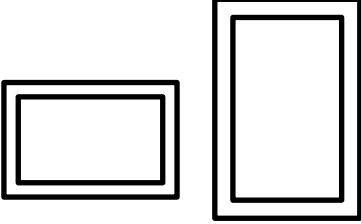


**LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD**


SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
	PH+	SE	CV	CD	LD	CA
<p><b>QUARTER 2</b>  <b>Theme 2: My Family And Me</b>  <b>Weeks 1 and 2 Sub-Theme: Father, Mother, Brother, Sister</b></p> <p><b>Activity 1: Picture Frame Decorating</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate progress in fine motor skills and eye-hand coordination</li> <li>2. Recognize familiar and trusted adults</li> <li>3. Demonstrate respect by listening when someone is talking</li> <li>4. Relate willingly and productively with others by sharing ideas with others</li> </ol>  <p><b>Materials:</b> Family picture, picture frame template, coloring materials, stickers, cut-outs of flowers, glue, etc.  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Distribute the picture frame template.</li> <li>2. Ask the children to decorate their family picture frame using the materials.</li> <li>3. Ask children to paste their family picture on the picture frame template.</li> <li>4. Let children identify and share who are in the family picture.</li> </ol> <p><b>Activity 2: Lines and Shapes</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate progress in fine motor skills and eye-hand coordination</li> <li>2. Draw straight and curve lines</li> <li>3. Trace lines to form different shapes</li> </ol> <p><b>Materials:</b> Pencil, crayons, pieces of paper with straight and curve lines, pieces of paper with shapes: square, triangle, circle; pictures of the family members, glue  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present straight and curve lines on the board. Let the children trace the lines with a chalk.</li> <li>2. Distribute the pieces of paper with straight and curve lines. Let the children trace the straight and curve lines with their pencil. Then let them draw straight and curve lines on their paper.</li> <li>3. Present the three shapes: square, triangle, and circle. Let the children trace the square, triangle and circle</li> </ol>						

## LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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<p>with their pencil. Then let them draw the squares, triangles and circles. Let the children color the shapes.</p> <p>4. Let the children draw a square, a triangle and a circle and color these. Then ask them to paste the pictures of the family members.</p> <p><b>Activity 3: This is My Family</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recognize familiar and trusted adults</li> <li>2. Demonstrate self-confidence in expressing oneself</li> <li>3. Demonstrate respect for the rights of peers by waiting for one’s turn</li> </ol> <p><b>Materials:</b> None</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Invite each child to come to the front to show his/her finished family picture frame.</li> <li>2. Request each child to name the members of his/her family.</li> <li>3. Give them labels for each family member for them to sight read the words.</li> <li>4. Let them paste each label of the family member’s name word below the picture.</li> <li>5. Invite each child to post the family picture on the bulletin board.</li> </ol> <p><b>Activity 4: Matching Activity</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recognize familiar and trusted adults</li> <li>2. Name members of the family</li> <li>3. Identify similar pictures</li> <li>4. Relate willingly and productively with others by following classroom procedure</li> </ol> <p><b>Materials:</b> Activity sheet, pencil</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give directions about the activity sheet to the children.</li> <li>2. Instruct the children to match the pictures that are the same  Name _____</li> <li>Directions: Match the pictures that are the same.</li> <li>3. Let each child name the members of his/her family using the family picture used in the previous activity.</li> </ol>						



# LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) 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><b>Activity 5: Making a Family Hand Mobile</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop fine motor skills through drawing, punching holes, and tying</li> <li>2. Name members of the family with ease and confidence</li> <li>3. Relate willingly and productively with others by accepting assigned tasks</li> </ol> <p><b>Materials:</b> Right hand paper cutout of the different family members, hanger, yarn</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask the children to show the paper hand cut-outs of their family members.</li> <li>2. Invite the children to draw the members of their family on each paper hand cutout.</li> <li>3. Assist the children in punching a hole and tying a piece of yarn on each cut-out.</li> <li>4. Assist children in tying the yarn on a hanger to make a family hand mobile.</li> <li>5. Show the children how to hang the mobile they made around the room.</li> <li>6. Let them share their work. Encourage the children to describe their work and identify members of the family in the mobile with ease and confidence.</li> </ol>	<p>Sample of a mobile using different figures</p> 						
<p><b>Activity 6: Storytelling</b></p> <p>Suggested story: <i>Love You Forever</i> by Robert Munsch</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Listen attentively to the story</li> <li>2. Answer questions about the story</li> </ol> <p><b>Materials:</b> Book</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Teacher will show the book and will ask the children to describe what they can see in the cover page of the book.</li> <li>2. Teacher will read the title of the book, the author and the illustrator.</li> <li>3. Teacher will ask questions about the story guided by who, what, when, where, what if. Follow the usual practice in storytelling</li> </ol>							

## LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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<p><b>Activity 7: Family Picture Match</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recognize familiar and trusted adults</li> <li>2. Relate printed picture with one’s classmate</li> </ol> <p><b>Materials:</b> Family pictures of each child, box</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Request parents to bring a family picture in advance.</li> <li>2. Collect the family pictures and put inside a box.</li> <li>3. Gather the children to sit in a circle.</li> <li>4. Explain to the children that each one will take a turn to pick a picture from the box.</li> <li>5. Tell the child to look at the picture he/she picked up, and tell who among his/her classmates is in the picture. He/She will say: This is the family of _____!</li> <li>6. Do the same until all children have done the activity.</li> <li>7. Post the family pictures in a special part of the room.</li> </ol> <p><b>Activity 8: How Many People Are in Your Family?</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate awareness of quantity through counting</li> <li>2. Recognize familiar and trusted adults</li> </ol> <p><b>Materials:</b> Name card, family picture</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Use the name card of each child.</li> <li>2. Post each name card in one column on the blackboard or bulletin board.</li> <li>3. Cut people figures from used cardboard or folders.</li> <li>4. Invite each child to tell who his/her family members are. The child may look at his/her family picture.</li> <li>5. Give one person-figure to the child for each family member he/she says.</li> <li>6. Let the child stick the person-figures beside his/her name.</li> <li>7. When everyone is done, let the children count the number of family members that each child has.</li> <li>8. Discuss how some families have many and others have few members.</li> </ol>						

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**LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD**

SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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<p><b>Activity 9: Writing Numeral 2</b>  <b>Objectives:</b>                      1. Practice proper grip of writing materials                      2. Practice writing numeral 2  <b>Materials:</b> Numeral 2 written on a cardboard, pieces of paper with numeral 2 written in dots  <b>Procedure:</b>                      1. Let the children sit properly with correct position, paper placement and correct holding of the pencil.                      2. Demonstrate writing numeral 2 on the air with a pencil. Then let the children imitate you.                      3. Distribute the pieces of paper. Let the children connect the dots for numeral 2.                      4. Let the children write numeral 2 with the model.</p> <p><b>Activity 10: Graph the Members of Their Family</b>  <b>Objectives:</b>                      1. Demonstrate awareness of quantity through counting                      2. Demonstrate ability to develop associations between existing ideas through graphs  <b>Materials:</b> Family picture/family drawing, family chart, manila paper  <b>Procedure:</b>                      1. Ask each child to look at their family picture. For those without family pictures with them, ask them to draw each of their family members.                      2. Ask the children to count the members of his/her family.                      3. Using Manila paper, prepare a class family chart where you will record the number of family members of each child.                      4. Facilitate the making of a Class Family Members Graph.</p> <p><b>Activity 11: Family Tree</b>  <b>Objectives:</b>                      1. Practice fine motor skills through tracing                      2. Demonstrate awareness of quantity through counting  <b>Materials:</b> Paper, crayons</p>						

## LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD

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<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Distribute the materials to the students.</li> <li>2. Tell the children to trace their hand on the paper and draw a trunk under it.</li> <li>3. Children will trace their family name under the tree.</li> <li>4. Ask the children the members of their family. Count the members of the family.</li> <li>5. Children will scribble/write the numeral depending on the number of their family members.</li> </ol> <p><b>Activity 12: Family Portrait</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Use fine muscles and eye-hand coordination in performing simple motor tasks</li> <li>2. Recognize familiar and trusted adults</li> <li>3. Sound off letters of the members of the family: tatay/papa, nanay/mama, kuya, ate</li> </ol> <p><b>Materials:</b> Paper plates, yarn, colored markers/crayons, pencil</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Let the children create a picture of their family on the front side of the plate.</li> <li>2. Put holes on the sides of the plates and thread the yarn through it.</li> <li>3. Identify the members of the family: tatay/papa, nanay/mama, kuya, ate.</li> <li>4. Let the children sound off the letters of each word.</li> <li>5. After the sounding off of letters of the family members’ names, let the children hang the family portrait on the wall.</li> </ol> <p><b>Activity 13: Family Puppets</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop fine motor skills by cutting and pasting</li> <li>2. Identify each of the family members by name and his/her relationship</li> <li>3. Demonstrate respect by returning materials to the proper places</li> <li>4. Tell if the shown pairs of letters are similar or different</li> </ol> <p><b>Materials:</b> Family pictures, popsicle stick/straw, old magazines, scissors, paper and glue</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask the parents/children to bring in pictures and magazines they no longer want.</li> <li>2. Help the children cut out pictures of family members in parent’s magazines.</li> </ol>						

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<p>3. Let them identify each one of them by name and his/her relation to the child.</p> <p>4. Have the children glue them to a piece of paper.</p> <p>5. When the glue is dry help them to cut out the pictures from the heavy paper and attach the pictures to a popsicle stick or straw with tape to make a puppet.</p> <p>6. Let the children play with the puppets they made.</p> <p>7. Remind the children to return materials to the proper place.</p> <p>8. Ask the children to name the family members: <i>tatay/papa, nanay/mama, ate, kuya, beybi</i></p> <p>9. Tell them that you are going to show pairs of letters and let them identify if the letters are the same or different.</p> <p>10. Show these pairs: t n; p m; k k; a a; a b; m m. Let the children respond “same” if the letters are the same or “different” if the letters are not the same.</p> <p><b>Activity 14: Inside-Outside</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recognize the basic concept of inside and outside</li> <li>2. Demonstrate the ability to follow directions</li> <li>3. Practice fine motor skills through pasting</li> <li>4. Demonstrate understanding of spatial relations</li> </ol> <p><b>Materials:</b> Worksheet with a picture of a cabinet/closet, cut-out pictures of different items, paste</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give situations that will present the concept of inside and outside.</li> <li>2. Examples: inside and outside the bag; inside and outside the room</li> <li>3. Instruct the children to listen well and paste the correct pictures that you are going to say whether it is outside or inside. For ex: Paste the banana inside the cabinet, Paste the brief outside the cabinet, etc.</li> <li>4. Then ask: Where is the banana? Inside or outside of the cabinet?</li> <li>5. Continue to ask the same question until all the children have demonstrated understanding of “inside-outside”.</li> </ol>						

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<p><b>Activity 15: Mother’s Name Chart</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recognize familiar and trusted adults</li> <li>2. Sound off letters of the name tags for mother</li> <li>3. Recognize letters and their sound</li> <li>4. Express one’s feelings through drawing/picture making/scribbling a note</li> </ol> <p><b>Materials:</b> Name tags like “mama”, “mommy”, “inang”, “ina”, picture of the child’s mother; letter cards with m, a, n, o and i</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Place a picture of mother on a pocket chart.</li> <li>2. Read aloud the possible names of a “mother”.</li> <li>3. Tell or ask each child how they call their mother. Pick from the tags.</li> <li>4. Place the name tag beside the picture then read loudly the words along with the children.</li> <li>5. Show the word “mama” then let the children sound off all the letters in the word. Do the same with: mommy, ina, inang.</li> <li>6. Tell the children that you are going to sound off a letter and let the children match the letter with the sound you produced. Say: m then a child will pick the letter card m and give this to the teacher. Do the same with n, a, o, i.</li> <li>7. Ask the children to draw/create picture/scribble a note to tell the mother how much she is loved.</li> </ol> <p><b>Activity 16: Sounding Off and Writing “O”</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Sound off letter “O”</li> <li>2. Produce words with initial “O” sound</li> <li>3. Write the upper and lower case “O” with models</li> </ol> <p><b>Materials:</b> Flashcard with written O; word cards: Olga, Oscar, opo, oso, okra, ospital, orasan, Oktobre; activity sheet with “O” written in dots</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the “O” letter and sound it off then let the children repeat after you.</li> <li>2. Present the name “Olga” and let the children repeat after you. Then let the children give words with initial “O” sound.</li> </ol>						

