <p>5. Ask the children to relate his experience in sequence on making a birthday crown.</p> <p>Activity 7: Birthday Wishes Objectives:</p> <ol style="list-style-type: none"> 1. Identify and express one’s own basic emotions when happy and sad 2. Demonstrate confidence by expressing one’s feelings <p>Materials: Birthday cake cutouts, writing/drawing materials</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask each child to express his/her birthday wish for the classmates celebrating their birthday. 2. If the child can write, he/she may write it down on the cutout. If not, he/she may draw his/her wish and the teacher can help write these down in words. 3. Have the children say or read out loudly what their wish is for their classmate. 4. Hang these wishes in a wish “tree”, make a mobile or paste them on a big birthday card/poster. 5. Ask the children how they will feel when they get the birthday wishes. 6. Ask them also how they feel when they will give the birthday wishes. 7. Ask the children if they feel happy or sad during their birthday. <p>Activity 8: Birthday-Month Graph Objectives:</p> <ol style="list-style-type: none"> 1. Practice fine motor skills and eye-hand coordination 2. Ask and answer questions about the birthday month 3. Count from 1 to 10 <p>Materials: Birthday month chart, cut out stars, writing material</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. Show the children the chart with all the months of the year arranged in a horizontal manner. 2. Ask the children one-by-one to say when his/her birthday is. If for example a child says, August 28, ask the child to tape a star under the month of August. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>3. Ask the child to write his/her name and write the date of his/her birthday. Example, on the star write: Nico - 28</p> <p>4. Teacher helps the children arrange the numbers in a sequential manner.</p> <p>5. After all the children have written down their names and birthdates, the class can now count how many birthdays they will be having every month.</p> <p>6. Then let each child ask the question: Example: When is your birthday, Nico? Then ask Nico to answer the question.</p> <p>Activity 9: Candle Count Objectives: 1. Demonstrate self-awareness 2. Demonstrate awareness of the concept of quantity Materials: candle cutouts, cake printouts/drawings, crayons, paste/glue Procedure: 1. Teacher asks the children how old they are. 2. Children get from the teacher the number of candle cutouts equivalent to their age. 3. Distribute cake print-outs/drawings to the children and paste the candles on it. 4. Children color their birthday cakes.</p> <p>Activity 10: Growth Chart Objectives: 1. Demonstrate self-awareness 2. Demonstrate awareness of growth Materials: Growth chart Procedure: 1. Ask children to stand in front of a growth chart and record/mark their height. 2. Check on their height at the start and of the school year, as well as on their birthday. 3. Ask the children what they think they need to do in order to grow bigger and taller.</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 11: Birthday Buzz</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize the letter Bb 2. Develop and practice eye-hand coordination and the left to right direction 3. Practice writing letter the upper and lower case letter 'B' <p>Materials: Pictures of “Bb” words: bag, bus, bola, baso, bato, braso, babae</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Write the upper and lower case of letter “Bb” on the board. 2. Tell the children the name of the letter and its sound. 3. Ask the children to imagine writing the letter in the air. 4. Show the children pictures of things that begin with letter B. Emphasize sounding off the beginning sound B. 5. Children can trace letter “B” at the bottom of each picture to complete the label. <p>Activity 12: Birthday Song</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through a song 2. Hold and shake objects and instruments to produce sounds and simple rhythm <p>Materials: Birthday song, rhythmic instruments objects: drum, cymbals, sticks, pans, spoon, fork</p> <p style="padding-left: 40px;">Happy birthday to you (2x) Maligayang bati (2x)</p> <p style="padding-left: 40px;">Happy birthday (2x) Maligaya (2x)</p> <p style="padding-left: 40px;">Happy birthday to you. Maligayang bati.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Sing the whole song and let the children sing with you. 2. Show the different instruments and other objects and demonstrate how to use these in rhythm with the song. Then let the children use the instruments and the other objects. 3. Sing the song with the instruments and other objects. 4. Let the children sing the song accompanied by the instruments and other objects. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 13: Imitating Sounds Heard</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Imitate the pair of sounds heard 2. Identify if pair of sounds heard is the same or different <p>Materials: Words: awitan, sayawan, kaarawan, kainan, maligaya, masaya</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children that you are going to say two words. Then let them say the words after you. 2. Say the pair of words: awitan – awitan. Then let the children repeat after you. Then say: awitan-sayawan then let the children say the words after you. Do the same with the other pairs of words. 3. Tell the children that you are going to say two words and they have to find if these two words are the same or different. If the same they will say: “same”. If different, they will say: “different”. 4. Say the following words then let the children say: same or different. awitan –sayawan; kaarawan – kaarawan; kainan-kaarawan; maligaya masaya; maligaya - maligaya <p>Activity 14: Foods in the Birthday Party</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce the initial sound from the pair of sounds heard 2. Produce the final sound from the pair of sounds heard <p>Materials: Pairs of sounds: pansit – litson; puto-hotdog; espagheti - sorbetes</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children to name the foods prepared by their mother on their birthday. 2. Tell the children that you are going to say names of foods and let them say the initial sound of each food mentioned. 3. Say: pansit – litson. Ask: What is the first sound in “pansit” and “in litson”? 4. Do the same with the other pairs of words. 5. Then present again: pansit – litson. Ask: What is the final sound in “pansit and in ”litson”? 6. Do the same with the other pairs of words. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 15: Story of a Birthday Celebration</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in listening to different types of stories about birthday party 2. Develop self-confidence by joining in a storytelling activity 3. Remain settled while listening to a story <p>Material: Self-made story of a birthday celebration</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children if they are celebrating their birthday. 2. Let them share how they celebrate their birthday. <p style="text-align: center; margin: 20px 0;">Week 4: This Is What I Wear</p> <p>Activity 1: Where Do I Belong?</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate fine motor skills in the control of fingers and hand 2. Show awareness of one’s gender <p>Materials: Puppet of a boy and a girl (should have different clothes like the girl is in a dress, the boy in shirt and shorts), labels of circles, circles</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Make the circle and put the labels. 2. Introduce child’s gender using pictures/puppets of a boy and a girl. 3. Stick the circles on the board. 4. Instruct the children that after your signal, they have to line up in front of the circle according to their gender. <p>Activity 2: Treasure Box</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Show awareness of one’s gender 2. Demonstrate ability to distinguish and tell boys apart from girls <p>Materials: Pictures of boys & girls, box or container to place the pictures, two trays (one labelled boy, one labelled girl)</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Call the children individually. Let him/her pick up one picture in the box. 2. Let him/her identify if the picture is a girl or a boy. 3. After identifying the picture, he/she will place it in the corresponding tray. <p>Activity 3: I am a Boy/Girl</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe and identify by telling one’s name, age and gender 2. Demonstrate fine motor skills through coloring <p>Materials: Activity sheets, crayons</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask children to describe a boy and a girl. 2. Ask them to describe oneself giving the name, age and gender. Example: I am Samuel. I am __ years old. I am a boy. 3. Distribute the activity sheets to the children. 4. Let the children color the picture of the boy or girl in the activity sheet. <p>Activity 4: “Name Pins” and What One Likes and Dislikes</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express oneself properly and freely about things boys/girls like or dislike 2. Demonstrate ability to store verbal information by repeating 5 to 7 word sentences correctly 3. Demonstrate confidence in performing a task <p>Materials: Chart of a boy and girl, name cards</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Post the chart of a boy and girl on the board. 2. Call out each child to come in front and give his/her nametag. 3. Let the child pin his/her nametag on the chart under the correct column. 4. Ask: What do boys/girls usually like to do? Let the whole class answer the questions. Check the answers and let the children repeat 5 to 7 word sentences correctly. 5. Ask: What do boys/girls do not usually like to do? Let the whole class answer the question. Check the answers and let the children repeat 5 to 7 word sentences correctly. 						