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<p>3. Show to the children how to write “O” in the air. Then let them follow after you.</p> <p>4. Show the “O” letter on the board written in dots then let the children connect the dots.</p> <p>5. Distribute the activity sheet to the children. Let them connect the dots for letter “O”.</p> <p>6. Let the children write “O” on the activity sheet following the model.</p> <p><b>Activity 17: Count the Members of My Family</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify family members: tatay/papa, nanay/mama, ate, kuya, baybi</li> <li>2. Sound off the initial and final letters of words</li> <li>3. Count family members from 1 to 5</li> </ol> <p><b>Materials:</b> Cutout pictures of a family, father, mother, brother, sister and baby; plastic packet</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the cutout pictures of each family member and paste them on the board.</li> <li>2. Point to the members one by one (tatay/papa, nanay/mama, ate, kuya, beybi, lola, tiya, etc.)</li> <li>3. Let the children sound off the initial and final letters of the family members’ names</li> <li>4. Place a box in front containing several cutouts of each family member. Each child will get cutouts according to their own family members.</li> <li>5. Ask each child to insert his/her cutout/s in the packets where each family member is located.</li> <li>6. After the child have inserted the cutout/s of each family member, count the cutouts altogether.</li> </ol> <p style="text-align: center; margin: 20px 0;"><b>Week 3 Sub-Theme: Grandfather, Grandmother</b></p> <p><b>Activity 1: My Grandparents</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recognize familiar and trusted adults</li> <li>2. Practice eye-hand coordination</li> <li>3. Practice control in holding and using the age-appropriate writing tool in tracing letters</li> <li>4. Describe the most familiar traits or characteristics of grandparents</li> </ol> <p><b>Materials:</b> Cotton balls, glue/paste, oslo paper with drawing or clipart of a grandmother and a grandfather</p>						

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<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the children the template of the clipart. Tell them to trace the names of their grandparents.</li> <li>2. Paste the cotton on the hairs of the grandparents.</li> <li>3. Describe them by telling their most familiar traits or characteristics.</li> </ol> <p><b>Activity 2: Fun Things To Do With My Aunties and Uncles</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recognize familiar and trusted adults like aunties and uncles</li> <li>2. Distinguish distinct marks or features</li> <li>3. Express oneself properly and freely about likes and dislikes</li> </ol> <p><b>Materials:</b> Manila paper</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Fold the Manila paper into 2 columns and place a clipart picture of an Aunt and an Uncle.</li> <li>2. List down distinctive marks of aunties and uncles as dictated by the children</li> <li>3. List down fun things that children say they like doing with their aunt or uncle.</li> <li>4. Ask children what they don't like doing with their aunt or uncle and list these down.</li> </ol> <p><b>Activity 3: A Letter for My Aunt and Uncle</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express ideas and feelings through drawing</li> <li>2. Demonstrate eye-hand coordination from left to right through tracing the name of one's uncle or aunt</li> <li>3. Practice fine motor skills in the age-appropriate writing tool in tracing letters</li> </ol> <p><b>Materials:</b> Oslo paper, crayons</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate to the children how to fold the Oslo paper (envelope like).</li> <li>2. Let the children draw the thing they like doing most with their aunt or uncle.</li> <li>3. Let them trace the name of their aunt or uncle.</li> </ol>						

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<p>4. Ask them to share their work.</p> <p><b>Activity 4: Fun Things We Do with Cousins</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express oneself properly and freely about likes and dislikes</li> <li>2. Identify cousins by name and their relations to the child</li> <li>3. Choose similar letters in a group of 3 to 4 letters</li> </ol> <p><b>Materials:</b> Flashcards of fun things we could do with cousins, Manila paper, letter cards of the names of the cousins from the alphabet</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show pictures of children’s cousins doing fun things together such as playing, swimming in the beach, eating, etc.</li> <li>2. Ask them to describe the pictures and name their cousins and what they like or dislike doing with them.</li> <li>3. Ask them how they could always stay friends with them.</li> <li>4. Place those pictures on a Manila paper and draw smiling faces at the border and tracing the names of their cousins written by you.</li> <li>5. Tell the children that you are going to show letters of the names of their cousins and they are going to choose similar letters.</li> <li>6. Show the letters and let the children pick out the similar letters.</li> </ol> <p><b>Activity 5: Fun Cousins Puzzle</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express ideas and feelings through creative art</li> <li>2. Practice fine motor skills through pasting</li> <li>3. Demonstrate independence in doing an activity</li> </ol> <p><b>Materials:</b> Popsicle sticks, oslo papers, glue/paste</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Let the children draw a picture of their cousins together with them doing fun things together.</li> <li>2. Paste the drawing on popsicle sticks and let it dry.</li> </ol>						

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<p>3. When dried, separate the popsicle sticks, puzzle-like.</p> <p>4. Children will reassemble the drawing on the popsicle stick.</p> <p><b>Activity 6: Sounding Off and Writing “U”</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Sound off letter “U”</li> <li>2. Produce words with initial “U” sound</li> <li>3. Write the upper “U” with models</li> </ol> <p><b>Materials:</b> Flashcard with written U; word cards: Umbra, upo, ulo, ubo, ulam, ulan, ; activity sheet with “U” written in dots</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the “U” letter and sound it off then let the children repeat after you.</li> <li>2. Present the name “Ula” and let the children repeat after you. Then let the children give words with initial “U” sound.</li> <li>3. Show to the children how to write “U” in the air. Then let them follow after you.</li> <li>4. Show the “U” letter on the board written in dots then let the children connect the dots.</li> <li>5. Distribute the activity sheet to the children. Let them connect the dots for letter “U”.</li> <li>6. Let the children write “U” on the activity sheet following the model.</li> </ol> <p><b>Activity 7: Fun things to Do With My Grandmother and Grandfather</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recognize familiar and trusted adults like grandmother and grandfather</li> <li>2. Distinguish their distinctive marks</li> <li>3. Describe their most familiar traits or characteristics</li> <li>4. Express oneself properly and freely about likes and dislikes</li> </ol> <p><b>Material:</b> Manila paper</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Fold the Manila paper into 2 columns and place a clipart picture of grandmother and grandfather.</li> <li>2. Ask the children to give their distinctive marks and list these down as dictated by the children.</li> <li>3. Let the children describe their familiar traits or characteristics and list these down as described by the</li> </ol>						

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## LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) 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>children.</p> <p>4. List down fun things that children say they and don't like doing with their grandparents.</p> <p><b>Activity 8: A Letter For My Grandmother and Grandfather</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Express ideas and feelings</li> <li>2. Name one's grandfather and grandmother</li> <li>3. Sound off all letters of the names of the grandmother/grandfather</li> </ol> <p><b>Materials:</b> Oslo paper, crayons</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate to the children how to fold the oslo paper (envelope like).</li> <li>2. Let the children draw the thing they like doing most with their grandfather and grandmother.</li> <li>3. Let them trace the name of their grandmother and grandfather.</li> <li>4. Let them describe their drawing naming their grandfather and grandmother.</li> </ol> <p><b>Activity 9: What Do I see in Grandma's and Grandpa's House</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Name familiar things found in the house/home</li> <li>2. Demonstrate recognition of letter Tt</li> <li>3. Produce or sound off Tt</li> <li>4. Demonstrate interest in listening to and sharing with others what one sees and feels</li> </ol> <p><b>Materials:</b> Pictures or real objects that start with letter T (tinapay, tungkod, telebisyon, towel, talong, tasa, tabo, torotot, tutubi, turon, tahong, timba, termos, tubig, telepono, timbangan), Big and small letter Tt printed in a cardboard</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Let the children recall the things they have seen in grandma and grandpa's house/home.</li> <li>2. Ask them to name these.</li> <li>3. Tell the children that there are things in the house that start with letter T. Show the letter printed in the cardboard,</li> </ol>						

# LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD

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<p>4. Form in the air the big and small “Tt”. Sound off the letter.</p> <p>5. Tell the children that you will play a game. Say: We will play a game. I have pictures or materials that start with letter T. Some of these can be found in your grandmother’s and grandfather’s house. Just pick one that you like best and tell me why.</p> <p>6. Give example: <i>“Gusto ko ang <b>termos</b> na pinaglalagyan ng mainit na <b>tubig</b> nina lola at lolo dahil masaya akong nagtitimpla ng masarap na tsokolate na may gatas para sa kanila”.</i></p> <p>7. Then ask each child to do the same.</p> <p><b>Activity 10: Story Telling: Magic Socks by Carmen Ferre</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the story heard by answering specific questions</li> <li>2. Share personal stories about the grandmother in most simple way</li> </ol> <p><b>Materials:</b> Suggested Story: Magic Socks Author: Carmen Ferre</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the title of the story.</li> <li>2. Unlock difficult words.</li> <li>3. Tell the story (preferably in Mother Tongue).</li> <li>4. Ask questions about the story guided by who, what, when, where, what if.</li> <li>5. Let the children share their experience on a visit from their grandmother.</li> <li>6. Explain the concept of warm and cold. Let them give examples of warm and cold.</li> </ol> <p><b>Activity 11: Story Telling: Josh’s Grandpa</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate interest in understanding a story</li> <li>2. Recall important details in the story</li> </ol>						



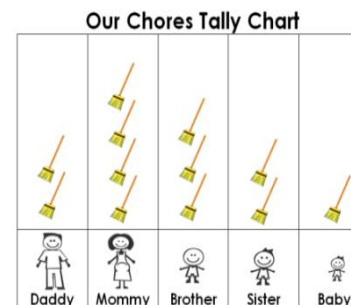
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## LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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<p>3. Share similar experience about a visiting grandfather  <b>Materials:</b> Suggested Story: <u>Josh’s Grandpa</u> by: Isidora Trigo  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the title of the story.</li> <li>2. Unlock difficult words.</li> <li>3. Tell the story (preferably in Mother Tongue).</li> <li>4. Ask questions about the story guided by who, what, when, where, what if.</li> <li>5. Let the children share their experience on their visit to/living with their grandfather.</li> </ol> <p><b>Activity 12: Writing Numeral 3</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Practice correct and proper sitting position, paper placement and holding the pencil when writing</li> <li>2. Practice writing numeral 3 through a model</li> </ol> <p><b>Materials:</b> Numeral 3 written on a cardboard, pieces of paper with numeral 3 written in dots  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Let the children sit properly with correct position, paper placement and correct holding of the pencil.</li> <li>2. Demonstrate writing numeral 3 on the air with a pencil. Then let the children imitate you.</li> <li>3. Distribute the pieces of paper. Let the children connect the dots for the numeral 3.</li> <li>4. Let the children write numeral 3 with the model.</li> </ol> <p style="text-align: center; margin: 20px 0;"><b>Week 4 Sub-Theme: We Live In A House</b></p> <p><b>Activity 1: Help Mommy With The Chores</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Shows awareness of the use of clothes</li> <li>2. Recognize familiar words in print</li> <li>3. Connect pictures with labels</li> </ol> <p><b>Materials:</b> clothes basket, sample clothes, word cards: bestida, blusa, palda, t-sirt, salawal, pantalon, panti,</p>						

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	PH+	SE	CV	CD	LD	CA
<p style="text-align: center;">panyo</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Put a pile of clothes on the floor. Ask the children the names of the clothes. Ask them the function of these clothing items.</li> <li>2. Tell the children: Today is household chores day. Pretend that I am your mommy and you will help me put the clothes in the clothes baskets.</li> <li>3. Let the children put the clothes in one basket. .</li> <li>4. Show the word card “<i>bestida</i>”. Say the word “<i>bestida</i>” and ask a child to look for the bestida (dress). Let the child match the bestida (dress) with the word.</li> <li>5. Do the same with the other word cards.</li> <li>6. After the children have matched the word cards with the real objects, let them read the words.</li> </ol> <p><b>Activity 2: Drawing Chores That I Do At Home</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Tell and share about the chores being done at home</li> <li>2. Connect drawings of chores with printed labels</li> <li>3. Sustain attention and concentration on an activity</li> </ol> <p><b>Materials:</b> Oslo paper, Crayons, pencils, colored markers, drawings of chores done at home, word cards: nagwawalis, nagdidilig, naghuhugas, nagpupunas, tumutulong sa nanay, tumutulong sa tatay</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Let the children recall the chores they do at home.</li> <li>2. Instruct the children in the small group to draw themselves doing their chores at home.</li> <li>3. As they are drawing, ask the children questions about their chores: What chore are you doing in that picture? Who helps you do the chores? What tools do you use to do your chores at home?</li> <li>4. After the children have drawn their chores, present a word card. Say the word “nagwawalis” then let the children show the corresponding drawing. Let a child match his/her drawing with the word.</li> <li>5. Do the same with the other word cards.</li> <li>6. After the matching activity, read all the words. Then let the children read the words.</li> </ol>						





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<p><b>Activity 3: I Promise to Help!</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop a habit of doing household chores by making a promise to help at home</li> <li>2. Identify what are the things they can do to help at home</li> <li>3. Express empathy, care and concern to family members by extending help in doing household chores</li> </ol> <p><b>Materials:</b> Paint, oslo paper or bond paper</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask each child what they can do at home to help in the household chores.</li> <li>2. List them down on oslo paper or bond paper.</li> <li>3. Ask each child to write his/her name on the list and make a promise hand by placing a painted hand at the middle.</li> <li>4. Display the works on a bulletin board and eventually give them to their parents to remind their children of their promise.</li> </ol> <p><b>Activity 4: Count Objects Used in Household Chores</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Relate common things at home used for household chores</li> <li>2. Count objects used in chores</li> <li>3. Connect pictures with labels</li> </ol> <p><b>Materials:</b> Chore Tally Chart, picture cut-outs of cleaning tools, tape, word cards: walis, timba, basahan, tubig, floor wax, etc.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Introduce the activity by talking about the chores the children help do at home. Ask: What are the chores that you do in your home?</li> <li>2. Show pictures of different cleaning tools that are used when doing chores. These pictures could include brooms, mops, pails, rags, and other cleaning materials. As each picture is shown, ask the children to name the tools. Let the children match the pictures with the words/labels.</li> <li>3. Put the Chore Tally Chart on the board. Point at each family member in the chart and read their labels to</li> </ol>						