PH+ - Physical Health, Well-Being & Motor Development; SE- Social-Emotional Development; CV- Character & Values Development;
 CD- Cognitive/Intellectual Development; LD – Language Development; CA- Creative and Aesthetic Development

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 5: Puzzle Building Objectives: 1. Demonstrate the ability to follow logic by completing a simple pattern in pictures 2. Demonstrate awareness of spatial relations Material: 4 to 6 piece puzzle Procedure: 1. Divide the class into two groups (boys and girls). 2. Give the girls the girl puzzle and the boys the boy puzzle. 3. Let the children work together to complete the puzzle.</p> <p>Activity 6: Dress Me Up Paper Dolls Objectives: 1. Demonstrate control of fingers and eye-hand coordination 2. Dress up a doll following an organized sequence Materials: Pre-cut puppet cardboard design, colored markers, scrap cloth, colored markers, tape Procedure: 1. Tell the children that they will dress up their paper dolls. 2. Distribute pre-cut cardboard dolls to each child. 3. Ask each child to design his/her own doll using the scrap cloth and colored markers available. 4. Attach each doll to a popsicle stick using masking tape. 5. With the use of the materials, let the children dress up the paper dolls. Display the paper dolls.</p> <p>Activity 7: Folding Clothes Relay Objectives: 1. Demonstrate eye-hand coordination 2. Demonstrate cooperation among teammates Materials: T-shirts, small towel</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide the class into four groups. 2. Give them 2 pieces of clothes to fold. Each child will fold the clothes and pass it to the next player. The fastest group that can fold the clothes properly will win the game. <p>Activity 8: Mine, Yours</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Compare sizes (big and small) and lengths (long and short) 2. Categorize clothing according to gender <p>Materials: Girls will wear skirt and boys will wear shorts, different sizes of clothes</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the different clothes that the children are wearing. 2. Let the children group together clothes appropriate for girls, boys and for both of them. 3. Compare the sizes of the clothes. Ask: Which clothes are big? Which are small? 4. Compare the lengths of the skirts and shorts. Ask: Which are long? Which are short? <p>Activity 9: If the Shoe Fits</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use fine muscles and eye-hand coordination in performing a task 2. Relate willingly and productively with others by leading or following group activity procedures <p>Materials: Footwear of the children, box</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children to take off one of their shoes and place inside a box. 2. Make two groups of children line up from a starting line. 3. As the teacher says “GO”, one child from each team will search for the pair of their shoe and wear them. 4. Game continues until all the children searched and worn their shoes. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 10: Dress Frames</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate fine motor skills in zipping or snapping 2. Identify objects used in dressing like zipper, buttons, lace, etc. <p>Materials: Dress frames</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Arrange children into pairs or groups of 3 or 4. 2. Give each child a dress frame and ask him/her to work either zip or snap. (For older children, add button, buckle, lace and tie). 3. After a child has finished, he/she will exchange his/her frame with another child. 						
<p>Activity 11: Wearing One’s Blouse/Polo/T-Shirt with Vests</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop common routines and practice in self-care like dressing oneself 2. Take responsibility and accomplish tasks with little need for reminding <p>Materials: Blouses, shirts and vests</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask children to wear their blouses or polo/t-shirts with vest and to work on zipping or snapping the buttons. 2. After the child has worn the vest, remove the vest and give to another child. 3. Children may use the dressing vest at the dramatic play area or for a game. 						
<p>Activity 12: What to Wear?</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the clothes worn in school 2. Demonstrate ability in the use of fine motors skills in zipping, buttoning or snapping 3. Develop common routines and practice in self-care like dressing 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Materials: Real clothes or the school uniform (t-shirt, shorts or pants, underwear and sando)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the objects you brought. Ask them, “What are these things?” 2. Show the object one by one then ask them to name the object. 3. Call someone to demonstrate or point to where we wear these clothes. Ask the children to wear the clothes for school and provide assistance to the children when needed. <p>Activity 13: Help Me Find My Clothes!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate fine motor skills and eye-hand coordination 2. Relate willingly and productively with others in the group by following all the group activity directions and rules <p>Materials: Picture of a boy and a girl drawing, cut-outs of clothes (blouse, sando, pants, skirt, shirt, socks, shoes), scotch tape</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Post the pictures of the boy and the girl who don’t have any clothes. Tell the children, “We have here Johnny and Jenny. They are sad because they lost their clothes while they were taking a bath and they need your help. Help them find their shirt, pants, socks, shoes, blouse and skirt.” 2. Invite the children to go around the classroom to find the missing clothes. 3. After finding all the clothes, tell them to dress both Johnny and Jenny. Tell them that Johnny and Jenny said “thank you”. 4. Post their pictures on the bulletin board. <p>Activity 14: Telling 1- to 3- Syllable Words</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify 1- to 3-syllable words from words heard 2. Tell the number of syllables from words heard <p>Materials: Words: blusa, damit, sando, t-sirt, pantalon, medyas, sapatos</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask children to recall the names of the clothes they wear. 2. As they say the name, ask them how many syllables does the word has. 3. Tell them that you are going to say the name of the clothes then they are going to tell whether the word has 1, 2 or 3 syllables. 4. Say: blusa, sapatos, damit, t-sirt, pantalon, medyas, sando. <p>Activity 15: Saying a Rhyme</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Listen and recite a rhyme 2. Express the rhyme through body movements <p>Material: Rhyme: Isa, dalawa, tatlo Isa, dalawa, tatlo Tatlo ang palda/pantalon ko. Apat, lima, anim Anim ang blusa/t-sirt ko. Pito, walo, siyam Siyam na pares ang medyas ko. Sampo ang panyo ko.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Say the complete rhyme. Then say the rhyme by line and let the children repeat after you. 2. Let the children say the whole rhyme. 3. Let them do body movements with the rhyme. 4. Let them say the rhyme with body movements. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Week 5: I Have Feelings</p> <p>Activity 1: Feelings Collage Objectives: 1. Identify basic emotions: happy, sad, afraid, angry, ashamed 2. Develop self-confidence by joining in a group activity Materials: Magazines, scissors, paste, word cards: happy, sad, afraid, angry, ashamed Procedure: 1. Have the children cut out pictures from magazines of people showing different emotions. 2. Then let them make a group collage for each emotion, (ex: glue together all pictures of happy face, sad face or frightened face. 3. Have them label the emotions with the word cards. 4. Ask the children: When do you feel happy? Sad? Angry? Afraid? Ashamed?</p> <p>Activity 2: Paper Plate Faces Objectives: 1. Identify and express freely one’s own basic emotions 2. Develop coordination of fine muscles through pasting 3. Create images by exploring materials to freely express one’s self 4. Enjoy doing artwork Materials: Paper plate, card board cut in circle shape, cut outs of eyes, eyebrows, lips, nose, using art paper, and paste or glue Procedure: 1. Give each child paper plate or card board. 2. Let them paste cutouts of eyes, eye brows, lips and nose in the paper plates. 3. Let them experiment with different facial expressions by pasting the cut outs.</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>4. Let them identify what expression was formed.</p> <p>5. Hang their finished works.</p> <p>Activity 3: Happy, Happiest Objectives:</p> <ol style="list-style-type: none"> 1. Identify and express freely one’s own basic emotions 2. Identify which activity makes them the happiest 3. Identify connections between self and printed pictures <p>Materials: Two (2) Happy faces with their names below (big and small) and chart with different activities</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the children the chart with pictures of different activities such as playing toys, going to church, playing with friends, etc. 2. Tell the children that each of them will have 1 small and 1 big happy face. They will paste the small happy face to the picture that makes them happy and paste the big one to the picture that makes them happier. 3. Review the chart as a class summary. <p>Activity 4: Feelings Walk Objectives:</p> <ol style="list-style-type: none"> 1. Interpret emotional cues from adults into physical movements 2. Practice coordination of large muscles in simple physical activity <p>Materials: None</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children for suggestions on movements to show feelings (ex: When you are happy, clap your hands When you’re mad stamp your feet When you are sad bend your head) 2. Call out the feelings and the children do the movements to show feelings. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 5: This is How I Look Like When I Feel...</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify emotional cues 2. Make facial expressions for different emotions 3. Identify connections between self and printed pictures <p>Materials: Pictures of different emotions</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the pictures of different emotions. 2. Let the children describe and tell the feelings being shown to them. 3. Have each child imitate the picture. 4. Document the imitation through taking pictures. 5. Ask him/her what he/she feels today and let him/her write his/her name below (or paste the name if the child cannot write yet) the picture of emotion. <p>Activity 6: Feeling Art</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate progress in fine motor skills and eye hand coordination in drawing a big circle 2. Practice correct and proper sitting position, paper placement and holding of pencil and crayon when drawing <p>Materials: Bond paper, crayons and pencil</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have the children draw four big circles in the coupon bond. 2. Let them color the first circle, yellow for happy, second circle blue for sad, third circle, red for angry, fourth circle, black for afraid. <p>Let them identify the colors we use for each feelings.</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 7: I Can be Strong! Objectives: 1. Identify things that makes them feel afraid 2. Demonstrate eye-hand coordination by using pencil and crayons when drawing 3. Practice proper grip of writing or drawing materials Materials: Manila paper, crayons or marker Procedure: 1. Ask the children what are the things that make them feel afraid. 2. List them down on the board. 3. Allow the class to choose one thing to draw. 4. After presenting their drawings, think of different ways so that they won't feel afraid (like cuddling with mommy, praying, thinking of happy memories, playing with toys, etc.) 5. Place those in the chart as well.</p> <p>Activity 8: Mirror Me Objectives: 1. Show feelings to facial expressions 2. Use left and right leg/foot and arms/hands alternatively with proper body balance and coordination 3. Relate with peers while enjoying the activity 4. Develop impulse control with body and actions by moving place politely and with ease within the environment Materials: None Procedure: 1. Let the children work in pairs. 2. Ask them to show a feeling through facial expressions, movements and gestures 3. Let partners imitate their expressions and move around according to the feelings in pairs. 4. Their partners are their mirrors who imitate every move showing different expressions.</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 9: Feelings and Words Objectives: 1. Name words that describes their feelings 2. Associate pictures with words 3. Match the name words for each emotion Materials: Pictures of different emotions and name words for each picture of emotion Procedure: 1. Show the children the different emotions on the board. Tell them that each emotion has an equivalent name word for it. So when they are feeling that way, they can say, “I am happy”. 2. Post the name words beside each emotion for sight reading. 3. After reading it as a class, let the children match the name words to each emotion.</p> <p>Activity 10: Thank You Card Objectives: 1. Demonstrate eye-hand coordination by writing, drawing and coloring using pencils and crayons 2. Practice proper way of holding writing or drawing tools 3. Express ideas and feeling to their loved ones through drawing Materials: Bond papers, pencil and crayons Procedure: 1. Let the children draw a heart or a flower to a bond paper, folded to form a card. 2. Color their drawing 3. Let them copy the word thank you as their message in the card. 4. Let them give the card to someone in the family to make him/her feel happy.</p> <p>Activity 11: Album Making (Things That Make Me Happy) Objectives: 1. Express creatively thoughts and feelings about personal experiences through an album 2. Express likes and dislikes 3. Demonstrate the ability to use fine motor skills and eye-hand coordination</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Materials: Manila paper, crayons, markers, booklet</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Distribute individual booklets to children. 2. Let them draw things they like on each page: <ul style="list-style-type: none"> • Food items that I like • Colors that I like • Toys that I like • Games that I like 3. Let them also draw things they don't like in each page in the album. 4. Let each child share to the class what he/she likes as shown in the album using the statements: I like _____. I don't like _____. <p>Activity 12: Story Time</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate interest in listening to different types of stories of different characters such as family members, animal characters, plants and trees 2. Demonstrate interest in understanding the story/ies listened to 3. Identify pictures without label and match pictures and printed labels 4. Ask/answer the questions about the story 5. Express creatively thoughts and feelings about personal experiences and/or anything related to heard stories through various medium such as drawing, painting, coloring etc. <p>Materials: Books/big books</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the book and ask the children to describe what they can see in the cover page of the book. 2. Read the title of the book, the author and the illustrator. 3. Explain that the author wrote the book and the illustrator drew the pictures in the book. Ask the children what they think the story will be about. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>4. Read the story aloud to the children. When there are pictures, let the children identify the pictures or label/match printed labels with the pictures.</p> <p>5. Ask questions about the story guided by what, who, were, when, what if.</p> <p>6. After the questions are answered, let the children draw/paint characters in the story. Let them color their drawings.</p> <p>Suggested Story: “KAYO PO BA ANG NANAY KO” (Adarna Book 2)</p> <p>After reading the story (using Mother Tongue), the teacher may ask the following questions:</p> <ol style="list-style-type: none"> 1. Bakit umiiyak ang munting bibe? 2. Ano ang naramdaman ni bibe nang makita niya ang kanyang kapatid at ina? <p>Suggested Story: “DRAGONG PULA”(Adarna book VOL.5)</p> <p>After reading the story (using Mother Tongue), the following questions may be asked:</p> <ol style="list-style-type: none"> 1. Saan galing ang dragong pula? 2. Bakit nagalit ang dragong pula sa kalaro ni Pepito? 3. Ano ang ginawa ni dragong pula sa mga tulisan? <p>Suggested Story: “BRUHAHAHAHA..BRUHA HIHIHIHIHI” (Single Adarna)</p> <p>After reading the story (using Mother Tongue), the following questions may be asked:</p> <ol style="list-style-type: none"> 1. Bakit takot ang bata sa matanda? 2. Ano ang naging dahilan kung bakit nawala ang takot ng bata sa matanda? <p>Activity 13: Writing “A”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Sound off letter “A” 2. Identify pictures that start with the letter “A” 3. Practice correct and proper sitting position, paper placement and holding of a writing tool 4. Write upper and lower case of letter “A” with models <p>Materials: Letter Aa in a flash card; word cards: Ana, ama, atis, asul, asukal; activity sheet with letter “A” written in dots</p>						