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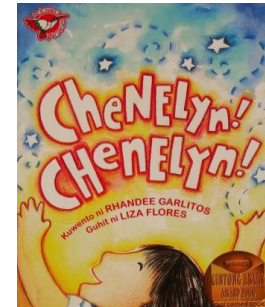
## LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD

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<p>the children.</p> <ol style="list-style-type: none"> <li>4. Begin filling in the chart from the chores that the children do at home. Ask: Who among you are the brothers in the family? Tell the children who are brothers in the family to stand in front. Then ask: To the brothers standing here in front, who among you help sweep the floor at home? Please raise your hand.</li> <li>5. Count the children standing in front who have raised their hands. Give each child who raised their hand a picture of a broom. Allow each of these children to tape the picture of the broom in the column for brothers.</li> <li>6. Do the same for the girls in the class. Ask the sisters in the family to stand in front and to follow the same procedure as the class did for the brothers.</li> <li>7. Refer to the columns for brothers and sisters on the chart. Call a volunteer to count the brooms on the column for brothers. Write the corresponding numeral below the picture of the brother. Do the same for the column for sisters.</li> <li>8. Guide the child in comparing the figures in these 2 columns. Ask: Which is more: brothers who help sweep the floor or sisters who help sweep the floor in their homes? To help the children in comparing, you may use the height of the pictures of brooms on the chart to deduce the concepts of more or less.</li> <li>9. Continue filling up all the columns in the chart. Ask how many of the children have daddies and mommies who help sweep the floor at home. The teacher could also use pictures of other cleaning materials, such as mops or rags, to fill in the columns.</li> <li>10. After all the columns have been completed, the teacher could use the chart not only to compare the number of family members who does a chore but also to continue processing the question used during Meeting Time: Why do we do chores at home? and Why do we all have to help in doing the chores?</li> </ol> <p><b>Activity 5: Writing Numeral 4</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Practice control in holding and using writing tools</li> <li>2. Practice writing numeral 4 through a model</li> </ol> <p><b>Materials:</b> Numeral 4 written on a cardboard, pieces of paper with numeral 4 written in dots</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Let the children sit properly with correct position, paper placement and correct holding of the pencil.</li> <li>2. Demonstrate writing numeral 4 on the air with a pencil. Then let the children imitate you.</li> <li>3. Distribute the pieces of paper. Let the children connect the dots for the numeral 4.</li> </ol>						

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<p>4. Let the children write numeral 4 with the model.</p> <p><b>Activity 6: Storytelling: Suggested Story: “Chenelyn! Chenelyn!”</b>                      Author: Rhandee Garlitos                      Illustration: Liza Flores</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Listen to a story from pictures</li> <li>2. Participate in discussions about the pictures in the story</li> <li>3. Respond to questions about the story (cause and effect; recommending solutions to problems)</li> </ol> <p><b>Materials:</b> Chenylyn! Chenelyn! story book, pictures of chores by Chenelyn, pictures of family members</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the book and discuss the cover.</li> <li>2. Ask the children their observation of the cover.</li> <li>3. Present the title of the story.</li> <li>4. Unlock difficult words.</li> <li>5. Tell the story and let the children participate in discussions about the pictures in the story.</li> <li>6. After reading the story, recall some details of the story with the class by asking questions guided by who, what, when, where, what if.</li> <li>7. Show the chart to the children. Use the pictures on the chart to identify the chores that Chenelyn does for the family. Ask the children to also identify pictures of the family members on the chart.</li> <li>8. Recall with the class why Chenelyn was not able to do her chores one day. Follow up their answers with the question: What do you think can the family do to help Chenelyn do all the chores?</li> <li>9. Refer to the chart for helping Chenelyn when asking: If Chenelyn is sick, how could your family help her do the chores? Call for volunteers to match one chore to one family member whom the children think can best do the task.</li> <li>10. Process this matching activity by pointing out to the children that all the</li> </ol>						

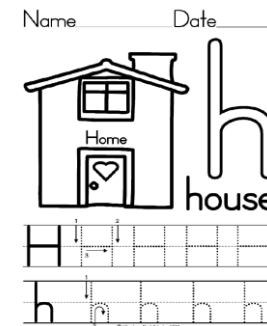


**How can the family help Chenelyn?**

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<p>members of the family can help by dividing the work they need to do.</p> <p>11. Process the activity further by encouraging the children to expound on their answers. For instance, the teacher could ask: Why do you think your brother could best help Chenelyn in washing the dishes?</p> <p>12. Wrap up this group activity by concluding with the children that when all of the members in the family do their share for the chores at home, they are able to help one another and make everyone in their family happy.</p> <p><b>Activity 7: Alphabet Activities: Letter “Hh” is for House or Home</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Practice writing upper and lowercase “Hh”</li> <li>2. Produce “h” sound</li> <li>3. Develop greater interest in using paper and a writing tool</li> <li>4. Practice writing “Hh” with models</li> </ol> <p><b>Materials:</b> Poster of a Home, coloring and tracing page for “Hh”</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Display the color poster and distribute the coloring page.</li> <li>2. Show the children how the letter H is part of the house.</li> <li>3. Using the poster trace the letter H's in upper and lower case with your finger as you also sound out the letter.</li> <li>4. Invite the children to do the same on their coloring page.</li> <li>5. Encourage the children to trace the dotted letter with your choice of sharpened crayon, fine tip marker, coloring or regular pencil.</li> <li>6. Demonstrate the direction and numbers on the arrows that help them trace the letter correctly. During the demonstration, count out loud 1,2 3, (uppercase letter) and 1,2 (lowercase) as you trace so children become aware of how the number order aids them in the writing process. Encourage the children to color letter H and the image with a variety of materials.</li> <li>7. Write upper and lower case letter “Hh” with models.</li> </ol>						



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<p><b>Weeks 5 and 6 Sub-Theme: What Do I Eat</b></p> <p><b>Activity 1: Hot Milk and Champorado (This activity will be considered as their recess.)</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop basic concepts of hot and cold</li> <li>2. Apply simple directions in performing simple tasks</li> <li>3. Develop coordination of fine muscles in performing simple tasks like mixing</li> <li>4. Demonstrate correct and proper self-feeding</li> </ol> <p><b>Materials:</b> Warm milk, cooked champorado, pitcher, cups, bowls, spoons</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Do the routines for recess.</li> <li>2. Put champorado in each bowl with the spoons. Put milk in each of their cups.</li> <li>3. Give the instructions before distributing the materials. Tell the children: We are going to eat champorado. Champorado will not be complete if you don't put milk. Milk is a grow food. I will give you champorado and you will slowly pour the hot milk before you can eat your champorado.</li> <li>4. Distribute the champorado bowls and the hot milk. Don't forget to remind the children to be careful.</li> <li>5. After distributing, let the children hold their cups of milk. Ask them: What do you feel when you are holding the cups? Is it hot? The milk inside the cup is hot.</li> <li>6. Let them pour the milk on their champorado. Tell them: You mix the milk and champorado by using the spoon.</li> <li>7. Invite the children to taste and eat their champorado.</li> </ol> <p><b>Activity 2: Ice Cream!</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Differentiate hot and cold</li> <li>2. Apply simple directions in performing simple tasks</li> <li>3. Develop coordination of fine muscles in performing simple tasks like mixing</li> <li>4. Demonstrate correct and proper self-feeding and the correct handling and use of spoon and fork</li> <li>5. Develop common health routines specifically washing of hands for self-cleanliness and hygiene</li> </ol>						

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<p><b>Materials:</b> 1 Table spoon sugar, ½ cup milk, ¼ teaspoon vanilla, 6 tablespoon rock salt, 1 pint-size plastic food storage bag, 1 gallon-size plastic food storage bag, ice cubes, cups and spoons</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Guide the children to wash their hands before proceeding to the activity.</li> <li>2. Tell the children: A while ago, we used hot milk in our champorado. Now, we will make something cold from our milk. We will make ice cream.</li> <li>3. Ask the children to have a pair. Give the instructions. Tell them: We will make our ice cream together. I will show you how and you will follow. You need to help each other. You have to listen and watch me carefully.</li> <li>4. Distribute the materials.</li> <li>5. Fill the large bag half full of ice and add the rock salt. Seal the bag.</li> <li>6. Put milk, vanilla and sugar into the small bag and seal it.</li> <li>7. Place the small bag inside the large bag then seal it again.</li> <li>8. Shake until the mixture is ice cream. (Takes about 5 minutes.) Invite the children to take turns in shaking the mixture.</li> <li>9. Open it and put the ice cream in their cups. Ask them: What do you feel when you are holding the cup with ice cream? Is it cold or hot?</li> <li>10. Invite them to eat their ice cream.</li> </ol> <p><b>Activity 3: Calamansi Juice</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop coordination of fine muscles by squeezing and mixing the calamansi juice</li> <li>2. Apply simple directions in performing simple tasks</li> </ol> <p><b>Materials:</b> Sliced calamansi, sugar, spoons, cups, water, bowls or paper plates for the calamansi</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give the instructions. Tell the children: We will make calamansi juice. We sometimes eat fruits by making them into juices. You will squeeze many calamansi in your cup. Don't throw the calamansi. We will still use it later. After squeezing, we will put sugar and water. You have to mix it. Then, there's your calamansi juice.</li> <li>2. Let them follow as you show to them how to do it.</li> <li>3. Invite the children to drink their calamansi juice.</li> </ol>						

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<p><b>Activity 4: Calamansi Painting</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Produce variety of lines, shapes, patterns and textures to compose images using indigenous materials like used calamansi fruits</li> <li>2. Develop coordination of fine muscles by painting</li> <li>3. Practice individual and group activity using fine motor skills for self-expression</li> </ol> <p><b>Materials:</b> Paint, bond paper, calamansi left-overs</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate how to use the calamansi in painting.</li> <li>2. Invite the children to paint their own.</li> </ol> <p><b>Activity 5: Starts With or Initial Letter</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify the names of the fruits and vegetables</li> <li>2. Produce the beginning letter sound of fruits and vegetables</li> <li>3. Recognize which of the 3 sounds heard are similar or different</li> <li>4. Name fruits and vegetables</li> </ol> <p><b>Materials:</b> Real fruits and vegetables, labels, words: atis, bayabas, mangga, santol, langka, kalabasa, monggo, petsay, repolyo</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the fruits and vegetables.</li> <li>2. Let them identify the name of the fruits and vegetables.</li> <li>3. Emphasize the beginning sound of the fruits and vegetables. Let the children sound off the beginning letters of the names of the fruits and vegetables.</li> <li>4. Tell the children to listen to the sounds of letters. Then let them say “same” if the sounds are similar and say “different” if the sounds are not the same.</li> <li>5. Say the following sounds: b b; a b m; l s k; p p p; r r r; r s l</li> <li>6. Show the fruits and vegetables to the children and encourage them to say the names of the fruits and vegetables by themselves.</li> </ol>						

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## LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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<p><b>Activity 6: Sounding Off and Writing Letter Mm</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Produce or sound off “m”</li> <li>2. Produce the words with “m” sound</li> <li>3. Develop greater interest in using paper and writing tool</li> <li>4. Exhibit skill in tracing</li> <li>5. Practice writing upper and lower case letter of “Mm” with models</li> <li>6. Show correct posture and paper position and proper holding and using the writing tool</li> </ol> <p><b>Materials:</b> Letter Mm written in a cardboard, words: mesa, mangkok, manga, monay, manok</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present letter “m” and produce the sound “m”.</li> <li>2. Demonstrate how to produce “m” then let children follow.</li> <li>3. Let the children give words with initial “m”.</li> <li>4. Then introduce letter “Mm”.</li> <li>5. Form capital “M” in the air then form small letter “m” in the air. Let the children imitate you.</li> <li>6. Give the children the pieces of paper with letter “Mm” in dotted lines.</li> <li>7. Tell the children to connect the lines.</li> <li>8. Tell the children to copy the “M” first in one line of the paper with a model.</li> <li>9. Then let the children copy the “m” in another line with a model.</li> </ol> <p><b>Activity 7: Go Foods</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify foods without labels</li> <li>2. Develop common health routines specifically washing of hands for self-cleanliness and hygiene</li> <li>3. Listen to 2- to 4-syllable words</li> <li>4. Recognize 2- to 4- syllable words</li> <li>5. Share known information in simple way</li> </ol> <p><b>Materials:</b> Real objects: bigas, kanin, tinapay, biskwit, nodol, espagheti</p>						