PH+ - Physical Health, Well-Being & Motor Development; SE- Social-Emotional Development; CV- Character & Values Development;
 CD- Cognitive/Intellectual Development; LD – Language Development; CA- Creative and Aesthetic Development

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS						
	PH+	SE	CV	CD	LD	CA	
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the upper and lower case of letter “Aa”. 2. Demonstrate how to produce the sound “a” and let the children follow. 3. Give the name Ana and ask the children to sound off the initial letter of the name. 4. Let the children say words that begin with “a”. 5. Show a model of “A” on the board written in dots. Let the children connect the dots. 6. Show a model of “a” on the board written in dots. Let the children connect the dots. 7. Give each child the activity sheet for “Aa”. Make sure that the child sits in correct and proper sitting position with the correct paper placement. Demonstrate the proper holding of the large pencil. 8. Then let the children connect the dots for the A then the a. 9. Let the children copy “A” in one line of the paper from the model. 10. Then let them copy letter “a” in one line of the paper from the model. <p>Activity 14: Songs and Creative Movements</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop large muscle coordination in performing creative movements through music and dance 2. Recognize sound patterns such as clapping, stomping, patting, etc. 3. Develop self-confidence by joining in group <p>Materials: Song chart, musical instruments made from indigenous materials, CDs</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Song: Ako Ay Masaya Ako ay masaya Ikaw ay masaya Tayong lahat ay masaya</p> <p>Ako ay masaya Ikaw ay masaya Tayong lahat dito ay masaya</p> <p>Ikaw ay ang kamay Ikembot ang bewang Ipadyak ang paa At umikot-ikot (repeat III)</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Music: Show Just What You Fee If you’re’ feeling happy or sad Hungry, scared or just mad All this feelings you never must hide They last for just a while Feelings come and feelings go When you’re happy Just let it show When you’re sad Don’t feel so mad... Cry and let tears flow</p> </td> </tr> </table>	<p>Song: Ako Ay Masaya Ako ay masaya Ikaw ay masaya Tayong lahat ay masaya</p> <p>Ako ay masaya Ikaw ay masaya Tayong lahat dito ay masaya</p> <p>Ikaw ay ang kamay Ikembot ang bewang Ipadyak ang paa At umikot-ikot (repeat III)</p>	<p>Music: Show Just What You Fee If you’re’ feeling happy or sad Hungry, scared or just mad All this feelings you never must hide They last for just a while Feelings come and feelings go When you’re happy Just let it show When you’re sad Don’t feel so mad... Cry and let tears flow</p>					
<p>Song: Ako Ay Masaya Ako ay masaya Ikaw ay masaya Tayong lahat ay masaya</p> <p>Ako ay masaya Ikaw ay masaya Tayong lahat dito ay masaya</p> <p>Ikaw ay ang kamay Ikembot ang bewang Ipadyak ang paa At umikot-ikot (repeat III)</p>	<p>Music: Show Just What You Fee If you’re’ feeling happy or sad Hungry, scared or just mad All this feelings you never must hide They last for just a while Feelings come and feelings go When you’re happy Just let it show When you’re sad Don’t feel so mad... Cry and let tears flow</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD			DOMAINS					
			PH+	SE	CV	CD	LD	CA
<p>Song: Kung Ikaw Ay Masaya</p> <p>Kung ikaw ay masaya Tumawa ka (hahahahaha) (2x) kung ikaw ay masaya buhay mo ay sisigla kung ikaw ay Masaya tumawa ka..</p> <p>Kung ikaw ay masaya Pumalakpak (palakpak) (2x) kung ikaw ay masaya buhay mo ay sisigla kung ikaw ay Masaya pumalakpak .</p> <p>Kung ikaw ay masaya Pumadyak ka (padyak) (2x) kung ikaw ay masaya buhay mo ay sisigla kung ikaw ay Masaya pumadyak ka .</p> <p>Kung ikaw ay masaya Gawin lahat (hahahaha,palakpak, padyak) (2x) kung ikaw ay masaya buhay mo ay sisigla kung ikaw ay masaya gawin lahat</p>	<p>Music: Show Just What You Feel</p> <p>If you're feeling happy or sad Hungry, scared or just mad All these feelings you never must hide They last for just a while Feelings come and feelings go When you're happy Just let it show When you're sad Don't feel so mad...</p> <p>Song: Masaya Kung Sama-Sama</p> <p>Masaya kung sama-sama Ang magkakaibigan Masaya kung sama-sama At may kantahan</p> <p>Kay lungkot ng buhay Kung wala kang kaibigan Masaya kung sama-sama At may kantahan</p>	<p>Song: Giyera Ni Lapu-Lapu</p> <p>Ang giyera ni Lapu-lapu Isang mahabang giyera Di matapos tapos Ating itutuloy Mga kasama itaas ang kanang kamay, kaliwang kamay</p>						

PH+ - Physical Health, Well-Being & Motor Development; SE- Social-Emotional Development; CV- Character & Values Development;
CD- Cognitive/Intellectual Development; LD – Language Development; CA- Creative and Aesthetic Development

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Create a song chart. 2. Recite the song to the children. 3. Ask them what actions to perform for the song. 4. Perform the song altogether. <p>Activity 15: Aso't Pusa</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice the correct and appropriate speed in running and making turns 2. Develop impulse control with body and actions 3. Develop self-confidence in joining group games <p>Materials: None</p> <p>Procedure:</p> <ol style="list-style-type: none"> 5. Let the children form a big circle. 6. One child will stay inside the circle, he/she will be the cat. 7. One child will stay out the circle he/she will play as a dog. 8. Children should hold hands to protect the cat inside the circle. 9. The dog will run after the cat and try to get inside the circle. 10. Get another pair if the cat will be caught by the dog. <p style="text-align: center; margin: 20px 0;">Week 6: I Can Do Many Things</p> <p>Activity 1: Love Notes/Symbols</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express oneself properly and freely through a variety of artwork 2. Demonstrate fine motor skills and eye-hand coordination <p>Materials: Paper, envelopes, pens or crayons, small mailbox or a small box</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Set up an area where a small mailbox or box can be placed for children to drop letters in. Provide sheets of paper and some writing materials or materials for artwork. 2. Encourage children to “write” letters or make artwork to their classmates whenever there is an opportunity to say something. It may be during an occasion like birthdays or holidays Or maybe they want to thank their friends for something done to them. Or whenever they feel like complimenting their friends like they like the way they dress or they are thankful for sharing a toy or book during Show and Tell. Or for their parents sharing baked goodies for the whole class. Tell them that they can request an adult to help them write the letter/note. 3. At the end of the day or week, children can check to see if they have received letters. <p>Activity 2: Melodic Music</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate awareness and appreciation of sounds and music 2. Echo rhythmic patterns either by clapping, patting or playing instruments 3. Show cooperation when playing with others 4. Practice producing loud and soft sounds <p>Materials: musical instruments (tambourine, maracas, triangle, guitar, xylophone, bells and clappers), stage , music sheets</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Provide musical instruments in one area of the classroom. 2. Teacher can make music sheets where children can follow the movement of a song. 3. Use familiar songs that children can follow by clapping, tapping or beating along with the musical instruments. 4. Talk to the children about loudness and softness of sounds. <p>Activity 3: Water Wash</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop basic concepts of wet and dry 2. Take on responsibility by finishing assigned task 3. Practice fine motor skills 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Materials: Clothesline, clothespin, basin, water, laundry soap</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask children to bring a handkerchief or a small towel. 2. Unlock the words of this activity to the children through picture cards or an activity chart. 3. Teacher can show the children what to do and allow them to wet, wash and rinse well on their own. 4. Tell the children that they will wash their handkerchief and hang using clothespins. 5. After their handkerchiefs have completely dried, talk about the activity using the concepts wet, dry, wind, sun, hot and water evaporation. <p>Activity 4: Button Sort</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop basic concepts of colors and shades 2. Group objects according to color 3. Count objects from 1 to 10 <p>Materials: Muffin pan or egg carton, assorted colored, buttons</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Provide the child with the buttons to sort according to color in each cup of the muffin pan or each dimple of the egg carton. 2. They can also count the buttons of each color and record on a color-button chart. <p>Activity 5: Exploring the Environment</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use materials and resources to explore and freely express oneself 2. Explore producing lines, colors, shapes to compose images seen in the environment 3. Express creatively about the images formed <p>Materials: Drawing/painting materials</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present drawing/painting materials. 2. Ask children to draw lines and shapes to compose images seen around the environment. Then let the children use color for the images. 3. Let the children present the images. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 6: Drip Drop Objectives: 1. Practice fine motor skills through pressing the fingers 2. Demonstrate awareness of primary and secondary colors 3. Share the experience in changing colors Materials: Medicine dropper for each paint color, cup of red paint, cup of blue paint, cup of yellow paint, small containers or paint palette, crayons Procedure: 1. Child squeezes paint from a cup with color and drop in one of the wells on the paint palette. 2. Another color is squeezed on to the same well. Children observe what happens to the color of the paint. 3. Children can use crayons on paper to duplicate how the colors changed when combined.</p> <p>Activity 7: Pin Count Objectives: 1. Demonstrate fine motor skills in pinching 2. Demonstrate counting skills from 1 to 5 3. Develop the basic concept of 0 4. Write numerals “0” and “1” with models Materials: Clothes pins; number cards 1, 2, 3, 4, 5, 0; activity sheet with 0 and 1 written in dots Procedure: 1. Show numerals 1, 2, 3, 4, 5 with corresponding number of objects on small cards 2. Allow children to attach the number of pins equivalent to the number on the cards. For example, children will attach 3 pins to a card with the numeral “3” on it. 3. After the pins are matched with the numerals 1 to 5, let the children count the pins for each number. 4. Keep all the pins then ask the children: How many pins do I have? None. Show the numeral “0”. 5. Tell the children that they are going to practice writing numerals. 6. Show number “0” on the board written in dots. Let the children connect the dots.</p>						