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<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Guide the children to wash their hands before proceeding to the activity.</li> <li>2. Let the children touch and explore the foods in the container. Then let them identify the foods.</li> <li>3. Review them on the healthy foods by asking them if the foods that you brought are healthy or unhealthy while naming it one by one.</li> <li>4. Tell them: These foods have something in common. (Let the children guess the answer.) These foods are what we call go foods. They give us energy so that we can run, jump, walk, write, dance, play, etc.</li> <li>5. Ask the children to listen to the words said and find out the number of syllables in these words. Say “bi-gas” then tell the children that bi-gas has two syllables. Show the word “ka-nin” then ask the children: How many syllables are there in “ka-nin”? Say the word “bis-kwit”, then ask: How many syllables are there? Do the same with the other words.</li> <li>6. Let the children taste all the foods you have shown to them during recess.</li> <li>7. Then let them share in a simple way how they felt when they ate the food.</li> </ol> <p><b>Activity 8: Grow Foods</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Name different foods</li> <li>2. Listen to 1-to 2-syllable words</li> <li>3. Recognize 1-to 2-syllable words</li> <li>4. Develop common health routines specifically washing of hands for self-cleanliness and hygiene</li> <li>5. Share known information in a simple way</li> </ol> <p><b>Materials:</b> Real objects: gatas, keso, itlog, isda, karne, manok</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Guide the children to wash their hands before proceeding to the activity.</li> <li>2. Let the children touch and explore the foods in the container. Let them identify each food.</li> <li>3. Review the healthy foods by asking the children if these foods will make them healthy or unhealthy while naming it one by one.</li> <li>4. Let the children guess the similarity of the food you brought. After guessing, tell them: These foods are helping us to grow. Because of the milk we drink, our bones get bigger and we grow taller. These foods are cheese, fish, meat, etc. Will you give other examples? You can also ask if they eat these foods like: Who</li> </ol>						

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<p>drinks milk? Who likes to eat fish?</p> <ol style="list-style-type: none"> <li>5. Ask them if they know other go foods.</li> <li>6. Ask the children to listen to the words said. Then ask them to tell how many syllables are there in the words said. Say: ches then ask: How many syllables are there? Say: ga-tas then ask: How many syllables are there? Do the same with the other words.</li> <li>7. Let the children taste all the foods you have shown to them during recess.</li> <li>8. Then let them share in a simple way how they feel when they ate the food.</li> </ol> <p><b>Activity 9: Glow Foods</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Match objects with labels /words</li> <li>2. Develop common health routines specifically washing of hands for self-cleanliness and hygiene</li> <li>3. Listen to 2- to 4-syllable words</li> <li>4. Recognize 2- to 4-syllable words</li> <li>5. Share known information in simple way</li> </ol> <p><b>Materials:</b> Real objects: saging, apple, karot, ampalaya, kalabasa; word cards with name of the objects</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Guide the children to wash their hands before proceeding to the activity.</li> <li>2. Let the children touch and explore the foods in the container. Let them match the objects with the corresponding labels/words.</li> <li>3. Ask the children: "What fruits do you eat?" Let the children answer. Ask: "What vegetables do you eat?"</li> <li>4. Let the children guess the objects inside the box. Give them clues like: "It is a fruit and it is red. Continue until they name all the foods."</li> <li>5. Say: "These foods are glow foods. They make our skin beautiful and prevents us from getting sick. Will you give other examples of fruits and vegetables?"</li> <li>6. Ask them if they know other glow foods.</li> <li>7. Ask the children to listen to the words said. Then let them tell you how many syllables are there. Say: saging then ask: How many syllables are there? Do the same with the other words.</li> <li>8. Let the children taste all the foods you have shown to them during recess.</li> <li>9. Let them share the information of the foods they ate in simple way.</li> </ol>						

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<p><b>Activity 10: Food Grouping</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify and name fruits and vegetables</li> <li>2. Differentiate fruits and vegetables according to their color, size and texture</li> </ol> <p><b>Materials:</b> Real objects (the fruits and vegetables used in the previous activity), crayon cut-outs (the one used to review colors), labels (rough, smooth, big and small), basket or box for the food</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the fruits and vegetables and let the children name these.</li> <li>2. Put the color labels on the board.</li> <li>3. Invite the children to get one food and classify it according to color.</li> <li>4. Ask them to put together vegetable with the same color.</li> <li>5. After classifying all the foods, collect them all and change the color labels into size labels.</li> <li>6. Show the children small fruits/vegetables (orange, “caimito”, apple, potato and others of similar size) and big fruits (watermelon, melon, papaya, squash, pineapple and others of similar size)</li> <li>7. Let them classify the foods according to the size, change the labels into texture labels.</li> <li>8. Let them classify according to texture. Let them touch the fruit. Let them feel the smooth skin of apple and the rough skin of potato. Have them try the remaining fruits and classify if it is smooth or rough.</li> <li>9. Let the children taste all the foods you have shown to them during recess.</li> </ol> <p><b>Activity 11: Fruit Tasting</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Differentiate the kinds of taste: sweet and sour</li> <li>2. Practice eating nutritious foods such as fruits and vegetables</li> <li>3. Develop fine motor skills and eye-hand coordination in the initial and correct handling of spoon and fork</li> <li>4. Develop common health routines specifically washing of hands for self-cleanliness and hygiene</li> </ol> <p><b>Materials:</b> diced fruits, spoons, cups or small paper plates and container for the fruits</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Guide the children to wash their hands before the fruit tasting activity.</li> </ol>						

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<p>2. Let the children touch and explore the foods in the container you brought.</p> <p>3. Give the instructions. Tell them: We have sliced fruits. You will taste each fruit and you will tell me if it is sweet or sour. I will give you plastic cups and spoons. I will go to your seat and give you the fruit.</p> <p>4. Serve the fruits one by one. After serving a fruit, invite the children to taste it. Ask them if it is sweet or sour. You can differentiate the taste of the fruits through facial expressions. Continue until all of the fruits were tasted. Ask the children if they prefer sweet or sour fruits.</p> <p><b>Activity 12: Touch the Secret Food</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify texture of objects or food</li> <li>2. Name the different vegetables and fruits</li> <li>3. Demonstrate the use of senses to explore the foods such as fruits and vegetables</li> <li>4. Develop common health routines specifically washing of hands for self-cleanliness and hygiene</li> </ol> <p><b>Materials:</b> Real objects that have rough or smooth skin (apple, ampalaya, pineapple, orange, upo, etc, paper bags with labels (1-10 and 10 is the maximum), small sheets of paper (10pcs for each child with labels 1-10), pencils.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Guide the children to wash their hands before proceeding to the activity which requires touching of foods.</li> <li>2. Review the children about the kinds of texture. (Discussed in the five senses)</li> <li>3. Ask them to give examples of objects that are smooth or rough.</li> <li>4. Show the paper bags. Let them guess the objects inside.</li> <li>5. Give the instructions. Tell them: You will touch the object inside the bag. You will draw a circle if the object is smooth and draw a square if the object is rough. Show how a circle and square are drawn...</li> <li>6. Let the children do this one at a time.</li> <li>7. After everyone is done, ask them the objects that were smooth or rough. They can answer by raising or showing their sheet of paper.</li> <li>8. Show the object inside the bag. Let them name what food it is.</li> </ol>						

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<p><b>Activity 13: Feely Foods</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop coordination of fine muscles in performing simple motor tasks like paper tearing and pasting</li> <li>2. Demonstrate being creative and resourceful by means of utilizing indigenous materials</li> <li>3. Express with confidence oneself about his/her likes and dislikes</li> </ol> <p><b>Materials:</b> Small pieces of paper, yarns, carton pieces, egg shells ticks and other things that can be used to textures, worksheets, paste</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show them the different images of foods they commonly eat.</li> <li>2. Let the children identify which of the images of foods are their favorite. If the child’s favorite food is not among the pictures, ask the child to describe it.</li> <li>3. Give each child a picture of their favorite foods.</li> <li>4. Tell the instructions. Tell them, “On your paper is the picture of your favorite fruit or vegetable. You will design it by pasting small pieces of paper, yarns or carton on it so it will have a texture.”</li> <li>5. Those who do not have a picture will draw the food then put texture on it.</li> <li>6. Display their artworks.</li> <li>7. Let them present their favorite food/s artwork to the class.</li> </ol> <p><b>Activity 14: Art Cookies</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop coordination of fine muscles performing simple motor tasks</li> <li>2. Demonstrate being creative on doing the artwork activity</li> <li>3. Demonstrate correct and proper self-feeding</li> <li>4. Develop common health routines specifically washing of hands for self-cleanliness and hygiene</li> </ol> <p><b>Materials:</b> Plain cookies or biscuits, marshmallows, chocolate (choko-choko), sprinkles, etc, tissue paper, paper plates, containers for the add-ons, plastic spoons</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Guide the children to wash their hands before proceeding to the activity.</li> </ol>						

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<p>2. Give the instructions. Tell them, “We are going to make our cookies or biscuits more attractive and tastier. I will give each of you a paper plate, a spoon and two biscuits/cookies. You can put chocolate, marshmallows and others on your cookies.”</p> <p>3. Place the containers of the add-ons on each table.</p> <p>4. Let the children design their cookies and invite them to eat the cookies afterwards.</p> <p><b>Activity 15: Setting Rules</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to discern what is wrong and right and what to follow</li> <li>2. Develop fine motor skills and eye-hand coordination in the correct handling and use of crayons</li> <li>3. Identify pictures without labels</li> <li>4. Solve a simple picture puzzle (4-5 puzzle pieces)</li> </ol> <p><b>Materials:</b> Pictures showing good and bad manners</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. During the class meeting discuss with children the dos and don'ts during a class tour.</li> <li>2. Show pictures of good and bad manners when visiting different places.</li> <li>3. Let the children identify which of the pictures are good and bad and what are the right images to simulate and follow.</li> <li>4. Review the identification of right manners again and again until the children mastered and memorized those well.</li> <li>5. Have them color and assemble the pictures of simple Do's and Don't's puzzle to evaluate if the children got the information well.</li> </ol> <p><b>Activity 16: Food Checklist for a Tour</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recall the rules set for the tour</li> <li>2. Identify pictures without labels</li> <li>3. Demonstrate the ability to store verbal information in long term memory</li> </ol> <p><b>Materials:</b> Pictures of healthy foods on a cartolina or Manila paper, pentel pen</p>						

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<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Give examples of foods seen in the market.</li> <li>2. Ask the children, “What is your favorite food? Why?”</li> <li>3. Show them the chart. Tell them, “I have here pictures of the different foods. Some of the foods you told me are here. Later, after recess, we will visit the market. The market is the place where we can buy our food. We will look for the foods in these pictures. You will put a check if you saw this food in the market.”</li> <li>4. Review them on what foods they need to find.</li> <li>5. Let the children recall all the set rules for the market tour.</li> <li>6. When having a tour or any environmental scanning, it is a must to invite the parents to go along with their children for supervision.</li> <li>7. For the tour to be organized remind the children always about the rules and instruct them well while they are in the market. Show them the rule chart or puzzle they made to keep them aware of the rules.</li> </ol> <p><b>Activity 17: Sari-sari Store/Market/Talipapa Tour</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Attempt to read captions/labels/names of objects/things that can be seen in the market</li> <li>2. Demonstrate awareness and appreciation of market’s significance in the community</li> <li>3. Apply simple directions in performing simple tasks</li> <li>4. Relate willingly and productively with others in the group by following all the group activity directions and rules</li> <li>5. Demonstrate interest in listening to and sharing with others his/her personal experiences, own ideas and feelings about what has been observed</li> <li>6. Express creatively thoughts and feelings about the experience in the market tour</li> </ol> <p><b>Material:</b> Food checklist</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Orient the children about the place they will visit and review the rules as well</li> <li>2. Bring the class to the market/sari-sari store/talipapa.</li> <li>3. While on the tour, help them in finding the food on the checklist.</li> <li>4. Remind them always the acceptable and unacceptable behavior while in the market/sari-sari store/talipapa or the general instructions.</li> </ol>						

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<p>5. Let the children attempt to read captions/labels/names of things/objects in the market.</p> <p>6. After getting back to school, post the checklist on the board.</p> <p>7. Let the children put a check on the food they saw. You can even ask the color of the food, sizes and textures if they were able to touch the food.</p> <p>8. Ask them to tell their experience about the market tour.</p> <p><b>Activity 18: Healthy and Unhealthy Foods</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify healthy and unhealthy foods</li> <li>2. Demonstrate the ability to store verbal and visual information in long term memory</li> </ol> <p><b>Materials:</b> Box or the magic box, real healthy and unhealthy foods (fruits, vegetables, junk foods, candies, etc)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Review the children on the foods they saw in the market. You can show the food checklist.</li> <li>2. Recall the “go, grow and glow” foods. Discuss the effects of eating healthy and unhealthy foods. Example: Rita ate many lollipops then her tooth hurts.</li> <li>3. Ask the children: “What are the healthy foods you eat at home?”</li> <li>4. Show the magic box. Let the children guess what is inside.</li> <li>5. Tell the children, “Inside this box are different foods. You will get one and you will tell the class if it is a healthy or unhealthy food.”</li> <li>6. During recess or every mealtime reminding them about the healthy and unhealthy foods is effective to encourage children to eat nutritious foods.</li> </ol> <p><b>Activity 19: One Potato</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Apply simple directions in performing simple tasks</li> <li>2. Recognize rhyming words</li> <li>3. Demonstrate use of left and right hand movement with proper coordination</li> <li>4. Develop self-confidence by joining in a group game and expressing oneself to the group</li> <li>5. Develop large muscle coordination in performing movement patterns like dancing or singing while dancing</li> </ol>						