PH+ - Physical Health, Well-Being & Motor Development; SE- Social-Emotional Development; CV- Character & Values Development;
 CD- Cognitive/Intellectual Development; LD – Language Development; CA- Creative and Aesthetic Development

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>7. Show number “1” on the board written in dots. Then let the children connect the dots.</p> <p>8. Give the children the activity sheet. Let them connect the dots for “0” and “1”.</p> <p>9. Then let them write “0” in one line on the paper copying the model.</p> <p>10. Let them write “1” in one line on the paper copying the model.</p> <p>Activity 8: Looking Glass</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate curiosity and interest and the use of the sense of sight 2. Demonstrate fine motor skills 3. Express thoughts and feelings about the experience <p>Materials: Magnifying glass, variety of small objects like shells, plastic insects, leaves, tree bark, pine cones, coins, seeds, etc.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Place a small tray with a variety of objects by the science area 2. Allow the children to explore and observe these objects under a magnifying glass 3. Talk about what they see in these objects when magnified 4. Children may draw the objects putting emphasis on the things they see under the magnifying glass <p>Activity 9: Little Chef</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate fine motor skills 2. Demonstrate curiosity and interest in identifying pictures without labels 3. Develop basic concepts in preparing snacks 4. Relate experience in sequence <p>Materials: Pictures of bread, spread (chocolate spread, strawberry jam, cheese spread, etc.), teaspplates</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the children that you will be preparing snacks with them. 2. Let the children identify the ingredients in preparing sandwiches through the pictures. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>3. Follow the recipe in making sandwiches. 4. Remind children of safety and cleanliness in making sandwiches. 5. Let the children relate their experience in making sandwiches in sequence.</p> <p>Activity 10: White Magic Objectives: 1. Practice fine motor skills 2. Use senses to explore art materials Materials: white construction paper, white crayon, paint Procedure: 1. Ask children to draw using white crayon. Explain to them that even if they don't see their work, it will come out later. 2. Children will paint over their drawings to magically reveal it.</p> <p>Activity 11: Ring Toss Objectives: 1. Develop hand motor and eye hand coordination in tossing 2. Practice tossing in the right direction 3. Demonstrate respect by waiting for one's turn Materials: Rings, tube Procedure: 1. Set up the tube at an open area in the classroom. When this game is played, make sure that there are no children behind the dowel. 2. Provide rings to a child and ask him to throw the ring towards the dowel with the intention to slide it down the tube. 3. Remind children to wait for one's turn.</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 12: Saying a Poem</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize rhyming words 2. Listen and recite a poem <p>Material: Suggested poem: Batang Maligaya Ang batang maligaya ay mayroong bola. Ang bola ay pula. Ang batang maligaya ay mayroong manika. Ito ay tumatawa. Ang batang maligaya ay mayroon ding alaga. Ito ay aso at pusa.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the whole poem then say the poem by line and let the children repeat after you. 2. Let the children say the whole poem. 3. Tell the children that there are words that rhyme or words that sound the same. 4. Let the children listen to the first and second lines. Then ask: What word rhyme with bola? 5. Let the children listen to the third and fourth lines. Then ask: What word rhyme with manika? 6. Let the children listen to the fifth and sixth lines. Then ask: What word rhyme with alaga? 7. Let the children say the poem again. 8. Ask the question: Why is the child happy? <p>Activity 13: Left to Right Movement</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop and practice eye-hand coordination and the left to right direction 2. Demonstrate left to right direction by walking and running, eye movement, head movement and hand movement <p>Materials: Rope, Manila paper with lines, large pencil, large crayon, activity sheet with dotted lines</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Tie a rope beside a wall and let the children walk and run from left to right following the rope. 2. Show a Manila paper with five bold lines. Let the children use their eyes in looking at the lines from left to right. Then let the children use their eyes and move their head when looking at the lines from left to right. <p>Give the children activity sheets where there are dotted lines on the paper. Let them connect the dots from left to right.</p> <p>Activity 14: Writing “E”</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Sound off letter “E” 2. Identify pictures that start with the letter “E” 3. Practice correct and proper sitting position, paper placement and holding of the writing tool 4. Write upper and lower case of letter “E” with models <p>Materials: Letter Ee in a flash card; word cards: Ernie, Enero, ekis, eskwela, espada, empanada, ensaymada, elepante, activity sheet with letter “E” written in dots</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the upper and lower case letter “E”. 2. Demonstrate how to produce the sound “E” and let the children follow. 3. Give the name Ernie and ask the children to sound off the initial letter of the name. 4. Let the children say words that begin with “E”. 5. Show a model of “E” on the board written in dots. Let the children connect the dots. 6. Show a model of “E” on the board written in dots. Let the children connect the dots. 7. Give each child the activity sheet for “EE”. Make sure that the child sits in correct and proper sitting position with the correct paper placement. Demonstrate the proper holding of the large pencil. 8. Then let the children connect the dots for the E then the e. 9. Let the children copy “E” in one line of the paper from the model. 10. Then let them copy letter “E” in one line of the paper from the model. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Week 7 & 8: I can Do Many Things With Others</p> <p>Activity 1: Friendship Chain Objectives: 1. Greet and call classmates by first name 2. Practice control in holding and using the age-appropriate writing tool Materials: Pencils, colored big strips of paper, tape Procedure: 1. Explain to the class that it is a friendship day. So each one will greet each other using their first name with the expressions: Hi___!, Hello___!, Good morning____!, Good afternoon____!, Thank you for being nice to me ____! 2. Let the children do the activity. 3. Show flashcards of their names on the board. 4. Tell the children that having friends in the community is important and it makes one happy. 5. Make a paper chain by letting the child trace his/her name first in a big strip of paper and connect it using tapes. 6. Display it on the classroom</p> <p>Activity 2: Ball Toss Objectives: 1. Practice coordination of large muscles in throwing a ball 2. Express one’s likes and dislikes 3. Give substantive reasons for the likes and dislikes Materials: Ball Procedure: 1. Ask the children to stand in a circle. 2. Children toss the ball to each other and as they receive the ball they will call out something they like. Examples: “Ice cream!”, “Blue!”, “Basketball”, etc. 3. Then change the statement to saying what they don’t like. Examples: “Snakes!” , “Vinegar!”, “ Riding in a boat!” 4. After the game, discuss with the children their reasons for their likes and dislikes.</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 3: Musical Chairs Objectives: 1. Demonstrate gross motor skills 2. Play cooperatively with others 3. Observe right conduct in playing a game Materials: Chairs, music Procedure: 1. Arrange the chairs back to back in a circle. The number of chairs should be enough for all the children except one. 2. Children begin to walk around the chairs as the music is played. 3. When the music stops, children must find a seat. The child without a seat will be the next one to play the music and stop the music. 4. One chair from the circle must be removed before another round begins.</p> <p>Activity 4: We Can Talk Objectives: 1. Use the sense of hearing to explore sounds through listening 2. Demonstrate eye-hand coordination in inserting a string through a small hole Materials: String, plastic cup or small can, paper clip, Procedure: 1. Punch a hole at the bottom and center of each cup or can. 2. Ask the children to slip one end of the string at the bottom of a cup inwards and tie onto a paper clip. This will help the string not to fall off the cup.</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>3. Slip the other end of the string onto another cup again towards the inside part of the cup and tie onto a paper clip.</p> <p>4. Give each cup to a child and ask them to stretch the string until it does not sag. But do not stretch the string too much, just enough.</p> <p>5. Ask one child to talk into the cup while the other child listens with his cup. Ask the children to exchange talking and listening using their cups.</p> <p>Activity 5: Soccer Strike Objectives:</p> <ol style="list-style-type: none"> 1. Develop body balance and coordination of large muscles in kicking 2. Demonstrate respect by following game rules and waiting for one’s turn <p>Materials: Soccer ball Procedure:</p> <ol style="list-style-type: none"> 1. Show a soccer ball to children and explain the game. 2. Remind the children about the safety rules in playing soccer especially kicking only to make ball roll and not take to the air to prevent hitting/hurting other children. 3. Organize them either in a circle or in pairs outdoors. 4. Children kick the ball gently that it rolls towards another classmate. 5. Children receiving the ball also kick this towards another classmate. 6. Continue playing with the ball taking turns kicking and receiving the ball. <p>Activity 6: Paper Mache Bowl Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate eye hand coordination and fine motor skills in tearing, pasting and painting 2. Work cooperatively with others <p>Materials: Glue, old newspaper or scratch papers, bowls, water, paint</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children to tear newspapers or scratch papers into long strips of paper and put in a bowl 2. Ask the children to mix 1 part glue and 1 part water in a bowl, mix well. 3. Give each child a bowl and turn upside down to use as a mould. 4. Ask the children to first line their mould with dry newspaper to help them remove their paper mache easily later. 5. Get a strip of paper and dip into the bowl glue-water mixture and lay on top of their mould. 6. Continue doing this procedure until the mould has been completely covered. Keep on doing the process until about 5 layers of newspaper has been placed. 7. Let the paper mache dry. 8. After the paper mache has completely dried, children can now remove it from the mould. 9. Paint the paper mache and allow it to dry. <p>Activity 7: Blowing Bubbles</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate fine motor skills through blowing 2. Demonstrate enjoyment in doing an activity <p>Materials: dishwashing soap, water, container, bubble wand (made from wire, pipe cleaner or straw)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Add a few drops of dishwashing soap in half a cup of water and mix. 2. Dip the bubble wand and blow through the hole to create bubbles. 3. If bubble breaks easily, add a couple more drops of dishwashing soap. 4. Best to do this activity outdoors on a windy day. 5. Remind the children to wash off soap very well from the hands after playing this activity. <p>Activity 8: Game: Duck, Duck, Goose</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop body balance and coordination of large muscles in walking and running <p>Play cooperatively with others</p> <p>Materials: none</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. The children sit in a circle facing inwards. 2. One child, the “duck”, will walk outside the circle, tapping classmates on their shoulder saying “Duck”. 3. When the child has decided to say “Goose”, the child tapped as goose must try to <i>catch</i> the “duck”. 4. The “duck” must try to sit where “goose” was sitting without being caught. 5. If “duck is caught, he will continue to find a “goose” whom he can take away his seat from. <p>Activity 9: Carton Transport</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings through creating a car, plane, bus, etc. using a box 2. Demonstrate coordination of large muscles in pushing and pulling 3. Compare a car, a bus and a plane <p>Materials: Box, rope, crayons, decorative materials</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Children attach a rope on one side of a box. 2. Ask children to decorate the box according to their preferred transportation. 3. One by one, a child may sit inside the box and pushed or pulled around the room. 4. Let the children compare a car from a bus and from an airplane. <p>Activity 10: Puppet Theater</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate fine motor skills in hand coordination 2. Demonstrate ability to follow sequence of events 3. Express ideas and feelings through puppetry <p>Materials: Puppets</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Place an assortment of puppets near the reading area/story area. 2. Allow children to choose a story already read in class or a new book where they can follow the story through the pictures, if they cannot read yet. 3. Let the children pretend to be the characters in the story recreating the narrative using the puppets. 						

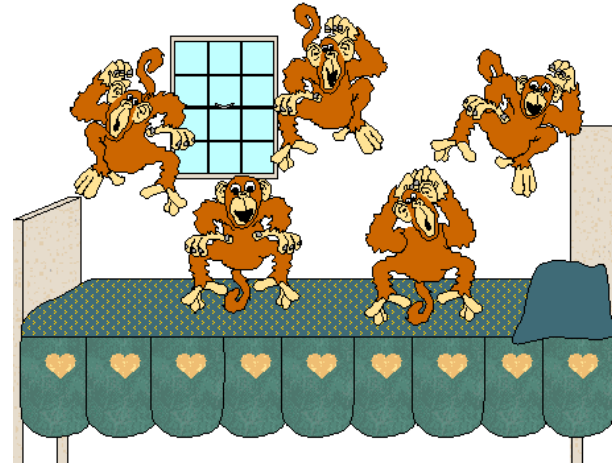
LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Week 9: I Have Things For Sleeping And Playing</p> <p>Activity 1: Pajama Party</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate ability to identify clothes worn for sleeping 2. Demonstrate understanding of basic concepts of left and right <p>Materials: Sleepwear (pajama, nightgown, others) slippers, pillow, blanket or sleeping bag or mat, favorite stuffed toy</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. The teacher should have informed the parents ahead of the activity and reminded them to let the children come in proper sleeping attire. The children should bring a pillow, a blanket and if they have, their favorite stuffed toy. The teacher should also be wearing proper clothes for sleeping. 2. Once all the children are in the center and in proper sleeping attire, announce “Welcome children to our pajama party!” 3. Help children set up their blankets and pillows in the room. A space in front should be provided for individual sharing and later story telling. 4. Ask the children to stay in their places. 5. Explain the pajama party. 6. Ask the children to come in front and share what they are wearing and if they brought their favorite stuffed toy, let them share why they brought that particular toy. 7. Encourage the children to share what they do before sleeping. 8. Share what you wear and enumerate what other kinds of sleeping attire can be worn (pajama, night gown, shorts and shirts, others). Also, share what you do before sleeping. 9. Teach children the left and right concepts by asking a child to demonstrate in front. Show first by raising the child his/her left and right hand. Ask the children to do the same. 10. Play a game by letting the toy roll. Remind them to roll carefully and not to hurt one another. 11. Let them go back to their children roll from one side to the other starting from left to right while cuddling their pillows or stuffed sleeping area. 						

PH+ - Physical Health, Well-Being & Motor Development; SE- Social-Emotional Development; CV- Character & Values Development; CD- Cognitive/Intellectual Development; LD – Language Development; CA- Creative and Aesthetic Development

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 2: Song: Five Little Monkeys</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to store verbal information 2. Practice fine motor skills during finger play 3. Memorize the lyrics of a short song <p>Materials: Song chart of Five Little Monkeys</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Teacher sings the first stanza to the children. 2. Children are asked to repeat each line after the teacher. 3. Teacher sings the song to the children inviting them to follow her actions along with her. <p>Actions:</p> <p>Five little monkeys -- with one hand hold up the number of fingers to match the verse.</p> <p>jumping on the bed -- bounce your fingers (monkeys) up and down on your other hand (the bed)</p> <p>One fell off -- hold up one finger</p> <p>and bumped his head -- hold head with both hands and rock head back and forth</p> <p>Mama called the Doctor and the doctor said -- dial the phone with one finger</p> <p>No more monkeys jumping on the bed -- shake index finger ("no no")</p>						



LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Words: Five little monkeys jumping on the bed, One fell off and bumped his head. Mama called the Doctor and the Doctor said, "No more monkeys jumping on the bed!" Four little monkeys jumping on the bed, One fell off and bumped her head. Papa called the Doctor and the Doctor said, "No more monkeys jumping on the bed!"</p> <p>Three little monkeys jumping on the bed, One fell off and bumped his head. Mama called the Doctor and the Doctor said, "No more monkeys jumping on the bed!"</p> <p>Two little monkeys jumping on the bed, One fell off and bumped her head. Papa called the Doctor and the Doctor said, "No more monkeys jumping on the bed!"</p> <p>One little monkey jumping on the bed, He fell off and bumped his head. Mama called the Doctor and the Doctor said, "Put those monkeys straight to bed!" http://www.dltk-teach.com/</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 3: School Quilt Objectives: 1. Express ideas and feeling in about personal experiences related to school activities in a creative way 2. Demonstrate in drawing fine motor skills Materials: Small square sheets of paper, Manila paper, pens and crayons Procedure: 1. Explain to the children what a quilt is. 2. Ask the children to draw on the sheets of paper the things they like or enjoy doing in school. 3. They may draw as many as they like. 4. Sheets of paper will be pasted side by side on a big paper (Manila paper) making sure columns and rows are in line. 5. Display quilt in the classroom to represent each member of the class.</p> <p>Activity 4: Pillow Making Objectives: 1. Use recycled materials 2. Develop the concept of full and empty Materials: Plastic cover, stapler and tape, scrap paper or newspaper Procedure: 1. Cut out two sheets of plastic cover in the size and shape of desired pillow. 2. Place the two sheets on top of each other and staple the sides leaving one side open. 3. Ask the children to stuff scrap paper or newspaper into their pillow. Make sure children crumple some stuffing to add fluff to their pillow. 4. Staple the open side closed and put tape around the pillow covering the staple wires as not to hurt the children. 5. Place in the reading area or rest area to use.</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD		DOMAINS					
		PH+	SE	CV	CD	LD	CA
<p>Activity 5: Chocolate Drink</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify pictures without labels 2. Demonstrate the ability to follow directions 3. Enjoy doing an activity <p>Materials: Chocolate Drink Recipe, pictures of chocolate powder, sugar, teaspoon, glass or cup</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Identify pictures without labels 2. Read to the children the chocolate drink recipe. 3. Follow the instructions written on the recipe. 4. Allow children to do this by themselves and assist when pouring hot water. <p>Activity 6: Heavenly Mobile</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recall details from a previous experience 2. Demonstrate eye hand coordination <p>Materials: Cutout of stars, moon and planets, string, hangers or clothes pin tied to hangers</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the children what they see in the sky or heavens. 2. Show them the stars, moon and planets and describe them. 3. Ask the children to color or decorate their heavenly bodies. Provide enough heavenly bodies for each child 4. String or clip to clothes pin on hangers. 5. Hang by the Science area or near the rest area to look at when lying down. 	<p style="text-align: center;">Chocolate Drink</p> <p>Ingredients:</p> <ul style="list-style-type: none"> 3 Teaspoons Chocolate Powder 2 Teaspoon of Sugar ½ cup of Hot Water ½ cup of Tap Water <p>Equipments needed</p> <ul style="list-style-type: none"> Teaspoons Glasses or Cups <p>Procedures:</p> <ol style="list-style-type: none"> 1. Wash hands. 2. Put 3 teaspoons of Chocolate powder into a glass or cup 3. Add 2 teaspoons of sugar 4. Add hot water 5. Stir and add tap water and stir. 6. Drink and enjoy! 						

PH+ - Physical Health, Well-Being & Motor Development; SE- Social-Emotional Development; CV- Character & Values Development;
 CD- Cognitive/Intellectual Development; LD – Language Development; CA- Creative and Aesthetic Development