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<p><b>Materials:</b> A rhyme</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have the children sit in a circle.</li> <li>2. Ask them to close their fists with both hands and hold them in front of their bodies.</li> <li>3. Choose a leader to tap the fists of each child while everybody is reciting the rhyme:                             <ul style="list-style-type: none"> <li>One potato, two potatoes</li> <li>Three potatoes, four.</li> <li>Five potatoes, six potatoes</li> <li>Seven Potatoes, more.</li> </ul> </li> <li>4. Tell them that the first child to be tapped on the word “more” will do the consequence. They will dance/sing/recite a poem/recite even one rule inside the classroom/will review the previous day’s activity and the child is free to choose what he/she likes to do.</li> <li>5. Prepare a simple reward for every child who will perform for reinforcement.</li> </ol> <p><b>Activity 20: Mixed Veggies/Fruits</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Apply simple directions in performing simple tasks</li> <li>2. Name the vegetables/fruits</li> <li>3. Demonstrate correct and proper self-feeding</li> <li>4. Develop fine motor skills and eye-hand coordination in the initial and correct handling and use of spoon and pouring of veggies/fruits to another bowl</li> <li>5. Identify and practice eating nutritious foods such as vegetables and fruits</li> </ol> <p><b>Materials:</b> Real objects or pictures of the vegetables/fruits to be used, diced or chopped vegetables (carrots, singkamas and cucumber or any kind of veggies/fruits that are available within the area), cups/containers of chopped veggies, spoon, mixing spoon (sandok)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Guide the children to wash their hands before proceeding to the activity.</li> <li>2. Show the pictures of the vegetables/fruits with the real one and let them name them. Show the pictures and the actual chopped veggies/fruits. Tell them that you already cut the veggies into small squares.</li> <li>3. After naming all the veggies/fruits, ask the children to pour them on the bowl. Give all of them veggies/fruits</li> </ol>						

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<p>to pour.</p> <p>4. After all the veggies/fruits were poured, mix it using the mixing spoon. One by one, let the children mix the veggies/fruits.</p> <p>5. After everyone had their turn in mixing the veggies/fruits, give it to them by putting it in the cups with spoons.</p> <p>6. Invite the children to taste their own vegetable/fruits salad and let them say how they feel.</p> <p><b>Activity 21: Nutritious Foods (Pagkaing Masustansiya)</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate curiosity and interest in learning words in print by matching pictures and printed labels</li> <li>2. Give substantive reasons why some foods are labeled good and others are bad</li> <li>3. Tell the number of syllables for the words</li> </ol> <p><b>Materials:</b> Pictures of foods that are good and bad for the health; chart (/ for good foods and x for bad foods); word cards: palay, prutas (papaya, pakwan, pinya,), pandesal, palitaw, paminta, pandan, pares, patani, pinakbet, puto, pugo, kandi, tsitsireya, palamig, cola</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the pictures of good and bad foods and let children name these.</li> <li>2. Ask children to match pictures with the printed labels/names of the foods.</li> <li>3. Let them place each food in chart marked ✓ for the good food and x for the bad food.</li> <li>4. Let them give substantive reasons for the good foods and the bad foods.</li> <li>5. Let the children tell/read the words and tell the number of syllables for each word.</li> </ol> <p><b>Activity 22: My Favorite Fruits and Vegetables Book</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Name fruits and vegetables</li> <li>2. Identify attributes of fruits and vegetables like color and taste</li> <li>3. Demonstrate attention and concentration on a tabletop activity for 10 minutes</li> <li>4. Develop fine motor skills and eye-hand coordination in using crayons or paint</li> </ol>						

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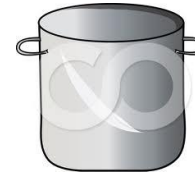
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## LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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<p>5. Practice eating nutritious foods such as vegetables and fruits  <b>Materials:</b> Basket (bayong), drawings of fruits and vegetables (coloring pages) with labels at the bottom, crayons or paint  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Place coloring materials like crayons and paint on the table. For the introduction of the activity, place the drawings of the fruits and vegetables inside a basket/bayong.</li> <li>2. Ask the children, “What fruits and vegetables do you eat at home?”</li> <li>3. Show the basket/bayong to the class. Make them guess what is inside. Get one drawing from the basket. Ask the children, “Do you know what fruit/vegetable is this?” Do the same with the rest of the drawings.</li> <li>4. You may also ask some of these additional questions that would expound on the children’s experiences with the fruits/vegetables shown:               <ul style="list-style-type: none"> <li>Who likes to eat this fruit/vegetable?</li> <li>What does this taste like?</li> <li>What color is this fruit/vegetable?</li> <li>Who buys fruits and vegetables for your home?</li> </ul> </li> <li>5. Allow the children to choose the coloring page that they would like to color/paint. Ask the children: Do you like these fruits and vegetables? Why do you need to eat these fruits and vegetables?</li> <li>6. Collate all their works and make it into a book.</li> </ol> <p><b>Activity 23: My Favorite Fruit / Vegetable</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate eye-hand coordination by exploring, experimenting, using pencils and crayons</li> <li>2. Practice correct and proper sitting position, paper placement and holding of the writing tool</li> <li>3. Identify and practice eating nutritious foods such as vegetables and fruits</li> <li>4. Express ideas and feelings about their likes or even dislikes through drawing</li> <li>5. Develop self-confidence by giving an opportunity to each child to share freely his/her artwork to the class</li> <li>6. Demonstrate interest in listening to his/her classmates while sharing</li> </ol> <p><b>Materials:</b> Bond paper, pencils and crayons  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Invite the children to draw the favorite fruits or vegetables they like to eat on a clean tablet of paper</li> </ol>						

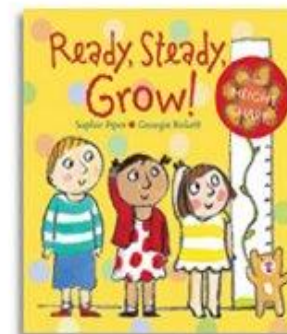
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<p>provided for each.</p> <ol style="list-style-type: none"> <li>2. Ask them to design their work.</li> <li>3. Give each child time to share his/her artwork to the class.</li> <li>4. Display their work on the bulletin board.</li> </ol> <p><b>Activity 24: My Own Vegetable Soup</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Name vegetables in making their own vegetable soup</li> <li>2. Develop coordination of fine muscles in performing simple motor tasks like pasting and coloring within boundaries</li> <li>3. Demonstrate interest in listening to and sharing with others his/her own ideas and feeling about what have been experienced</li> </ol> <p><b>Materials:</b> Pre-cut pot shapes, vegetable pictures cut outs and crayons.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. After reading the story, “Growing Vegetable Soup” by Lois Ehlert, ask the children to recall the vegetables that were mentioned in the story, as well as the steps done in doing a vegetable soup.</li> <li>2. Remind how the vegetable soup can help them to become healthier.</li> <li>3. Show the class the pre-cut pots and ask them to choose the vegetable cut-outs that they want to paste in their own vegetable soup.</li> <li>4. Tell the children that they are also to color the vegetable cut outs after they have attached it on the “pot”.</li> <li>5. Allow the children to share about their own vegetable soups to class. Post the vegetable soup on the wall after the activity.</li> </ol> <p><b>Activity 25: Lunchbox Inspection</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. State opposite relationship of the healthy and unhealthy foods</li> <li>2. Practice eating nutritious foods such as vegetables and fruits</li> </ol> <p><b>Materials:</b> Lunch box and foods of children</p>						



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<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Assign lunchbox checkers per group. (The checkers should change every day.)</li> <li>2. Let the checkers inspect the lunchboxes of their group mates and they will report to the teacher the foods brought by their classmates.</li> <li>3. List down the foods reported by the checkers.</li> <li>4. Discuss the opposite relationship of the healthy and unhealthy foods with the children.</li> <li>5. Let the children promise that they will tell their parents the healthy foods that they will eat.</li> </ol> <p><b>Activity 26: Story Time</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate interest in listening to stories of different healthy foods</li> <li>2. Demonstrate interest in understanding the stories listened to</li> <li>3. Remain settled while listening to a story using picture books for 5 minutes</li> <li>4. Ask and answer the questions about the story</li> </ol> <p><b>Materials:</b> Books with picture stories</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Sing the transition song for story telling.</li> <li>2. Show the book and ask the children to describe what they can see in the cover page of the book.</li> <li>3. Unlock the difficult words in the story for children to understand the story well.</li> <li>4. Read the title of the book, the author and the illustrator. 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.</li> <li>5. Read the story aloud to the children.</li> <li>6. Ask questions about the story guided by what, who, where, when.</li> </ol> <p><b>Suggested Stories:</b> “Ang Araw Sa Palengke”                      “Ayaw ko ng Pansit”                      “I Don’t Like to Eat” (Adarna)                      “The Very Hungry Caterpillar” (Eric Carle)                      “Growing Vegetable Soup” by Lois Ehlert</p>						



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<p style="text-align: center;">“Araw sa Palengke” (Adarna)</p> <p><b>Suggested Story:</b> Ready, Steady, Grow                      Author: Sophie Piper                      Illustrator: Georgie Birkett                      Publisher: Lion Hudson plc</p> <p>How this book might help: Describing to the very young positive things they can do to help their bodies grow strong and healthy. May also reassure a child eager to 'be grown up' that each day, little by little, they are moving towards this. Personal safety issues, healthy eating and good hygiene are also touched upon.</p> <p><b>Activity 27: Songs and Creative Movements</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop large muscle coordination in performing creative movements through music and dance</li> <li>2. Recognize rhythmic pattern of the song and respond through clapping, stomping, patting, etc.</li> <li>3. Develop self-confidence by leading or joining in the group’s sing and dance activities</li> </ol> <p><b>Materials:</b> Songs, musical instruments and other objects: drum, cymbals, sticks, tambourines, pans, spoons</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Group the children if needed.</li> <li>2. Ask the children about the song (e.g., what did you eat during breakfast? Or what is your favorite breakfast? Who knows this song_____?”)</li> <li>3. If two or more of the children know the song and its action let them be the leaders of the group.</li> <li>4. Sing with the children enthusiastically to stimulate their interest, allowing them to enjoy the song with their classmates and easy for them to memorize the song and its actions.</li> <li>5. Let the children recognize and feel the rhythmic patterns of the song and respond through clapping, stomping and patting or through the use of musical instruments and other objects.</li> </ol> <p><b>Suggested Song:</b> “<u>The Breakfast Song</u>” (tune: Johnny Pounds with One Hammer)                      What did you eat for breakfast, for breakfast, for breakfast?                      What did you eat for breakfast (child’s name) today?                      (Child’s name) ate (child’s answer), (child’s answer)</p>						

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<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the children the picture of a child’s clean teeth/hands/body and ask them: How does the child look like? What makes the child healthy?</li> <li>2. Show the children the picture of a child’s dirty teeth/hands/body and ask them: How does the child look like? What would likely happen to the child?</li> <li>3. Let the children guess what might happen if they do not keep themselves clean or if they keep themselves clean.</li> <li>4. Post the picture of the clean child on a display board as a reminder for the children to keep their body healthy and clean.</li> </ol> <p><b>Activity 2: Food Hygiene</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop common health routines and practice self-care</li> <li>2. Develop awareness on the harmful effects of germs and bacteria to one’s health</li> <li>3. Identify and express freely own basic emotions on the observed activity</li> </ol> <p><b>Materials:</b> Plastic eating utensils, fake food (fruit, vegetables, meat, crackers)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Briefly discuss with the children the importance of hand washing again and why everyone should wash their hands prior to eating.</li> <li>2. Place some of the utensils and fake food items on the floor and ask the children if it is alright to use any of the utensils or eat any of the food if they have been on the ground for just a few seconds.</li> <li>3. Once they give their answers, discuss the dangers of eating foods on the floor and the dangers of eating with utensils that have been on the floor.</li> </ol> <p><b>Activity 3: Picture Study</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop initiative through a simple activity</li> <li>2. Express care and concern to the environment</li> <li>3. Demonstrate the habit of being a responsible individual for the cleanliness of his/her surroundings through</li> </ol>						

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<p>simple actions</p> <p><b>Materials:</b> Pictures of toys</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show pictures of toys scattered around.</li> <li>2. Ask children how they will make their room clean.</li> <li>3. Have children pick up the things scattered on the floor while singing “Bits of Paper” with the teacher.</li> </ol> <p><b>Activity 4: Cleaning Bag</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop common health routines and practice self-care</li> <li>2. Identify the personal cleaning tools/materials for self-care</li> <li>3. Name objects without labels</li> <li>4. Share ideas and experiences with others</li> </ol> <p><b>Materials:</b> A kit/bag, nail cutter, toothpaste, toothbrush, towel, soap, shampoo, cotton buds, tissue paper</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Review the body parts.</li> <li>2. Ask the children: How do you take care of your body? How do you take care of your teeth? How do you take care of your hair? etc.</li> <li>3. Tell them: I have here a cleaning bag. Inside this bag are the things we use to take care of our body. Let us see what these things are.</li> <li>4. Show the things one by one and let the children answer if they know the object. While showing the object, ask them, “Where do we use this object?” Show and act how the object is used</li> <li>5. After discussing all the uses of the objects, discuss the importance of taking care of the body.</li> <li>6. Ask them to give ways on how to take care of the body.</li> </ol> <p><b>Activity 5: Glitter Germs</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Practice proper hand washing and apply it everyday</li> <li>2. Develop common health routines and practice self-care</li> </ol>						

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<p>3. Develop awareness on the harmful effects of germs and bacteria to one’s health</p> <p>4. Respect rights of others by waiting for one’s turn</p> <p><b>Materials:</b> Glitter, paper towels, hand lotion and bucket (to catch glitter)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. As an orientation, show to children a picture of germs and explain its effect to one’s health.</li> <li>2. First--check that no one has allergies to the hand lotion (cooking oil can be used instead of lotion) *The lotion and cooking oil helps for the glitters to stick on the hands and prevent it from spreading to other parts of children’s body.</li> <li>3. Divide the class into small groups to avoid chaos especially glitters is the main material of the activity and is very appealing to the children.</li> <li>4. Instruct them not to play with the glitters because the glitters represent the germs.</li> <li>5. Discuss to children the importance of taking turns. The activity needs to be organized, one group at a time.</li> <li>6. Put a drop of lotion on each child's hand and have them rub their hands together to spread the lotion out evenly. Sprinkle over a bucket a small amount of glitter into each child's hand.</li> <li>7. Have the children make a fist with the hand that has glitter on it. Have them spread their fingers. Ask: What do you see? Have each child press his/her hands together and pull them apart and ask them: What do you see?</li> <li>8. Give each child a piece of paper towel and have them wipe their hands and ask: Is the glitter all gone? After using the paper towel, have the children wash their hands with soap and water and ask them: Did the glitter come off?</li> <li>9. Discuss that the glitter represents germs (pretend germs) and ask the following:     What happened when you tried to get the glitter off with paper towels?     What happened when you used soap and water?     Why is it important to properly wash your hands?</li> </ol> <p><b>Activity 6: Germs Away</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop common health routines and practice self-care</li> <li>2. Practice proper hand washing</li> <li>3. Develop awareness on how to keep the body away from germs</li> </ol>						

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<p><b>Materials:</b> Bowl, water, pepper and liquid dishwashing soap</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Sprinkle black pepper in a bowl of water (the pepper represent germs).</li> <li>2. The pepper will float on top.</li> <li>3. In the center of the bowl add a few drops of dishwashing soap and watch the water as it takes the black pepper on the side of the container and tell the children that the dishwashing soap "scare the germs away"!</li> <li>4. Discuss the importance of using soap and the proper way of washing hands.</li> <li>5. After the activity guide the children in washing their hands with soap.</li> </ol> <p><b>Activity 7: Spreading Germs</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop common health routines and practice self-care</li> <li>2. Practice proper hand washing</li> <li>3. Develop awareness on germs and its effects</li> <li>4. Develop understanding on the importance of using handkerchief or face towel to cover the nose and/or mouth when sneezing and coughing</li> </ol> <p><b>Materials:</b> Spray bottle, food color, water, white paper, tissue</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Drop a little green food color in the spray bottle that contains water. Set the food color as an example of germs that are spreading rapidly all over the water.</li> <li>2. Squirt the water (sneeze) onto white paper to show how germs spread when you sneeze.</li> <li>3. Then take a tissue and cover the nozzle of the spray bottle.</li> <li>4. Spray again (sneeze). When you cover your mouth the germs go on the tissue instead of spreading all over.</li> </ol>						

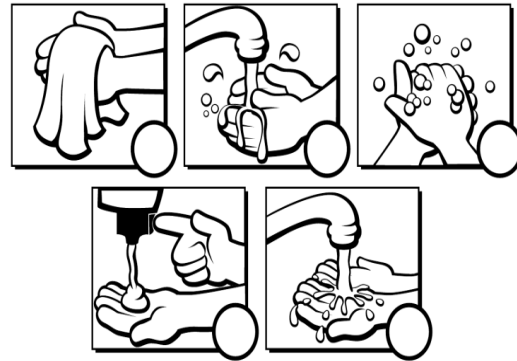
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<p><b>Activity 8: Bubbles Bubbles</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Reinforce the use of lots of bubbles on hands when washing the hands</li> <li>2. Develop common health routines and practice self-care</li> <li>3. Practice proper hand washing</li> </ol> <p><b>Materials:</b> White construction paper, tub/container, dish soap, straws and food coloring.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Trace the children’s hands on white construction paper and cut the design of the hand.</li> <li>2. In a tub/container let the children place a small amount of water and dish soap.</li> <li>3. Blow through straws to make bubbles (teacher’s task).</li> <li>4. When bubbles are formed drop food coloring on the bubbles.</li> <li>5. Have the child place the hand cut-out on the bubbles to get an interesting design when the bubbles pop.</li> <li>6. Instruct the children to place the hands gently on the bubble or the paper will go into the water and get to wet.</li> <li>7. The teacher needs to demonstrate first how to do the activity.</li> </ol>						
<p><b>Activity 9: Hand Washing</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Practice proper hand washing in a fun way</li> <li>2. Develop common health routines and practice self-care</li> </ol> <p><b>Materials:</b> A working sink with water (one sink per five students is preferred if possible), clean and dry hand towel per student, foaming hand soap (enough for the students to share).</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the importance of hand washing, as a class, and discuss how it helps to prevent people from spreading germs and becoming sick.</li> <li>2. Discuss the most important times to wash hands: after using the toilet, when they are sick, before eating, after handling animals, after playing outside, and when they will be spending time with a newborn baby.</li> <li>3. Adjust the sink(s) temperature so that it is lukewarm. Help the first set of students wet their hands and</li> </ol>						

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<p>dispense the soap onto their hands.</p> <p>4. Help them sing “Happy Birthday” as they wash their hands and lather up the soap. Once the song is over, help the students thoroughly rinse their hands. Hand them each a paper hand towel and help them thoroughly dry their hands. Move on to the next set of students.</p> <p><b>Activity 10: Hands-on Dirt!</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop awareness on how to keep the body away from germs</li> <li>2. Observe what happens to their hands when they play</li> <li>3. Demonstrate proper hand washing techniques and explain its importance</li> <li>4. Develop self-confidence by joining in games with their peers</li> <li>5. Arrange 3 to 5 pictures in sequence</li> </ol> <p><b>Materials:</b> Area to play outside or plastic tubs full of dirt, magnifying glasses, soap, sink, paper towels</p> <p style="padding-left: 20px;">How to Wash My Hands handout: 3 to 5 pictures that show the steps in washing hands, art supplies: colored pencils, markers, crayons</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Before proceeding to the actual activity, explain: All day long, your hands touch things that have lots of tiny germs all over them. Today, we’re going to take a close look at our hands after you’ve had some fun playing and we’re going to learn what we can do to keep our hands clean.</li> <li>2. Let the children play outside and dig in the dirt for a few minutes.</li> <li>3. Once they are back inside, have them look at their own hands with the magnifying glasses. Ask them: What do you think you’ll see? How do they look? Do you think it would be a good idea to go and eat lunch right now? What could happen if you did that? The best way to get all those germs off your hands is to wash them. But does it matter how you wash your hands? Let’s find out.</li> <li>4. Half the class will wash their hands with just water.</li> <li>5. The other half will use soap and water. Then have them look at their hands under the magnifying glasses</li> </ol>						



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<p>again. Ask again: What do you think you'll find?</p> <p>6. Give the children the pictures on washing hands. Ask them to arrange the pictures in sequence.</p> <p><b>Activity 11: Nails</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop common health routines and practice self-care</li> <li>2. Express how to take care of one's nails in simple term</li> </ol> <p><b>Materials:</b> A rubber hand, ten plastic fingernails with nail glue, a pair of nail clippers (adult use only).  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Apply all ten fingernails to the rubber hand.</li> <li>2. Demonstrate proper nail trimming and explain to the students that they should have their parents help them with this.</li> <li>3. Discuss why nail biting should not be done and why it can cause the spread of germs and cause illness.</li> <li>4. Discuss how keeping nails clean and trimmed helps to prevent spread of germs and illnesses.</li> </ol> <p><b>Activity 12: My Teeth</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Count one's teeth from 1 to 10</li> <li>2. Demonstrate fine motor skills in drawing and coloring</li> <li>3. Demonstrate eye-hand coordination by using pencils</li> <li>4. Practice correct and proper sitting position, paper placement when drawing and coloring</li> </ol> <p><b>Materials:</b> Long mirror, pencils, crayons and worksheet (a face of a boy and girl smiling without teeth)  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Review the children on the parts of the face. Then give emphasis to the teeth.</li> <li>2. Tell the children: Today we will talk about how to take care of our teeth but before</li> </ol>						



## LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD

<b>SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD</b>	<b>DOMAINS</b>					
	<b>PH+</b>	<b>SE</b>	<b>CV</b>	<b>CD</b>	<b>LD</b>	<b>CA</b>
<p>that, does anybody know how many teeth they have? Let us count our teeth first. I have here a mirror. You will count your teeth with the help of the mirror.</p> <ol style="list-style-type: none"> <li>3. Let the children count their teeth. They can use the mirror by group.</li> <li>4. After counting, give them the worksheets. Ask them to bring out their pencils and crayons.</li> <li>5. Give the instructions. Tell them: You can see here a picture of a boy or a girl smiling. This boy or girl is you. You don't have any teeth in this picture, so you will draw your teeth here. (Point to the mouth) The number of your teeth that you will draw depends on how many you have counted a while ago. Example, Rita has 10 teeth so she will draw 10 teeth here.</li> <li>6. Tell them that they can color the picture after they finished drawing their teeth.</li> </ol> <p><b>Activity 13: Writing Numeral 5</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Practice fine motor skills when using writing materials</li> <li>2. Practice writing numeral 5 through a model</li> </ol> <p><b>Materials:</b> Numeral 5 written on a cardboard, pieces of paper with numeral 5 written in dots  <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Let the children sit properly with correct position, paper placement and correct holding of the pencil.</li> <li>2. Demonstrate writing numeral 5 on the air with a pencil. Then let the children imitate you.</li> <li>3. Distribute the pieces of paper. Let the children connect the dots for numeral 5.</li> <li>4. Let the children write numeral 5 with the model.</li> </ol> <p><b>Activity 14: Tooth Science</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify materials used in cleaning the teeth</li> <li>2. Develop awareness on the importance of taking care of the teeth</li> <li>3. Develop common health routines and practice self-care of one's teeth by brushing</li> </ol> <p><b>Materials:</b> One hard-boiled egg per student, one toothbrush per child, toothpaste (enough for the children to</p>						

**LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD**

SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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<p>share), cup, dark soda (enough for each child to share).</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Explain to the children: Pretend that the surface of a hard-boiled egg is your tooth. Notice how the egg color is close to the color of tooth enamel.</li> <li>2. Discuss together how certain foods and drinks can stain the teeth.</li> <li>3. Have the children soak eggs in few drinks overnight such as grape soda, red fruit punch and even cola.</li> <li>4. The next day, let the children remove the eggs and examine for staining.</li> <li>5. Demonstrate to the children how to gently brush the egg with a toothbrush and toothpaste.</li> <li>6. Tell them: Work on getting the eggs back to a “happy tooth” color.</li> <li>7. Continue your discussion and ask the children how the tooth got white again and why brushing teeth is so important.</li> </ol> <p><b>Activity 15: How to Brush Our Teeth</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Practice the proper way of brushing the teeth</li> <li>2. Develop common health routines and practice self-care of one’s teeth</li> <li>3. Develop fine motor skills by painting</li> <li>4. Demonstrate eye-hand coordination by using/holding the brush to paint properly</li> </ol> <p><b>Materials:</b> Clean used toothbrushes, papers</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Provide old toothbrushes to be used in painting.</li> <li>2. Dip the brush into poster paint and do a "wiggle-jiggle" motion on a sheet of paper.</li> <li>3. Take the toothbrush up and down, back and forth, and circular strokes as you paint. When finished cut the paper into a tooth shape.</li> <li>4. This art project teaches the concept of proper brushing.</li> </ol>						



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<p><b>Activity 16: Playing Doctor</b>  <b>Objectives:</b>                      1. Develop awareness on common health routines and practices                      2. Develop interest and willingness to visit health clinics for check-up regularly                      3. Experience how it is to become a doctor                      4. Demonstrate independence through one’s ability to play alone for about 10-20 mins  <b>Materials:</b> A shoe box filled with different supplies, bandages, popsicle sticks for tongue depressors, empty ball point pen as pretend needles, etc.  <b>Procedure:</b>                      1. Ask the children if they already experienced visiting a clinic or a doctor and have noticed what they wear and how they work. Have two or more children share their experiences                      2. Before the activity, instruct the children to bring a white robe/shirt.                      3. Let them dress up in white shirts or smocks like a doctor.                      4. Bring out a shoe box filled with different supplies, bandages, popsicle sticks for tongue depressors, empty ball point pen as pretend needles, etc. and observe how they play with them.                      5. Discuss why it is important to see the doctor regularly.                      6. Ask them if anyone knows how to use a stethoscope and ask if they know what a heartbeat is.                      7. If they put their hands over their heart they might be able to feel it beating.                      8. Show them how to take a pulse on their wrists and on their neck.</p> <p><b>Activity 17: How Do We Take Care of Our Hair?</b>  <b>Objectives:</b>                      1. Identify connections between self and printed pictures                      2. Develop common health routines like taking care of one’s hair                      3. Connect pictures with printed labels                      4. Arrange 3 to 5 pictures in sequence to make up a story  <b>Materials:</b> 3 to 5 drawings or pictures of a girl/ boy: cutting the hair, washing the hair, putting shampoo,</p>						