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 7: Cotton Cloud Objectives: 1. Demonstrate the use of the sense of touch 2. Demonstrate the use of fine motor skills Produce an artwork based on memory Materials: Cotton, paper, glue Procedure: 1. Step outside on a cloudy day and look at cloud formations. 2. Allow the children to point and describe what shapes they are seeing from the clouds in the sky. 3. Ask the children to recall and replicate the cloud formations on their paper using cotton. 4. Children labels the cloud creation or teacher helps children write down what they made.</p> <p>Activity 8: Song: Are You Sleeping? Objectives: 1. Demonstrate the ability to store verbal information 2. Deliver the lyrics of a short song Materials: Song Sheet of Are you Sleeping? Are you sleeping, are you sleeping? Brother John, Brother John? Morning bells are ringing, morning bells are ringing Ding ding dong, ding ding dong. Procedure: 1. Sing the whole song to the children. 2. Read line by line repeating each line after you. 3. Sing the song by line adding a line every time the song is repeated. 4. Lyrics can be changed to appropriately fit an activity example: “Where is Myla? Where is Myla?” Here I am, here I am How are you this morning? Very well, I thank you. Please take your seat. Please sit down.</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 9: Glitter Moon Objectives: 1. Demonstrate eye hand coordination 2. Express what one sees through a creative artwork Materials: Circle or crescent shape cut out, tray or newspaper, gold and silver glitter, glue, shaker container Procedure: 1. Discuss with the children the different phases or shapes of the moon. 2. Ask the children to choose between a circle or crescent shape moon. 3. Spread glue all over the moon cut out. 4. Lay out on a tray and sprinkle glitter glue from a shaker. Ask the children if they would like to shake gold and silver glitter together or one after the other. Sprinkling glitter onto a tray or newspapers will help clean up 5. become easier.</p> <p>Activity 10: Rhyme: Hey Diddle Diddle Objectives: 1. Demonstrate the ability to store verbal information 2. Recite a short rhyme Materials: Chart of the rhyme “Hey Diddle Diddle” Hey diddle diddle The Cat and the fiddle, The Cow jumped over the moon. The little Dog laughed, To see such sport, And the Dish ran away with the Spoon Procedure: 1. Read the whole rhyme to the children. 2. Read the rhyme line by line repeating each line after you. 3. Read the whole rhyme together. 4. Recite the rhyme which can be used for time transitioning from one activity to the next or during packing away, lining up or walking together.</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 11: Night Sky Objectives: 1. Ask and answer questions about experiences in the night time 2. Demonstrate the use of fine motor skills Materials: White construction paper, black paint, yellow crayon Procedure: 1. Discuss with the children what they see in a night sky. 2. Draw yellow stars on white paper. 3. Paint over the yellow stars with black paint to make a night sky picture.</p> <p>Activity 12: Writing “I” Objectives: 1. Sound off letter “ I ” 2. Identify pictures that start with the letter “ I ” 3. Practice correct and proper sitting position, paper placement and holding of writing tool 4. Write upper and lower case of letter “ I ” with models Materials: Letter Ii in a flash card; word cards: Irene, ina, isa, itlog, itik, ilaw, ilong, ipis, ilog; activity sheet with letter “ I ” written in dots Procedure: 1. Present the upper and lower case letter “ I ”. 2. Demonstrate how to produce the sound “ I ” and let the children follow. 3. Give the name Irene and ask the children to sound off the initial letter of the name. 4. Let the children say words that begin with “ I ”. 5. Show a model of “ I ” on the board written in dots. Let the children connect the dots. 6. Give each child the activity sheet for “ I ”. Make sure that the child sits in correct and proper sitting position with the correct paper placement. Demonstrate the proper holding of the large pencil. 7. Then let the children connect the dots for the “I” then the “i”. 8. Let the children copy “I” in one line of the paper from the model. 9. Then let them copy letter “i” in one line of the paper from the model.</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
Week 10: I Have Things I Use When I Study						
<p>Activity 1: Car Park</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize and match numerals 2. Wait for one’s turn <p>Materials: Five (5) toy cars, parking area made of cardboard with 5 parking slots numbered 1 to 5, 5 parking tickets made of cardboard with label 1-5</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have 5 toy cars lined up in a parking area. 2. Tell the class that you are going to play parking cars. 3. Show the parking area with 5 parking slots. Show the numerals while counting. Repeat showing and counting. 4. Count the cars lined up for parking 1-5. 5. Ask 5 children to volunteer as drivers. Count the children as they volunteer 1, 2, 3, 4, 5. Tell them to line up. 6. You will be the parking attendant. Tell the volunteers that they will be parking the cars one after the other. 7. Show the parking tickets and have each child get a parking ticket from you one by one. 8. Announce the number of the parking ticket that the first child has picked. Show the number to the class. Let all the children repeat the number you have mentioned and shown. 9. Help the child park the car to the slot that matches the parking ticket. 10. Ask the child again what parking slot has he parked the car. 11. Ask the class what parking slot has the child parked the car and ask them if it matches his/her parking ticket. 12. Once correct and done repeat the same with the next volunteers. <p>Activity 2: My Little Doll</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate balance and coordination by imitating the movement of dolls by walking back and forth 2. Show confidence when expressing ideas and actions <p>Materials: Doll or picture of a doll</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Teacher asks children if they have played with dolls. 2. Let the children share their experiences playing with dolls. 3. Demonstrate how a doll walks by walking back and forth with stiff arms and legs. 4. Have each child imitate your movements. <p>Activity 3: Big and Small</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of concept of big and small 2. Differentiate big and small objects <p>Materials: Small and big objects used in studying such as books, pens, crayons, erasers and bags</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce the terms small and big by playing an exercise game with children. Ask children to imitate your motions (see, do, and say). Say “small circle” as you make a small circle with your fingers joined together, and say “big circle” as you make big circle with your arms extended and joined together. Have the children repeat the exercise. 2. Show the materials and ask the children what are those? Let them realize that these are things used in studying. 3. Show small and big materials. Here are 2 books. Show the big and the small one. Who can come and tell me, This is a small book? Big book? Here are 2 pens. Show the big and the small one. Who can come and tell me, This is a small pen? Big pen? 4. Invite children to identify the small ball and the big ball. Use a see, touch, and say approach by showing objects of different sizes and asking children to identify them as small or big. <p>Activity 4: My World</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe the Philippine flag 2. Express ideas about being a Filipino <p>Materials: Globe or map of the world, flag of the Philippines, paper, stick, crayon</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the children the map of the world and point to them where the Philippines is. 2. Show the children the flag of the Philippines and why countries have flags. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>3. Ask them to identify what they see in the Philippine flag and why they think it's there.</p> <p>4. Ask the children to make a flag of the Philippines by coloring a ready made flag blue on top and red at the bottom and yellow sun and stars.</p> <p>5. Teacher helps the children to attach a stick for them to wave their flag.</p> <p>Activity 5: Straight Cut</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use the pair of scissors safely and correctly 2. Demonstrate the ability to follow instructions <p>Materials: Paper, pair of scissors</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare an activity sheet with two straight broken lines written across a sheet of paper. 2. Remind the children on the safety rules when using a pair of scissors. 3. Ask the children to cut through the broken lines from one end to another. They may glue their strips of paper on a colored sheet of paper. <p>Activity 6: Heavy and Light</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the concepts heavy and light 2. Demonstrate the ability to distinguish paired items as heavy and light objects <p>Materials: Scale, objects found in the classroom, heavy and light chart</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the children the scale and explain to them what it is for. 2. Ask the children to get an object from inside the classroom. 3. Children will take turns placing their found object on one side of the scale. 4. On a Heavy and Light chart, children will record by drawing the object, which item falls under which column. One item can fall under both columns depending on which item they are paired with. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 7: Water Free Play Objectives: 1. Demonstrate the ability to discover and explore new material 2. Demonstrate the ability to use the sense of touch 3. Play cooperatively with others Materials: Container with water, water toys (water wheels, funnel, toy boats, fish, scooper, etc.) Procedure: 1. Fill in a container half way with water. 2. Allow children to explore and discover how the water moves when they use the water toys in their play. 3. Children will get wet. It is suggested that the children wear slippers, aprons or have a change of clothes.</p> <p>Activity 8: Colored Sand Art Objectives: 1. Demonstrate the use of fine motor skills by using a spoon 2. Express creatively a design with the use of sand Materials: Colored sand in separate containers, spoon, glass or see-through container Procedure: 1. Provide each child with a clear, clean container. 2. Ask the child to spoon sand into the container. 3. Allow the child to design layers of colored sand.</p> <p>Activity 9: Crayon Shavings Objectives: 1. Demonstrate ability to use fine motor skills 2. Demonstrate the ability to use the sense of touch 3. Identify rough and smooth Materials: Old crayon of different colors, sharpener, glue, butterfly print on paper</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Show children a crayon and ask to describe it. 2. Ask children to sharpen old crayon and gather the crayons shavings. 3. Ask children to glue crayon shavings inside the butterfly design. 4. Butterfly design may be cut out and attached by a window. <p>Activity 10: Body Alphabet</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate enjoyment in body movements 2. Express one’s ideas through creative movements <p>Materials: Cards with letters of the alphabet</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Show the letters to the children and ask them to identify the letter and the letter sound. 2. Ask the children to move their bodies shaping them like a letter. <p>Activity 11: S Stripes</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Produce or sound off “s” 2. Produce words with “s” sound 3. Produce stripes through a creative design 4. Demonstrate eye-hand coordination <p>Materials: Masking tape, paper, crayon, paint</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare a sheet of paper with an S written in outline form. 2. Show the children the letter and sound it off. Ask the children what words begin with the letter “S” 3. Give each child the activity sheet and ask them to color inside the letter S. 4. After coloring, provide the children some strips of making tape and lay over the S in layers making a stripe pattern. 5. Ask the children to paint over the masking tape and the letter ‘S’ and allow to dry. 6. When completely dried, ask children to peel off the masking tape gently to reveal stripes over the letter “S”. 						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>Activity 12: Spider Web Objectives: 1. Demonstrate the use of fine motor skills 2. Exhibit skill on tracing Materials: Wax paper, glue, marker, glitter Procedure: 1. Lay wax paper on table. 2. Draw a web design on the wax paper using a marker. 3. Follow web design and draw over it using glue. 4. Sprinkle glitter over the glue and allow to dry. 5. When completely dried, slowly peel off the dried glue off the wax paper. 6. Hang the spider web by the window or the door frame.</p> <p>Activity 13: Origami: House Objectives: 1. Demonstrate ability to follow directions 2. Demonstrate interest and willingness in performing new and challenging task Materials: square sheets of paper, writing or decorative materials Procedure: 1. Make sure that all children have a sheet of paper. 2. Fold sheet of paper in half. 3. Unfold the paper to see the crease. 4. Fold the bottom part of the paper up to the crease. 5. Fold the top part of the paper down to the crease. This will make the two parts meet at the center. 6. Without opening up the paper, fold again horizontally to create a crease in the center. 7. Unfold the paper and turn over. 8. Fold the left and right sides until they meet at the center crease.</p>						

LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 1) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3 – 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p>9. Open the upper left corner of the paper and press down to make a triangle. Do the same to the upper right corner of the paper.</p> <p>10. Turn over the paper to reveal the house.</p> <p>11. Decorate it to make it personal.</p> <p>Activity 14: I Spy Objectives: 1. Identify names of objects 1. Demonstrate the ability to recall objects Materials: Any object found in the center, table cloth or box turned upside down Procedure: 1. Put five items on a table like a pencil, piece of block, a pair of scissors, a book, a piece of chalk, a bottle of paint, etc. 2. Cover it with a table cloth or upside down box. 3. Explain to the children that teacher will lift the table cloth for 5 or 10 seconds and cover it again. 4. Teacher will now ask the children what they saw. 5. Teacher can later change the position of one or two items on the table</p>						