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SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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<p style="text-align: center;">rinsing the hair, combing the hair, suklay, shampo, tubig, gunting and their word cards</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the picture of a boy and a girl. Review the children on the body parts. Let them point their own body parts.</li> <li>2. After reviewing, emphasize the hair. Ask them: Who have long hairs? Short hair? Curly? Straight?”</li> <li>3. Ask them: What are the things we use in taking care of the hair? Let the children match the pictures with the printed labels.</li> <li>4. Ask the children: How do we take care of our hair? Show the pictures. Let the children describe the pictures.</li> <li>5. Ask the children to make a story entitled “Making My Hair Beautiful” using the pictures. Ask the children to tell the story using the pictures in sequence.</li> </ol> <p><b>Activity 18: Different Hairs</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate fine motor skills in cutting and pasting</li> <li>2. Explore the use of their artwork using their imagination and creativity</li> <li>3. Demonstrate independence through one’s ability to play alone</li> </ol> <p><b>Materials:</b> Yarn (yellow, black, brown, red), plastic cups, pentel pen or colored paper (for the parts of the face) and glue</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Distribute the cups with a drawn face already and tell the children that they are going to make puppets.</li> <li>2. Invite them to choose any yarn they want for the hair. Tell them: Using the scissors, you will cut the yarn to form hairs and paste these on the head of the face. The hair can be short or long, curly or straight depending on what you like.</li> <li>3. Let the children name their puppets. Have them paste the cut yarn (hair) on the head of the puppet.</li> <li>4. Demonstrate the proper way of combing the hair.</li> <li>5. After finishing, display their artworks in one bulletin board.</li> </ol>						

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<p><b>Activity 19: Good Habits, Bad Habits</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify the good habits of keeping the body healthy and clean</li> <li>2. Give substantive reasons of keeping one’s body healthy and strong</li> <li>3. Practice common health routines and self-care</li> </ol> <p><b>Materials:</b> Pieces of paper with images of hygiene practices</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. On pieces of paper, draw 10 good hygiene habits, such as brushing teeth three times a day, washing for 20 seconds or covering your mouth when you cough.</li> <li>2. On 10 more pieces of paper, draw another 10 bad habits.</li> <li>3. Fold all of the pieces of paper and place them in a hat. The children can draw out one at a time and decide whether it's a good hygiene habit or a bad hygiene habit.</li> <li>4. Ask the children for the substantive reasons on keeping the body healthy and strong.</li> </ol> <p><b>Activity 20: Let’s Match It!</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Connect pictures with their labels</li> <li>2. Share ideas and feelings on how to clean some body parts in simple term</li> </ol> <p><b>Materials:</b> Worksheets</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have the children match the part of the body with the corresponding object/material used for cleaning.</li> <li>2. Let the children discuss on how the objects/materials are used for cleaning some parts of the body.</li> </ol>						



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<p><b>Activity 21: Story Time</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate interest in listening to stories on making the body healthy/clean</li> <li>2. Develop focus during storytelling activity</li> <li>3. Demonstrate curiosity and interest in identifying pictures without labels and match pictures with printed labels</li> <li>4. Ask/answer the questions about the story</li> </ol> <p><b>Materials:</b> Picture books/Big books/puppets/improvised television</p> <p><b>Suggested Stories:</b> Ay! May Bukbok ang Ngipin ni Ani By: Dr. Luis Gatmailan Prinsipeng Ayaw Maligo Ang Malinis na si Fely The Banana Peeling</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Sing the transition song for story telling.</li> <li>2. Show the book and allow the children to leaf the pages of the book for 5 minutes. Then ask them to describe what they can see in the cover page of the book.</li> <li>3. Unlock the difficult words in the story for children to understand the story well.</li> <li>4. Read the title of the book, the author and the illustrator. 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.</li> <li>5. Read the story aloud to the children. While reading the story, let the children identify pictures without labels and match pictures with labels.</li> <li>6. After reading the story, let the children ask questions about the story guided by what, who, where, when. Other children will answer the questions.</li> <li>7. Questions (for the Suggested Story: The Banana Peeling)             <ol style="list-style-type: none"> <li>a. Who are the characters in the story?</li> <li>b. What happened to Tess?</li> <li>c. Where did the banana peeling come from?</li> <li>d. Why is it important to throw the trash in the proper place?</li> </ol> </li> </ol>						

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<p><b>Activity 22: Songs and Creative Movements</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop large muscle coordination in performing creative movements through music, rhymes, action poems and dance</li> <li>2. Recognize rhythmic musical patterns and repeat them through clapping, stomping, patting, etc.</li> <li>3. Develop self-confidence by leading or joining in the group’s sing and dance activities</li> </ol> <p><b>Materials:</b> Songs, rhymes, action poems, musical instruments and other objects, cassette recorder</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Group the children if needed.</li> <li>2. Ask the children about the song (e.g., “ who knows this song _____?”)</li> <li>3. If two or more of the children know the song and its action let them be the leaders of the group.</li> <li>4. Let the children recognize the rhythmic musical patterns of the song. Then let them imitate the pattern through clapping, stomping, patting, etc. while singing the song.</li> <li>5. Show the musical instruments and other objects. Let them play the musical instruments and other objects to accompany the song.</li> <li>6. Sing with the children enthusiastically to stimulate their interest with the musical instruments and objects.</li> <li>7. Let the children enjoy the song with their classmates so that it will be easy for them to memorize the song and its actions.</li> </ol> <p style="margin-left: 40px;"><b>Songs:</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><u>Everybody Do This</u> Everybody do this, do this, do this, and do this. Everybody do this just like this. Variation: Everybody shake hands, shake hands Everybody wave hi Everybody smile awhile Everybody hug a friend Everybody hold hands.</p> </div> <div style="width: 45%;"> <p><u>Hands</u> (The words describe the actions) My hands upon my head I’ll place. Upon my shoulders, on my face, At my waist and by my side, Then behind me they will hide. Then I’ll raise them way up high, And let my fingers fly, fly, fly, Then clap, clap, clap them – One – Two – Three! Now see how quiet they can be.</p> </div> </div> <p><u>Let’s Clean Up</u></p>						

# LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD

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<p>(Tune: Farmer in the Dell)</p> <p>Let's clean up today Let's clean up today We've had our fun Our day is gone. So, let's clean up today.</p> <p><u>It's Time To Clean Up</u> Are you helping, are you helping Pick up toys, pick up toys Let us all be helpers, let us all be helpers Girls and boys, girls and boys.</p> <p><u>Quiet Time</u> This is my quiet time My feet are flat and still My hands too are still My hands are on my lap My head is limp My body is limp Now head rest on my knees</p> <p>My head comes up Now I am ready to listen.</p> <p><u>Hello Everybody</u></p> <p>Hello everybody, yes, yes, yes, Yes, yes, yes: yes, yes, yes. Hello everybody, yes, yes, yes, Yes, yes, yes, friends.</p>						
<p><u>I Wiggle</u> <i>Wiggle the body parts as they are mentioned.</i></p> <p>I wiggle my fingers, I wiggle my toes I wiggle my nose, I wiggle my shoulders, Now no more wiggles are left in me, So I will sit as still as can be.</p> <p><u>Two</u></p> <p>Two eyes to see things to do Two lips to speak clearly the whole day through Two ears to hear what others say Two hands to put the toys away.</p> <p><u>Where is Linda</u> Teacher: Where is Linda? Where is Linda? Linda: Here I am, here I am, Teacher: How are you this morning Linda: Very well, I thank you. Teacher: Hop away. Hop away. <i>(Linda hops away)</i> Repeat using other children. Also vary the final action: walk, skip or jump away, etc.</p> <p><u>Mary's Here Today</u> Mary's here today, Mary's here today, We'll clap our hands and say, Mary's here today.</p>						

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SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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<p><b>Week 9 Sub-Theme: I Have Things I Use In Eating</b></p> <p><b>Activity 1: Bring Me</b>  <b>Objectives:</b>                      1. Practice the correct and appropriate speed in running or walking and making turns                      2. Demonstrate capability of being honest                      3. Follow strictly game rules                      4. Acknowledge the rights of others by saying: It’s your turn to run/walk  <b>Materials:</b> Game: Spoon Relay  <b>Procedure:</b>                      1. Divide the children into two teams and let them form two lines. From where the two teams are stationed, measure two meters and put two chairs.                      2. Explain the instruction for the game. Give each group a spoon. The first child on the line will run bringing a spoon then turn around the chair and goes back to his /her team. Then he/she gives the spoon to the next in line. The team who could finish the relay first will be the winner.                      3. Let the teams do the relay by walking.</p> <p><b>Activity 2: Our Dining Table</b>  <b>Objectives:</b>                      1. Identify the materials/utensils in eating                      2. Develop and practice eye-hand coordination by using pencils and crayons                      3. Practice correct and proper sitting position, paper placement, and holding the materials for drawing                      4. Practice individual activity using fine motor skills for self-expression like drawing and coloring  <b>Materials:</b> Pencil, crayons and paper  <b>Procedure:</b>                      1. Give each child a piece of paper.                      2. Have them draw what are the materials they can see during mealtime in their house.                      3. Let them describe what they drew and its uses.</p>						

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<p><b>Activity 3: Table Arrangement</b>  <b>Objectives:</b>                      1. Identify the materials used for setting the table                      2. Develop initiative to help adults in setting a table for mealtime                      3. Apply simple directions in performing simple tasks  <b>Materials:</b> Plates, spoon, fork, cups, glasses and placemats  <b>Procedure:</b>                      1. Demonstrate how to arrange a dining table.                      2. Have the children count each step in arranging the utensils to make it easier for them to remember the sequence of the procedure.                      3. Assist the children on arranging the utensils on the dining table.</p> <p><b>Activity 4: My Table Mat</b>  <b>Objectives:</b>                      1. Identify lines as boundary of anything drawn                      2. Develop and practice eye-hand coordination by using pencils and crayons                      3. Practice correct and proper sitting position, paper placement, and holding the materials for drawing                      4. Practice individual activity using fine motor skills for self-expression like drawing and coloring  <b>Materials:</b> Paper, crayons and pencil  <b>Procedure:</b>                      1. Review the lesson learned from the previous activity.                      2. Let the children draw a plate, spoon, fork, cup and glasses arranged properly just exactly like what they have observed from Activity 3 on table arrangement.                      3. When their artworks are ready cover it with plastic and explain to the children that their artwork will be used regularly as their placemats during mealtime.</p>						

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<p><b>Activity 5: Good Table Manners</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify what are the right table manners</li> <li>2. Demonstrate self-confidence in group activities</li> <li>3. Practice the right table manners</li> </ol> <p><b>Materials:</b> Pen and paper</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. During class meeting discuss the importance of setting rules during mealtime</li> <li>2. Let the children identify the things they should do during mealtime (good table manners) by discussing the pictures below</li> <li>3. Review all the agreed rules during mealtime</li> </ol>						
<p><b>Activity 6: Eating like a Prince and Princess</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Attempt to read labels of utensils or materials used in eating</li> <li>2. Practice right manners when eating during mealtime</li> <li>3. Demonstrate independence and initiative in helping adults</li> </ol> <p><b>Materials:</b> Spoons, forks, plates, cups, glasses in a box with their labels</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask the children to read the labels of the utensils used for eating.</li> <li>2. Arrange the table and utensils while the children are getting ready with their outfits (crowns).</li> <li>3. Guide the children to wash their hands.</li> <li>4. Explain that the activity for the day is to imitate how the prince and princess eat during meal time/ (this can be done during recess time).</li> </ol>						



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<p>5. Demonstrate first how a prince and princess eat. Demonstrate how to use the spoon and fork and how to chew the food right.</p> <p>6. Then let the children try what you have demonstrated.</p> <p>7. Practice saying: May I, Please, Thank-you and You're welcome.</p> <p>8. Encourage them to say: Excuse me for burping (and bumping into others), and I'm sorry for being naughty. (Don't make a big deal of burps and messes at the table considering they are only 3 year olds. It will take time to pick up good table manners).</p> <p>9. Have your children hand you their cup/bowl/plates when they're finished. This is a precursor to helping clear the table. They can help bring napkins and kid-friendly dinnerware to and from the table, too.</p> <p><b>Activity 7: Tent City</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Name familiar utensils and other materials used for eating without labels</li> <li>2. Count the utensils from 1 to 10</li> </ol> <p><b>Materials:</b> Chairs, blankets, and sheets, flashlight, pictures of utensils or anything that can be used in eating</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Tie the middle part of the blanket to the ceiling and place the edges of the blankets under the comforter or mats. Place pillows inside the tent city to make it more comfortable for the children while having the activity.</li> <li>2. When the tent is all set paste the pictures on the tent and leave only a dim lighting inside the room.</li> <li>3. When all are settled, instruct them to point the light of the flashlight to the picture you will describe. Grab also the opportunity for storytelling.</li> </ol> <p><b>Activity 8: Eating Together</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate correct and proper self-feeding</li> <li>2. Develop fine motor skills and eye-hand coordination in the initial and correct handling and using of spoon and fork, and pouring of water on their own cup</li> </ol>						

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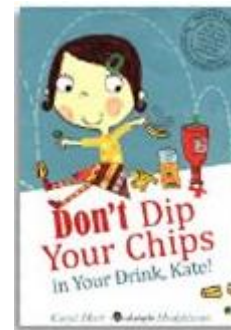
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SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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<p>3. Develop own story out of thoughts and feelings</p> <p><b>Materials:</b> Plastic spoons and forks, cups, paper plates (or let the children bring their own utensils, cup and plate), pitcher, tissue or napkin, food or their baon and pictures of the things they used in eating (for the discussion)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Start with a prayer.</li> <li>2. Prepare the table by putting their placemats, plate, utensils and cup. Also prepare the pitcher of water.</li> <li>3. Guide them to wash their hands.</li> <li>4. Let the children eat. Let them pour water on their own cup. After eating, let them clean their tables.</li> <li>5. Discuss the objects they used during eating. Show them the pictures and tell them what they are called. Ask questions like “What do we use to drink water? Where do we put our food?”</li> <li>6. Let the children make up their own story entitled “Eating Together”. Then let them tell the story.</li> </ol> <p><b>Activity 9: Awarding</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Practice the right manners in eating in front of the table with classmates</li> <li>2. Recognize the importance of having good manners and right conduct</li> <li>3. Take with pride about one-self but without being boastful or exaggerating the truth</li> </ol> <p><b>Materials:</b> Certificate of good manners</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Prepare a simple celebration in recognizing the children’s good behavior and manners during mealtime.</li> <li>2. Invite the parents to witness and award the certificates themselves to their children.</li> <li>3. Ask the children to talk with pride on their good behavior and manners during mealtime without being boastful or exaggerating the truth.</li> <li>4. Prepare a little party after the celebration and during the mealtime let the children show to their parents the good manners they have learned all through the week.</li> </ol>						



# LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD

SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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<p><b>Activity 10: Story Time</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate interest in listening to stories with pictures about parties and celebrations where there is serving/eating of meals</li> <li>2. Remain settled while listening to stories using picture books for 5 minutes</li> <li>3. Participate in discussions about pictures from the story</li> <li>4. Tell his/her own title of the story.</li> </ol> <p><b>Materials:</b> Books/Big books/puppets/improvised television</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the book and ask the children to describe what they can see in the cover page of the book.</li> <li>2. Unlock the difficult words in the story for children to understand the story well</li> <li>3. Read the title of the book, the author and the illustrator. 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.</li> <li>4. Read the story (preferably in Mother Tongue) showing the pictures. Then let the children participate in the discussions of the pictures in the story.</li> <li>5. Ask the children to give the title of the story.</li> </ol> <p><b>Suggested Story:</b> Don't Dip Your Chips in Your Drink, Kate                      Author: Caryl Hart                      Illustrator: Leigh Hodgkinson                      Publisher: Orchard                      How this book might help: Encouraging good manners and co-operation.</p> <p><b>Suggested Story:</b> Little Princess - I Want My Dinner!                      Author: Tony Ross                      Illustrator: Tony Ross                      Publisher: Andersen Press Ltd                      How this book might help: Encouraging children to say 'please' and 'thank you'.</p>						



## LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD

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<p><b>Activity 11: Songs and Creative Movements</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop large muscle coordination in performing creative movements</li> <li>2. Express ideas and feelings through music and dance</li> <li>3. Hold and shake objects and instruments to produce sounds and simple rhythm</li> <li>4. Develop self-confidence by leading or joining in the group’s sing and dance activities</li> </ol> <p><b>Materials:</b> Song/Poem/Rhyme, Casette recorder, objects and instruments: pots, pans, spoons, forks, cymbals, tambourines, drum, sticks</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Present the whole song then sing this. Then sing by line and ask the children to repeat after you.</li> <li>2. Then let the children sing the whole song.</li> <li>3. Present the objects and musical instruments and let the children discover the rhythm of the song. Then let them play the objects and the instruments.</li> <li>4. Let the children sing the song with the accompaniment of the objects and musical instruments.</li> </ol> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Song:</b></p> <p><u>The Manners Song</u> (<i>Tune of Twinkle Twinkle Little Star</i>)</p> <p>We say, "Thank you." We say, "Please." We don't interrupt or tease. We don't argue. We don't fuss -- Listen when folks talk to us. Share our toys and take our turn. Manners are easy to learn. Sing the song "This is the Way I brush My Teeth" (with action) This is the way I brush my teeth, 3x This is the way I brush my teeth early in the morning. Comb my hair... Fix my bed... Eat breakfast...</p> </div> <div style="width: 45%;"> <p><b>Rhyme:</b></p> <p>Listen</p> <p>Only one can talk and be heard, So this is what I'll do!</p> <p>I'll listen like a little mouse, Until my friend is through!</p> </div> </div>						

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SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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<p><b>Week 10 Sub-Theme: I Have Things When I Clean Myself</b></p> <p><b>Activity 1: I Take Care of My Personal Cleaning Materials</b>  <b>Objectives:</b>                      1. Describe one’s personal cleaning tools/materials for self-cleanliness and hygiene                      2. Understand concept of conservation at a simple level                      3. Take care of his/her personal cleaning tools/materials  <b>Materials:</b> Drawing of personal cleaning tools/materials.  <b>Procedure:</b>                      1. On one card, let the children draw pictures of their personal cleaning tools/materials: soap, toothbrush, toothpaste, towel, comb, and handkerchief. Then let them describe these.                      2. Discuss with them on how they take care of their personal cleaning tools/materials. Ask them on how they conserve their soap and toothpaste.                      3. Let the children write their name on the card where they drew their personal cleaning tools/materials.</p> <p><b>Activity 2: Color Me!</b>  <b>Objectives:</b>                      1. Practice individual activity using fine motor skills for self-expression through crayons or paint                      2. Practice control in using the crayons and observe line boundaries in coloring drawings                      3. Repeat 5 to 8 word sentences correctly  <b>Materials:</b> Crayons, paint,  <b>Procedure:</b>                      1. Ask the children to get their drawings of their personal cleaning materials done in the previous activity.                      2. Tell them: You will color the objects you have drawn with crayon or paint. Make sure you color or paint within boundaries.                      3. Tell the children that you will say sentences about the objects/materials and they will repeat after you.                      Ang sabon ay ginagamit sa pagpapaligo.</p>						

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<p>Ako ay nagsisipilyo ng ngipin ko pagkatapos kumain. Gustong-gusto ko and kulay ng aking panyo. Bago ba ang tuwalya mo? Binigyan ako ng suklay ni nanay.</p> <p><b>Activity 3: Brush Brush Brush!</b> <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the right way to use one’s toothpaste</li> <li>2. Demonstrate the right way to brush the teeth</li> <li>3. Relate experience in brushing the teeth in sequence</li> <li>4. Develop common health routines and practice self-care</li> </ol> <p><b>Materials:</b> Toothbrush, toothpaste and a glass of water <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask the children to put out their own toothbrush and toothpaste and let them get a glass of water.</li> <li>2. Discuss the advantages of brushing their teeth at least two times a day.</li> <li>3. Demonstrate to the children how to open the tube, squeeze the toothpaste and close the tube.</li> <li>4. Divide the class into three groups. The group will take turns. While the others are waiting, they can do the independent activity.</li> <li>5. Get the first batch. Demonstrate on how to properly brush your teeth. (Wash the toothbrush. Put small amount of toothpaste. The movement of brushing is in circular motion. Clean your tongue. Spit the toothpaste and rinse with water.)</li> <li>6. Let the children brush their teeth on their own. Continue until every group had the chance to brush.</li> <li>7. After brushing the teeth, ask the children how they feel.</li> <li>8. Then let the children relate their experience in brushing the teeth in sequence.</li> </ol>						

**LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD**

SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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<p><b>Activity 4: Why Do We Need to Take a Bath?</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Know that certain things are the same and can be substituted for each other</li> <li>2. Give substantive reasons for taking a bath</li> <li>3. Develop common health routines and practice self-care</li> </ol> <p><b>Materials:</b> Pictures of different bath soap and shampoo, “tabo”, sponge, towel</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the different brands of bath soap and let the children attempt to read the labels. Ask them: Which soap do you prefer to use when taking a bath? Could you also use the other bath soap? Why? So if your preferred soap is not available you could choose another soap because the purpose of using it is the same.</li> <li>2. Do the same with the different brands of shampoo.</li> <li>3. Let the children give substantive reasons why one needs to take a bath.</li> <li>4. Ask them when do they take their bath and how many times do they take a bath in a day. .</li> <li>5. Give the children an assignment to practice taking a bath or washing their body using the identified materials. Inform the parents regarding their homework to make sure that children develop the habit of taking a bath daily.</li> </ol>  <p><b>Activity 5: How to Take a Bath</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Plan and organize a simple familiar activity</li> <li>2. Bath following an organize sequence</li> <li>3. Develop common health routines and practice self-care</li> </ol> <p><b>Materials:</b> A doll that children can bathe, soap or soap gel, bath sponge or other similar item, a container large enough to be used as bath tub for doll</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have the children plan and organize a simple activity of bathing a doll. So they need to identify and prepare</li> </ol>						

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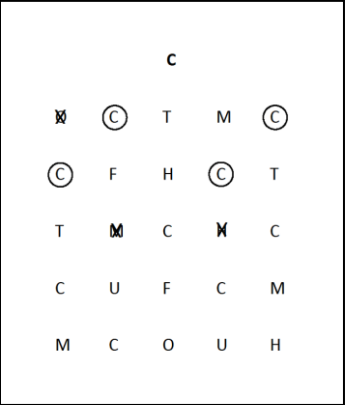


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SUGGESTED ACTIVITIES FOR PRE-K1: 3– 3.11 YEARS OLD	DOMAINS					
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<p>the materials to be used.</p> <ol style="list-style-type: none"> <li>2. Discuss how to take a bath and in what order should we clean the body parts. It is important to establish a routine that children can remember. For example what do we wash/clean first, second, third, etc.</li> <li>3. Then let the children bathe the doll using the identified materials in bathing and showing what to clean first.</li> <li>4. Let the children promise that they will take a bath following the sequence demonstrated. Inform the parents of the activity to ensure that children practice taking a bath daily.</li> </ol> <p><b>Activity 6: Story Time</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Remain settled while leafing through a picture book for 5 minutes</li> <li>2. Demonstrate interest in listening to stories about things used in cleaning oneself.</li> <li>3. Choose and tell about the favorite characters in the story</li> <li>4. Retell familiar story heard</li> </ol> <p><b>Materials:</b> Picture books/Big books/puppets/improvised television</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Show the book and ask the children to describe what they can see in the cover page of the book.</li> <li>2. Unlock the difficult words in the story for children to understand the story well</li> <li>3. Read the title of the book, the author and the illustrator. 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.</li> <li>4. Read the story aloud to the children.</li> <li>5. After reading the story, ask the children their favorite characters in the story. Ask: Why are these characters your favorite?</li> <li>6. Ask the children to retell the story they heard.</li> </ol> <p><b>Suggested Story:</b>  Ay! May Bukbok ang Ngipin ni Ani ( Luis Gatmaitan)</p> <p style="text-align: center;">Title: I Don't Want To take a Bath</p>						



# LEARNING RESOURCE NO. 5: SUGGESTED ACTIVITIES (QUARTER 2) FOR PRE-K1: 3 TO 3.11 YEARS OLD

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		PH+	SE	CV	CD	LD	CA
<p>Author: Julie Sykes Illustrator: Tim Warnes Publisher: Little Tiger Press</p> <p>Title: Tissue Please Author: Lisa Kopelke Illustrator: Lisa Kopelke Publisher: Simon &amp; Schuster Children's Publishing</p>							
<p><b>Activity 7: Cc and Kk</b> <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Produce or sound off “c” and “k”</li> <li>2. Produce the words with “c” and “k” sounds</li> <li>3. Practice correct and proper sitting position, paper placement and holding of writing tool</li> <li>4. Practice writing upper and lower case letters “Cc” and “Kk”</li> </ol> <p><b>Materials:</b> Cartolina or Manila paper, pen or crayons, activity sheet with Cc/Kk in dotted lines</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Print letter C at the top and center of a sheet of paper.</li> <li>2. Below this, write many letters of the alphabet in no particular pattern, spreading them over the sheet of paper with more of letter C.</li> <li>3. Point to letter C at the top and center and say this is letter C. Then sound off “k”</li> <li>4. Let the children repeat after you.</li> <li>5. Demonstrate writing letter C in the air and let them follow you.</li> <li>6. Have the children circle the letters that match the one printed at the top.</li> <li>7. While encircling the letter C, let the children say: This is letter C.</li> </ol>							

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8. Ask them to trace the letter and write in the air. 9. Have them place an "X" over the ones that do not match. 10. Distribute the activity sheet. Let the children connect the dots of letter Cc. 11. Let the children write "C" on the activity sheet following the model. Then let them write lowercase "c" on the activity sheet following a model. 12. Let the children identify words with initial "c" sound. 13. Follow the same steps for letter Kk.						